SELF STUDY REPORT FOR

NAAC
REACCREDITATION
3 rd Cycle

March 2017

MIER

College of Education (Autonomous)
College with Potential for Excellence Status by the UGC
Accredited by the NAAC with 'A' Grade

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MIER COLLEGE OF EDUCATION
Autonomous
Recognised by the Govt. of J&K and
Permanently Affiliated to the University of Jammu
College with Potential for Excellence Status by the UGC
Accredited by the NAAC with 'A' Grade & ISO 9001:2008 Certified

Self Study Report for
NAAC Reaccreditation
3rd Cycle

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List of Abbreviations

Abbreviation Used	Full Form
AIAER	All India Association for Educational Research
APQN	Asia Pacific Quality Network
B.Ed.	Bachelor of Education
B.Ed. Spl. Edu. (ID)	Bachelor of Education Special Education (Intellectual Disability)
BoS	Board of Studies
CAS	Career Advancement Scheme
CCTV	Closed Circuit Television
CET	Centre for Educational Technology
CER	Centre for Educational Research
CWS	Centre for Women Studies
CTE	Council for Teacher Education
CTET	Central Teacher Eligibility Test
CPF	Contributory Provident Fund
CD-ROM	Compact Disc Read Only Memory
DCDC	Director Colleges Development Council
DIET	District Institute for Education and Trainings
DELNET	Developing Library Network
DVD	Digital Versatile Disc
ERP	Enterprise Resource Planning
ESI	Employee State Insurance Scheme
ET	Educational Technology
FTTH	Fibre to the Home
GO	Governmental Organisation
HOD	Head of the Department
ISO	International Standards Organisation
IIMPA	Indian Institute of Management and Public Administration
INFLIBNET	Information Library Network
IQAC	Internal Quality Assurance Cell
LAN	Local Area Network
LCD	Liquid Cristal Display
Mbps	Mega Bits Per Seconds
M.A. Education	Master of Arts in Education
M.Ed.	Master of Education
MIER	Model Institute of Education and Research
MIET	Model Institute of Engineering and Technology
MIS	Management Information System
MJESTP	MIER Journal of Educational Studies, Trends and Practices
MoU	Memorandum of Understanding
MOOCS	Massive Online Open Courses
M.Phil.	Master of Philosophy

NAAC	National Assessment and Accreditation Council
NCTE	National Council for Teacher Education
NEAC	National Environmental Awareness Campaign
NGO	Non-Government Organizations
N-LIST	National Library and Information services Infrastructure for Scholarly Content
NSS	National Service Scheme
OHP	Over Head Projector
PG	Post Graduate
PI360	Performance Insight 360
Ph.D.	Doctor of Philosophy
RCI	Rehabilitation Council of India
SIE	State Institute of Education
SOS	Save our Souls
SWOT	Strengths Weaknesses Opportunities and Threats
SWOC	Strengths Weaknesses Challenges and Opportunities
TNA	Training Need Analysis
TLSS	Total Library Software system
TQM	Total Quality Management
UG	Under Graduate
UGC	University Grants Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization
Wi-Fi.	Wireless Fidelity

TERMS USED INTERCHANGEABLY (SAME MEANINGS)

Handbook	Prospectus
Faculty	Teacher Educators
Student Teachers / Students	Teacher Trainees / Prospective Teachers

MIER COLLEGE OF EDUCATION
Autonomous
College with Potential for Excellence Status by the UGC

Recognised by the J&K Government
Permanently Affiliated to the University of Jammu
Recognised by the UGC under Section 2(f) & 12(B)
Accredited by the NAAC with 'A' Grade
ISO 9001:2008 Certified

PREFACE

It gives us immense pleasure to submit the Self-Study Report (SSR) of MIER College of Education (Autonomous), B.C. Road, Jammu to the National Assessment and Accreditation Council, (NAAC) Bangalore for assessment and re-accreditation.

The report has been prepared by a Steering Committee constituted for this purpose. In compiling the report, the Steering Committee was enriched by the valuable inputs received from the students, faculty members, management, alumni and experts. The Committee has tried its best to include the required information as accurately as possible to make the SSR a comprehensive document. No outside help has, however, been taken while preparing the report.

The preparation of SSR for re-accreditation for 3rd cycle has re-energized all stakeholders and has provided another opportunity for the management to review the College functioning in the new perspective. The entire process was experienced as both challenging and transformational.

On behalf of the Steering Committee I would like to extend gratitude to one and all who contributed in the preparation of the present document.

Renu Gupta

(Dr. Renu Gupta)
Principal
Principal
MIER College of Education
B. C. Road, Jammu

PART – I
INSTITUTIONAL
DATA

PART I: INSTITUTIONAL DATA

A. PROFILE OF THE INSTITUTION

1. *Name and address of the institution:*

MIER College of Education (Autonomous)
B.C. Road Jammu (J&K)
Pin 180001

2. *Website URL:* **www.miercollege.in**

3. *For communication:*

Office

Name	Telephone Number with STD Code	Fax No	Email Address
Principal **DR. RENU GUPTA**	0191-2546078	0191-2548239	principal@miercollege.in
Prof. (P.G. Deptt.) **DR. ADIT GUPTA**	0191-2565098	0191-2548239	adit@mier.in
Steering Committee Coordinator **Dr. ANNIE KAUL (HOD B.Ed.)**	0191-2565098	0191-2548239	annie.koul@miercollege.in

Residence

Name	Telephone Number with STD Code	Mobile Number
Principal **DR. RENU GUPTA**	0191-2544840	09419130484 09796430484
Prof. (P.G. Deptt.) **DR. ADIT GUPTA**	0191-2544840	09797519696
Steering Committee Coordinator **DR. ANNIE KOUL (HOD B.Ed.)**	0191-2530809	09906093120

4. **_Location of the Institution:_**

Urban [√] Semi-urban [ ] Rural [ ] Tribal [ ]

Any other (specify and indicate) [ ]

5. **_Campus area in acres:_**

| 2.15 Acres /8720.96Sq.mts |

Is it a recognized minority institution?   Yes [ ]   No [√]

7. **_Date of establishment of the institution:_**

Month & Year

MM	YYYY
09	1981

8. **_University/Board to which the institution is affiliated_**:

| University of Jammu |

9. **_Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act._**

Month & Year

2f

MM	YYYY
12	1989

Month & Year

12B

MM	YYYY
12	1989

10. Type of Institution

a. By funding	i. Government	
	ii. **Grant-in-aid**	√
	iii. Constituent	
	iv. Self-financed	
	v. Any other (specify and indicate)	

b. By Gender	i. Only for Men	
	ii. Only for Women	
	iii. **Co-education**	√

c. By Nature	i. University Dept	
	ii. IASE	
	iii. **Autonomous College**	√
	iv. **Affiliated College**	√
	v. Constituent College	
	vi. Dept of Education of Composite College	
	vii. **CTE**	√
	viii. Any other **(CPE)**	√

11. Does the University / State Education Act have provision for autonomy?

Yes [√]   No [-]

If yes, has the institution applied for autonomy?

Yes [√]   No [-]

*** Autonomous Status Granted by the UGC in 2010 and University of Jammu in 2014**

12. Details of Teacher Education programmes offered by the institution:

S. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary	-	-	-	-	-
		-	-	-	-	-
		-	-	-	-	-
ii)	Primary/ Elementary	-	-	-	-	-
		-	-	-	-	-
		-	-	-	-	-
iii)	Secondary/ Sr. secondary	**B.Ed. General**	Graduation	Degree	2 Year	English
		B.Ed. Special Education (ID)	Graduation	Degree	2 Year	English
iv.	Post Graduate	**M.Ed.**	B.Ed.	**Degree**	2 Year	English
		M.A. Education	Graduation with one subject as Education	Degree	2 Year	English
v.	Other (specify)	-	-	-	-	-
		-	-	-	-	-
		-	-	-	-	-

13. Give details of NCTE recognition (for each programme mentioned in Q.12 above)

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary	-	-	-	-
Primary/Elementary	-	-	-	-
Secondary/ Sr.Secondary	-	-	-	-
Post Graduate	-	-	-	-
Other (specify)	-	-	-	-

NCTE act does not apply to the state of Jammu and Kashmir

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated?

Vision

Yes	√	No	-

Mission

Yes	√	No	-

Values

Yes	√	No	-

Objectives

Yes	√	No	-

2. Does the institution offer self-financed programme(s)?

Yes	√	No	-

If yes,

   a) How many programmes?

04

   b) Fee charged per programme

S.No.	Programme	Fee charged in Rs. (Per Year)
1.	B.Ed. General	45,545
2.	B.Ed. Special Education (ID)	45,545
3.	M.Ed.	64,145
4	M.A. Education	44,145

3. Are there programmes with semester system

Yes (All programmes)

4. Is the institution representing/participating in the curriculum development/ revision processes of the regulatory bodies?

Yes	√	No	-

If yes, how many faculties are on the various curriculum development/revision committees/boards of universities/regulating authority.

> Since the Institution has become autonomous college since 2014-15, it has modified, upgraded and framed new curriculum for different courses offered. The curriculum development and revision goes through the various statutory bodies constituted by the college under the UGC norms for autonomy for approval. All faculty members are part of Board of Studies, Academic Council and Governing body and actively take part in the development of curriculum.

5. *Number of methods/elective options (programme wise) (2015-17)*

   B.Ed. General

   B.Ed. Spl. Education (ID)

   M.Ed.

09
18
05

6. *Are there Programmes offered in modular form*

Yes	-	No	√

Number	-

7. *Are there Programmes where assessment of teachers by the students has been introduced*

Yes	√	No.	-

Number	4

8. *Are there Programmes with faculty exchange/visiting faculty*

Yes	√	No	

Number	04

9. *Is there any mechanism to obtain feedback on the curricular aspects from the*

   - Heads of practice teaching schools

   - Academic peers

   - Alumni

   - Students

   - Employers

Yes	√	No	-
Yes	√	No	-
Yes	√	No	-
Yes	√	No	-
Yes	√	No	-

10. How long does it take for the institution to introduce a new programme within the existing system?

2 Years

11. Has the institution introduced any new courses in teacher education during the last three years?

Yes	√	No	-

Number	One M.A. Education (2016)

12. Are there courses in which major syllabus revision was done during the last five years?

Yes	√	No	-

Number	(3) B.Ed., B.Ed. Special Education (ID), M.Ed.

13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes | √ | No | - |

14. Does the institution encourage the faculty to prepare course outlines?

Yes | √ | No | - |

Criterion II: Teaching-Learning and Evaluation

1. *How are students selected for admission into various courses?*

    a) Through an entrance test developed by the institution

        (**M.Ed. & M.A. Education**)   √

    b) Common entrance test conducted by the
        University/Government   ☐

    c) Through an interview   ☐

    d) Entrance test   ☐

    e) Merit at the qualifying examination (**B.Ed. Gen & B.Ed. Spl. Edu. (ID)**)   √

    f) Any other (specify and indicate)   ☐

    ◆   *For admission in M.Ed. and MA Education, 30% weightage is given to
        marks obtained in entrance test & 70% to the academic merit of
        qualifying examination)*

2. *Furnish the following information (for the previous academic year): (2015-16)*

	B.Ed.	M.Ed.	B.Ed. Spl. Edu. (ID)
a) Date of start of the academic year	26/08/2015	27/08/2015	05/10/2015
b) Date of last admission	24/08/2015	28/07/2015	29/08/2015
c) Date of closing of the academic year	27/04/2016	29/04/2016	30/04/2016
d) Total teaching days	150	172	105
e) Total working days	200	194	197

3. *Total number of students admitted (2016-17)*

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.	05	78	83	03	28	31	02	50	52
B.Ed. Special Edu (ID)	0	07	07	0	02	02	0	05	05
M.Ed.	03	47	50	02	08	10	01	39	40
M.A. Education	01	15	16	0	05	05	01	10	11

4. *Are there any overseas students?*

Yes	-	No	√
		-	

If yes, how many?

* Not allowed by the State Govt.

5. *What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).*

a) Unit cost excluding salary component | Rs.27643.39 |

b) Unit cost including salary component | Rs.1,09,136.35 |

6. *Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session (2015-16)*

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed. General	71.29%	50%	49.94%	45%
M.Ed.	66.38%	50%	60.36%	45%
B.Ed. Special	63.45%	50%	51.23%	45%

7. *Is there a provision for assessing students' knowledge and skills for the programme (after admission)?*

Yes | √ | No | - |

8. *Does the institution develop its academic calendar?*

Yes | √ | No | - |

9. *Time allotted (in percentage)*

Programmes	Theory	Practice Teaching/ Practicum
B.Ed.	65	35
B.Ed. Special Education (ID)	85	15
M.Ed.	67	33

10. **Pre-practice teaching at the institution**

	B.Ed.	B.Ed. Spl.	M.Ed.
a) Number of pre-practice teaching days	10	05	10
b) Minimum number of pre-practice teaching lessons given by each student	20	05	10

11. **Practice Teaching at School**

	B.Ed.	B.Ed. Spl.	M.Ed.
a) Number of schools identified for practice teaching	06	03	04
b) Total number of practice teaching days	48	62	15
c) Minimum number of practice teaching lessons given by each student	98	245	15

12. **How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?**

	B.Ed.	B.Ed Spl.	M.Ed.
No. of Lessons in simulation and pre-practice teaching	10	05	10

13. **Is the scheme of evaluation made known to students at the beginning of the academic session?**

Yes [√]   No [-]

14. **Does the institution provide for continuous evaluation?**

Yes [√]   No [-]

15. **Weightage (in percentage) given to internal and external evaluation**

Programmes	Internal	External
B.Ed.	40%	60%
B.Ed. Spl. Education (ID)	40%	60%
M.Ed.	40%	60%
M.A. Education	40%	60%

16. Examinations

	B.Ed.	B.Ed. Spl. Edu. (ID)	M.Ed.	M.A. Edu
a) Number of sessional tests held for each paper	02	02	02	02
b) Number of assignments for each paper	-	-	-	-

17. Access to ICT (Information and Communication Technology) and technology.

	Yes	No
Computers	√	-
Intranet	√	-
Internet	√	-
Software / courseware (CDs)	√	-
Audio resources	√	-
Video resources	√	-
Teaching Aids and other related materials	√	-
Any other (Digital content)	√	-

18. Are there courses with ICT enabled teaching-learning process?

Yes	√	N	-

Number	All courses (04)

19. Does the institution offer computer science as a subject?

Yes	-	No	√

If yes, is it offered as a compulsory or optional paper?

Compulsory [ ]   Optional [ ]

- *At B.Ed. one compulsory subject titled "Educational Technology and ICT" is introduced.*

- *AT B.Ed. Spl Edu. (ID) there is one Compulsory subject titled "Technology and Disability" & One optional subject "Application of ICT in Classroom".*

- *At M.Ed. two Compulsory subject titled "Educational Technology" & "Applications of Educational Technology" and two Optional Subjects titled "Elementary Education: ICT in teaching-learning process" & "Secondary: ICT in teaching-learning process" is introduced.*

- *At M.A. Education one Compulsory Subject titled "Computer Awareness" is introduced.*

Criterion III: Research, Consultancy and Extension

1. *Number of teachers with Ph.D and their percentage to the total faculty strength*

Number	14	56%

2. *Does the Institution have ongoing research projects?*

Yes	√	No	

If yes, provide the following details on the ongoing research projects

Funding agency	Amount (Rs.)	Duration (Years)	Collaboration, if any
UGC (Minor Research Project)	2,45,000	2 Years (2016-18)	MIER College of Education
MIER	45,000	1 Year	Smt. Shanti Gupta Centre for Women Studies, MIER College of Education.
MIER	41,000	1 Year	UG Deptt. MIER College of Education

3. *Number of completed research projects during last three years.*

07

   * *In addition to the above number, one Minor UGC Sponsored Research Project is under progress.*

4. ***How does the institution motivate its teachers to take up research in education? (Mark ✓ for positive response and X for negative response)***

- Teachers are given study leave — √
- Teachers are provided with seed money — √
- Adjustment in teaching schedule — √
- Providing secretarial support and other facilities — √
- Any other specify and indicate (Research Awards) — √
- Registration Fee for Participation in Seminars/Conferences — √

5. ***Does the institution provide financial support to research scholars?***

Yes [ ] No [√]

> **** College doesn't have permission to enrol Research Scholars***

6. ***Number of research degrees awarded during the last 5 years.***

a. Ph.D. **03**

b. M.Phil. Nil

*03 Faculty members completed Ph.D. during last Five Years

7. ***Does the institution support student research projects (UG & PG)?***

Yes [√] No [-] ***(*At PG Level)***

8. ***Details of the Publications by the faculty (Last five years)***

	Yes	No	Number
International journals	√	-	18
National journals – Referred / Non-referred papers	√	-	23
Academic articles in reputed magazines/news papers	√	-	02
Books	√	-	06
Any Other (Book Chapters)	-	-	10

9. ***Are there awards, recognition, patents etc. received by the faculty?***

Yes	√	No	-
Number		47	

10. Number of papers presented by the faculty and students (during last five years):

	Faculty	Students
National seminars	98	02
International seminars	16	01
Any other academic forum (State Level Seminars)	08	-

11. What types of instructional materials have been developed by the institution?
(Mark '✓' for yes and 'X' for No.)

Self-instructional materials	√
Print materials	√
Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)	√
Digitalized (Computer aided instructional materials)	√
Question bank	√
Any other (specify and indicate)	-

12. Does the institution have a designated person for extension activities?

Yes √   No -

If yes, indicate the nature of the post.

Full-time -   Part-time -   Additional charge √

13. Are there NSS and NCC programmes in the institution?

Yes √   No -

NSS programme offered by the College.

14. Are there any other outreach programmes provided by the institution?

Yes √   No -

15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus

11

16. Does the institution provide consultancy services?

Yes | √ | No | - |

In case of paid consultancy what is the net amount generated during last three years.

Rs.60,0000-/

17. Does the institution have networking/linkage with other institutions/ organizations?

Local level	√
State level	√
National level	√
International level	√

Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. mts.)

3400 sq.mts.

2. Are the following laboratories been established as per NCTE Norms?

			Yes		No	
a)	Methods lab (Math Lab)		Yes	√	No	-
b)	Psychology lab		Yes	√	No	-
c)	Science Lab(s)		Yes	√	No	-
d)	Education Technology lab		Yes	√	No	-
e)	Computer labs		Yes	√	No	-
f)	Workshop for preparing teaching aids		Yes	√	No	-
g)	Tablet Based Language Lab.		Yes	√	No	-

3. **How many Computer terminals are available with the institution?**

114

4. **What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?**

Rs. 3,00,000/-

5. **What is the Amount spent on maintenance of computer facilities during the previous academic year?**

Rs. 2,97,195/- (AMC + Repairs)

6. **What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?**

Rs. 33,788/-

7. **What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial year?**

Rs. 5,00,000/-

8. **Has the institution developed computer-aided learning packages?**

Yes √   No -

9. **Total number of posts sanctioned**

	Open		Reserved	
	M	F	M	F
Teaching	7	18	X	X
Non-teaching	07	13	X	X

10. **Total number of posts vacant**

Open   Reserved

	M	F	M	F
Teaching	X	X	X	X
Non-teaching	X	X	X	X

11. **a. Number of regular and permanent teachers (Gender-wise)**

Open   Reserved

Asst. Prof.

M	F	M	F
01	12	X	X

Associate Prof.

M	F	M	F
X	X	X	X

Professors

M	F	M	F
01	X	X	X

b. Number of temporary/ad-hoc/part-time teachers (Gender-wise)

Open   Reserved

Asst. Prof.

M	F	M	F
02	05	X	X

Associate Prof.

M	F	M	F
01	X	X	X

Professors

M	F	M	F
02	01	X	X

c. Number of teachers from

Same state | 20 |

Other states | 05 |

12. **Teacher student ratio (program-wise)**

Programme	Teacher student ratio

B.Ed. General	1:11
B.Ed. Spl. Education (ID)	1:7
M.Ed.	1:10
MA Education	1:8

13. *a. Non-teaching staff*

Open   Reserved

M	F	M	F
Permanent
04	05	X	X
M	F	M	F
Temporary
03	08	X	X

b. Technical Assistants   Permanent

M	F	M	F
X	01	X	X
M	F	M	F
Temporary
X	X	X	X

14. *Ratio of Teaching – non-teaching staff*

1: 1.25

15. *Amount spent on the salaries of Teaching and Non-teaching staff during the previous academic session (% of total expenditure)*

72.55%

16. *Is there an advisory committee for the library?*

Yes   √   No   -

17. *Working hours of the Library*

On working days	9 hrs.
On holidays (During winter Break)	9 hrs.
During examinations	9 hrs.

18. ***Does the library have an Open access facility?***

Yes	√	No	-

19. ***Total collection of the following in the library***

a. Books

18148

    - Textbooks

15725

    - Reference books

2423

    - Donated books

342

b. Magazines

26

c. Journals subscribed

54

    - Indian journals

42

    - Foreign journals

12

    - Peer reviewed journals

54

    - Back volumes of journals

7250

    - Donated Journals

234

d. E-information resources

    - Online journals/e-journals

6000 + NLIST

    - CDs/ DVDs

171

    -Databases

01

    - Video Cassettes

170

    - Audio Cassettes

119

20. Mention the

Total carpet area of the Library (in sq. mts.)

166sq sq.mts (Both libraries)

Seating capacity of the Reading room

110

21. Status of automation of Library

Yet to intimate	-
Partially automated	-
Fully automated	√

22. Which of the following services/facilities are provided in the library?

Circulation	√
Clipping	√
Bibliographic compilation	√
Reference	√
Information display and notification	√
Book Bank	√
Photocopying	√
Computer and Printer	√
Internet	√
Online access facility	√
Inter-library borrowing	√
Power back up	√
User orientation /information literacy	√
Any other (please specify and indicate)	

23. Are students allowed to retain books for examinations?

Yes	√	No	-

24. Furnish information on the following

Average number of books issued/returned per day	60

Maximum number of days books are permitted to be retained

by students	10
by faculty	15

Maximum number of books permitted for issue

for students | 4 |

for faculty | 6 |

Average number of users who visited/consulted per month | 1260 |

Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled | 44:1 |

25. What is the percentage of library budget in relation to total budget of the institution?

| About 2% |

26. Provide the number of books/ journals/ periodicals that have been added to the library during the last three years and their cost.

	2013-14		2014-15		2015-16	
	Number	**Total cost (in Rs.)**	**Number**	**Total cost (in Rs.)**	**Number**	**Total cost (in Rs.)**
Text books	119	87281	74	35941	115	75382
Journals/ Periodicals	35	48467	32	50138	39	78680
UGC's NLIST Annual Subscription	6000+ Online Journals 97000 Online Books	5000	6000+ Online Journals 97000 Online Books	5000	6000+ Online Journals 135000 Online Books	5725

Criterion V: Student Support and Progression

1. Programme wise "Dropout rate" for the last three batches

Session	Total Students Enrolled B.Ed.	Dropouts		Total Students Enrolled B.Ed.Spl.Edu (ID)	Dropouts		Total Students Enrolled PG Deptt.	Dropouts	
		M	F		M	F		M	F
2012-13	293	(2) 0.68%	(6) 2.04%	25	0	0	29	0	(1) 3.44%
2013-14	250	(3) 1.2%	(6) 2.4%	10	0	0	29	0	(1) 3.44%
2014-15	285	(2) 0.70%	(4) 1.4%	30	(2) 6.6%	0	29	0	0

2. Does the Institution have the tutor-ward/or any similar mentoring system?

Yes	√	No	-

If yes, how many students are under the care of a mentor/tutor?

15

3. Does the institution offer Remedial instruction?

Yes	√	No	-

4. Does the institution offer Bridge courses?

Yes	-	No	√

5. Examination Results during past three years (provide year wise data)

	B.Ed. General					B.Ed. Spl.					M.Ed.				
	2013-14	2014-15	2015-17			2013-14	2014-15	2015-17			2013-14	2014-15		2015-17	
			Sem 1	Sem 2	Sem 3			Sem 1	Sem 2	Sem 3		Sem 1	Sem 2	Sem 1	Sem 2	Sem 3
Pass %	70	97.4	98.97	75.25	93.8	100	96.15	100	57.14	100	100	100	100	100	94.12	97.06
Number of first classes	15	37	The data will be available after the declaration of IV semester results			10	25	The data will be available after the declaration of IV semester results			22	29	28	The data will be available after the declaration of IV semester results		

Number of distinctions	-	-	The data will be available after the declaration of IV semester results	-	-	The data will be available after the declaration of IV semester results	-		-	The data will be available after the declaration of IV semester results
Exemplary performances (Gold Medal & University ranks)	-	-	The data will be available after the declaration of IV semester results	-	-	The data will be available after the declaration of IV semester results	01 (Gold Medal)		-	The data will be available after the declaration of IV semester results

- *100% result in practice teaching in all three years.*
- *There is no provision of awarding ranks and distinction to the students by the University of Jammu. (Session 2013-14 & 2014-15).*
- *Being Autonomous the College will award meritorious students of 2015-17 session with Medals and Certificates as per statutes during the Convocation ceremony organised by the college.*

6. *Number of students who have passed competitive examinations during the last three years (provide year wise data)*

NET/SLET/SET

Any other (specify and indicate)

NET Examination

2013-14	2014-15	2015-16
11	2	02

7. *Mention the number of students who have received financial aid during the past three years.*

Financial Aid	2013-14	2014-15	2015-16
Merit Scholarship			
Merit-cum-means scholarship			
Fee concession	03 Rs. 13,000	-	08 Rs.2,85,000
Loan facilities	-	-	-
Any other (Fee in Easy Installment)	--	--	58

8. Is there a Health Centre available in the campus of the institution?

Yes	√	No	-

9. Does the institution provide Residential accommodation for?

Faculty

Yes	-	No	√

Non-teaching staff

Yes	√	No	-

10. Does the institution provide Hostel facility for its students?

Yes	√	No	-

If yes, number of students residing in hostels

Men

-

Women

46

11. Does the institution provide indoor and outdoor sports facilities?

Sports fields

Yes	√	No	-

Indoor sports facilities

Yes	√	No	-

Gymnasium

Yes	-	No	√

12. Availability of rest rooms for Women

Yes	√	No	-

13. Availability of rest rooms for men

Yes	√	No	-

14. Is there transport facility available?

Yes	√	No	-

15. Does the Institution obtain feedback from students on their campus experience?

Yes	√	No	-

16. *Give information on the Cultural Events (Last year data) in which the institution participated/organised.*

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	Yes	-	1	Yes	-	9
Inter-university	-	-	-	Yes	-	1
National	-	-	-	Yes	-	1
Any other (specify and indicate)		-			-	

17. *Give details of the participation of students during the past year at the university, state, regional, national and international sports meet.*

	Participation of students (Nos.)	Outcome (Medal achievers)
State	-	-
Regional	-	-
National	-	-
International	-	-

18. *Does the institution have an active Alumni Association?*

Yes	√	No	-

If yes, give the year of establishment

2001

19. *Does the institution have a Student Association/Council?*

Yes [-] No [√]

20. *Does the institution regularly publish a college magazine?*

Yes [√] No [-]

21. *Does the institution publish its updated prospectus annually?*

Yes [√] No [-]

22. Give the details on the progression of the students to employment/further study (Give percentage) for last three years

	2012-13 (%)	2013-14 (%)	2014-15 (%)
Higher studies	24%	26%	16%
Employment (Total)	32.4%	35%	30.52%
Teaching	48%	52%	56%
Non-teaching	52%	48%	44%

23. Is there a placement cell in the institution?

Yes | √ | No | - |

If yes, how many students were employed through placement cell during the past three years.

Total Placements | 21 |

2012-13	2013-14	2014-15
02	13	06

24. Does the institution provide the following guidance and counselling services to students?

	Yes	No
Academic guidance and Counselling	√	-
Personal Counselling	√	-
Career Counselling	√	-

Criterion VI: Governance and Leadership

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee?

Yes | √ | No | - |

2. **Frequency of meetings of Academic and Administrative Bodies: (last year)**

Board of Directors	4 Times a year
Governing Body/management	Once in a year
Staff council	Quarterly
IQAC/or any other similar body/committee	Quarterly
Board of Studies	2 Times in a Year
Academic Council	2 Times in a Year
Finance Committee	2 Times in a Year

3. **What are the Welfare Schemes available for the teaching and non-teaching staff of the institution?**

	Yes	No
Loan facility	√	-
Medical assistance	√	-
Insurance	√	-
CPF	√	-
Gratuity	√	-
Advance against CPF	√	-

4. **Number of career development programmes made available for non-teaching staff during the last three years**

2013-14   2014-15   2015-16

01	03	03

5. **Furnish the following details for the past three years**
    a. **Number of teachers who have availed the Faculty Improvement programme of the UGC/NCTE or any other recognized organization**

08

b. Number of teachers who were sponsored for professional development programmes by the institution

	2013-14	2014-15	2015-16
National	10	15	15
International	01	05	08

c. Number of faculty development programmes organized by the Institution

2013-14	2014-15	2015-16
07	05	12

d. Number of Seminars/ workshops/symposia on Curricular development, Teaching learning, Assessment, etc. organised by the institution

2013-14	2014-15	2015-16
07	11	15

e. Research development programmes attended by the faculty

2013-14	2014-15	2015-16
05	03	05

f. Invited/endowment lectures at the institution

2013-14	2014-15	2015-16
07	06	08

Any other area (specify the programme and indicate)

-		-

6. How does the institution monitor the performance of the teaching and non-teaching staff?

a. Self-appraisal	Yes	√	No	-
b. Student assessment of faculty performance	Yes	√	No	-
c. Expert assessment of faculty performance	Yes	√	No	-
d. Combination of one or more of the above	Yes	√	No	-
e. Any other (Peer Assessment (Faculty))	Yes	√	No	-

7. **Are the faculty assigned additional administrative work?**

Yes	√	No	-

If yes, give the number of hours spent by the faculty per week

6 Hours

8. **Provide the income received under various heads of the account by the institution for previous academic session (2015-16)**

Grant-in-aid	Yet to receive
Fees	**Rs.55,63,907**
Donation	Nil
Self-funded courses	**Rs. 39,750**
Any other (Interest from Bank)	**Rs. 27, 25,604**

9. **Expenditure statement (for last two years)**

	2014-15	**2015-16**
Total sanctioned Budget	**1,60,00,000**	**1,55,00,000**
% spent on the salary of faculty/ nonteaching employees	63.45%	72.55%
% spent on books and journals	0.86%	0.95%
% spent on developmental activities (expansion of building)	1.40 %	0.73%
% spent on telephone, electricity, water, Postage Courier and Fuel expenses	3.55%	3.45%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	5.46%	6.89%
% spent on maintenance of equipment, teaching aids, contingency etc.	7.93%	5.36%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	1.03%	2.25%
% spent on travel	1.28%	1.37%
Any other (Advertisement & Publicity)	1.19%	2.14%
Total expenditure incurred	**Rs.1,59,16,181**	**Rs.1,55,23,074**

10. Specify the institutions surplus/deficit budget during the last three years? (specify the amount in the applicable boxes given below)

Year	Surplus in Rs.	Deficit in Rs.
2013-14	Nil	Rs.19, 46,613/-
2014-15	Nil	Rs.4,96,177/-
2015-16	Nil	Rs.59,67,243/-

11. Is there an internal financial audit mechanism?

Yes | √ | No | - |

12. Is there an external financial audit mechanism?

Yes | √ | No | - |

13. ICT/Technology supported activities/units of the institution:

	Yes	No
Administration	√	-
Finance	√	-
Student Records	√	-
Career Counselling	√	-
Aptitude Testing	√	
Examinations/Evaluation/	√	-
Assessment	√	-
Any other ▪ Performance Appraisal ▪ Online Admission ▪ Staff and Student Feedback	√	-
	√	-
	√	-

14. Does the institution have an efficient internal coordinating and monitoring mechanism?

Yes | √ | No | - |

15. **Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?**

Yes [√]   No [-]

16. **Are all the decisions taken by the institution during the last three years approved by a competent authority?**

Yes [√]   No [-]

   ♦ *Being an Autonomous college, all major academic and administrative decisions are taken after the approval of statutory bodies of the college.*

17. **Does the institution have the freedom and the resources to appoint and pay temporary/ ad hoc / guest teaching staff?**

Yes [√]   No [-]

18. **Is a grievance redressal mechanism in vogue in the institution?**

   a)   for teachers   [√]
   b)   for students   [√]
   c)   for non - teaching staff [√]

19. **Are there any ongoing legal disputes pertaining to the institution?**

Yes [-]   No [√]

20. **Has the institution adopted any mechanism/process for internal academic audit/quality checks?**

Yes [√]   No [-]

21. **Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?**

Yes [√]   No [-]

Criterion VII: Innovations and Best Practices

1. ***Does the institution has an established Internal Quality Assurance Mechanisms?***

   Yes | √ | **No** | - |

2. ***Do students participate in the Quality Enhancement of the Institution?***

   Yes | √ | No | - |

3. ***What is the percentage of the following student categories in the institution? (2016-18)***

	Category	Men	%	Women	%
a	SC	01	0.64	21	13.46
b	ST	0	0	14	8.97
c	OBC	0	0	04	2.56
d	Physically challenged	0	0	0	0
e	General Category	04	2.56	104	66.66
h	RBA	04	2.56	04	2.56
i	ALC	0	0	0	0

4. ***What is the percentage of the staff in the following category?***

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	-	-	2	10
b	ST	-	-	-	-
c	OBC	-	-	2	10
d	Women	17	70	13	64
e	Physically challenged	-	-	-	-
f	General Category	24	100	16	70
g	Any other (specify)	-	-	-	-

PART – II
EVALUATIVE
REPORT

PART II: EVALUATIVE REPORT

A. EXECUTIVE SUMMARY AND SWOC ANALYSIS OF THE INSTITUTION

The MIER College of Education (Autonomous) happens to be a flagship institution of the Model Institute of Education and Research (MIER) Group with an educational legacy spanning over 80 years. Setup in 1936 as the first private educational enterprise in the State of J&K, the MIER group today serves the educational needs of over 3500 learners from the pre-school to the Doctoral level offering courses in education, engineering and management.

The MIER College of Education was setup in 1981, as the first private college of education in Jammu province. The college stands approved by the Government of Jammu and Kashmir and is permanently affiliated to the University of Jammu. The college has established its reputation as a pioneer institution offering quality-based student-centric programmes, introducing significant pedagogic innovations, promoting experimentation, championing the use of ICT and producing high-quality teachers. Till date, over 8000 teachers have passed through the portals of the institute and are actively engaged in the development of society and nation building.

The college was the first in J&K state to acquire the ISO 9001: 2000 and 2008 certificates and accredited twice with 'A' Grade on both occasions by the National Assessment and Accreditation Council (NAAC) in the year 2006 (with Score of 87.25 out of 100) and 2012 (with CGPA 3.54 out of 4). The college is also the first college of education in the private sector to have been conferred with the "Autonomous Status" by the UGC and University of Jammu in the year 2014 which is valid till 2020. The college was also conferred the prestigious status of "College with Potential for Excellence" by the UGC in the year 2016.

MIER College of Education emphasizes pursuance of high ideals namely excellence in teaching and learning, high achievement level and personality development of its pupils, self-reliance, innovation and research, Use of ICT, besides ensuring optimum professional growth. The MIER College of Education offers the following programmes:

Programme	Intake Capacity (2016-18)
Bachelor of Education (B.Ed.)	150
Bachelor of Education (B.Ed.), Special Education (ID/ID)	30
Master in Education (M.Ed.)	50
Master of Arts (Education) (MA. Education)	40

The college also offers value added short term courses which are as follows:
- Certificate Course on Human Rights and value Education. (3 Months)
- Diploma in Educational Guidance and Counselling (6 Months) *
- Diploma in Educational Management and Planning (6 Months) *

(*To be started in 2017)

One of the highlights of the college is the functioning of four specialised centres to facilitate the all-round growth and development of its major stakeholders namely:
- Smt. Shanti Gupta Centre for Women Studies (CWS)
- Centre for Educational Technology (CET)
- Centre for Educational Research (CER)
- Internal Quality Assurance Cell (IQAC)

Each centre has well-defined objectives, advisory committees and functions well to achieve the centre and institutional aims, values and goals. Besides this the college operates through its units namely NSS Unit, Environment Unit and Extension Unit and Creates awareness and sensitization among the community through its various outreach programmes for the major stakeholders of the society specially women folk and children.

The MIER College of Education occupies a 2.15-acre campus in the heart of the city providing a very conducive environment for education. The campus also houses the experimental school - Model Academy (CBSE 10+2) having over 1000 students on its rolls, which provides a training ground for the teacher trainees of the college. An Inclusive School is also being run under the aegis of the Department of B.Ed. Special Education in the experimental school for educating students with special needs and where teacher trainees in special education conduct their individual group and resource room teaching with special children.

The infrastructure includes over 3400 sq. mts. of built-up area covering air-cooled class-rooms, administrative areas, computer laboratories, seminar halls, air-conditioned libraries, air-conditioned auditorium, common-room, hostel, dispensary, on campus bank and other amenities for the students and faculty. The institute provides state-of-the-art computing infrastructure including 114 computers, laptops and LCD projectors. The entire campus is Wi-Fi enabled allowing student's access to the internet from any location in campus. The college libraries are well-stocked with 18000 books and over 52 national and international journals, are fully automated, based on bar-coding of books fully air-conditioned.

The MIER College of Education faculty comprising 25 members and is one of the best in the region having 4 Professors, 1 Associate Professor and 18 Assistant Professors. 14 (56%) faculty members out of 24 are with Ph.D. degrees while 7(29%) NET/SLET qualified and 100% are Post Graduates. The institute has in place a comprehensive faculty development programme. Regular orientation programmes, workshops and seminars are conducted for the skill development and capacity building of the faculty members.

In order to promote research, the college has implemented research promotion scheme for the faculty members. Awards and certificates are given to faculty members and research scholars for their published research work in journals and seminar proceedings. Financial support is also provided to the faculty for attending conferences and presenting papers. Till date, the faculty has published over 200 research papers and completed 24 sponsored research projects from various national bodies like the UGC, NCERT, ICSSR etc. The college has successfully organised and hosted several State, National and International level seminars and conferences.

The college maintains a healthy and cordial relationship with the practicing schools and the community. Through continuous interaction with the management, the heads and teachers of practicing schools, the institution works hard to make the practice teaching and internship programme a real learning experience for the teacher trainees. Planning, execution, evaluation and feedback of the lessons of students during practice teaching and internship is done based on the suggestions given by the teachers and supervisors of each group.

The College publishes a Peer Reviewed International Journal since 2011 titled-MIER Journal of Educational Studies, Trends and Practices (MJESTP) ISSN No. 0976-8203, a first of its kind initiative in J&K which is published biannually and has editorial board comprising top most experts from India and other countries. The journal is indexed with WorldCat, Google Scholar, Educational Research Abstracts and The University of Illinois OAI-PMH Data Provider Agencies. The prestigious Thomas Reuters indexing has also recently included MJESTP in the list of indexed Journals. The impact factor of the journal was 3.375 during the year 2016.

The college has constituted the following statutory bodies as per the UGC guidelines for Autonomous Colleges for proper management of academic, financial and general administrative affairs. These have stipulated representation of experts representing the J&K State Govt., University of Jammu, University Grants Commission(UGC) and experts from other institutions/universities.

- Governing Body
- Academic Council
- Board of Studies
- Finance Committee

The college has framed its own Statutes for M.Ed., B.Ed., B.Ed. Special Education (ID), and M.A. Education programmes which were duly approved by Statutory bodies. The college has also revised syllabus of M.Ed. and B.Ed. for the session 2016-18. The college has established a separate Examination Cell with the appointment of Controller of Examination and other support staff for the smooth conduct of examinations. Since its establishment, the cell has conducted its own examinations and declared results of the B. Ed., B.Ed. Special (ID) and M.Ed. for the session 2014-15, 2015-17 and 2016-18 batches within stipulated time. Besides, schemes of Merit Cum Mean Scholarship, Tuition fee waiver, Rules and regulations regarding Examination and Evaluation and College Convocation were also approved by the statutory bodies. The college has also successfully admitted students for the various courses offered by the college for the session 2015-17 and 2016-18. Following Statutory Committees have been constituted for the smooth day to day functioning of the college:

- Planning and Evaluation Committee
- Admission Committee
- Library Committee
- Students Support Committee
- Extra-Curricular Activities Committee
- Academic Audit Committee
- Examination and Evaluation Committee
- Grievance Redressal Committee
- Anti-Ragging Committee
- Committee Against Sexual Harassment (Cash)

The vision of MIER College of Education is to establish itself as a prestigious centre of teacher education of national and international repute based on research and collaboration, offering world-class teacher education programmes leading to Ph.D. degrees in the next five years along with specialized courses of short duration and skill based courses to enhance the employability of learners enrolled in different programmes.

SWOC Analysis of the Institution

Institutional Strengths
- One of the oldest Colleges of Education in the private sector with a brand name in J&K and other neighbouring states.
- Successful implementation of Autonomy as per the UGC guidelines from session 2014-15 onwards.
- Getting the status of "College with potential for excellence" (CPE) by UGC in 2016.
- Intensive use of ICT in all academic, administrative and financial functioning of the college and Management Information System (MIS) in place.
- Student centric teaching learning methodologies to promote active learning on the part of the students.
- Creation of vibrant research culture through research projects and publication of a Bi-annual ISSN 0976-8203 Educational Journal with impact factor – 3.375.

- Excellent Infrastructure and learning resources created in terms of Libraries and ICT facilities.
- Rich spectrum of academic and cocurricular activities for overall development of staff and students.
- Emphasis on inclusive practices and a barrier free environment and programmes for children with special needs (CWSN).
- Decentralised, progressive supportive and visionary management with penchant for innovations.

Institutional Weaknesses
- Limitation of space due to location in the heart of the city.
- Lack of conducive culture for resource generation through consultancy in the state.
- Limited placement opportunities for students and inertia to move far from home locations.
- Inability to actively involve Alumni in college development process.
- Lack of willingness on the part of trainees (mostly females) to participate and excel in games and sports.

Institutional Opportunities

- Generation of financial resources to ensure college development to international standards as per new global trends.
- To increase international linkages and tie ups for faculty and student exchange programmes to give them a world class experience.
- To update the curricula of different courses from time to time under autonomy in terms of skill development and practical aspects to provide experiential learning to students.
- Increasing employability of students with different specializations for government and private jobs.
- To introduce examination reforms in a phased manner to make these non-threatening and students friendly.
- To take initiative to develop the institution to the level of a university.

Institutional Challenges

- To motivate senior faculty to prepare proposals to undertake research projects with external fundings.
- Challenge to fill up seats as per intake capacity in all courses due to non-availability of students after introduction of 2 years' teacher education programmes at UG and PG levels.
- Difficulty in recruitment of professors, associate professors and assistant professors with requisite qualifications and experience as per UGC/NCTE norms in J&K state.
- Non-availability of male student teachers and teacher Educators due to over feminization of the teaching profession.
- One of the biggest challenges is the placement of students in the local markets due to lack of coordination between university schedules and recruiting agencies.

CRITERION – I
CURRICULAR ASPECTS

CRITERION I

CURRICULAR ASPECTS

1.1 CURRICULUM DESIGN AND DEVELOPMENT

1.1.1. *State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self-development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.).*

Objectives of MIER College of Education (Autonomous)

- To impart high quality education, training and specialized knowledge to different target groups including teacher trainees, educators, research scholars and other key change agents to develop their competencies in accordance with the best emerging trends on the principles of autonomy, excellence, self-sufficiency, collaboration and innovation.
- To promote and develop multifaceted abilities, skills, capacities and values so as to promote optimal human resource development among individuals by way of arranging special programmes and thus open new avenues of employment and professional development.
- To evolve and adopt modern, innovative and diverse strategies for imparting and promoting high quality learning, training, new pedagogies and technologies in diverse fields of education and other related disciplines.
- To promote and undertake research and publications, using multi-media and also to participate in collaborative programmes with other institutions and agencies for achieving desirable goals.
- To provide consultancy services on resource generating basis to the institutions, agencies and individuals in those areas in which expertise is available in the institution and to establish linkages with institutions having similar goals.
- To offer facilities and programmes for specialization, continuing education and open learning, extension education, special education, women empowerment, environment, moral education and research etc. in diverse areas including interdisciplinary programmes using formal and non-formal techniques to benefit different segments of the society including vulnerable and neglected sections of the society.
- To set up specialized units/centres, training centres etc. to extend education, training and research programmes/activities.

The objectives of the College have been delineated from the mission and vision statements of the college. The mission and vision statements describe in a nutshell the different dimensions which are the corner stone for the functioning of the college. The college aspires to emerge as a leading institution for preparing high quality specialists and professionals in the field of education and allied areas; providing best infrastructure and facilities for creating an institutional environment congruent with global trends. The key terms in the educational services provided by the college happen to be excellence, experimentation and research, self-reliance, co-operation and

collaboration, extension and service to the society. The college serves the cause of education by producing professionals equipped with necessary knowledge, abilities and skills to effectively operate in an evolving global environment by integrating research, emerging pedagogies and technologies. The college objectives aim for all round human development in which exaltation of personality is to be attained by drawing out the best in mind, body and spirit with development of creativity, values, ethics and equal importance to the development of sound professional practices.

The above objectives are to be attained in the perspective of local, national and international scenarios keeping in view the individual, social and national objectives of education.

1.1.2. *Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies).*

Since the grant of autonomous status to the college from the session 2014-15, it has evolved its own process for curriculum development. Curriculum is developed at the grass root level after need assessment through the development of information database pertaining to the feedback from the academic experts, faculty and students. The proposed academic as well as non-academic activities in each programme of study are then discussed with the Dean Academics, senior faculty and experts for final report to be presented before the Board of Studies of the College. The Board of Studies comprises the principal, two experts in the subject from outside the College, one expert nominated by the Vice Chancellor of the University of Jammu, one representative from industry/corporate sector/allied area relating to placement and one post-graduate meritorious alumnus nominated by the Principal in addition to the faculty members of the College. Once the Board of Studies passes the curricular framework with required modifications as the need may be, the proposal is placed before the Academic Council (*comprising the Principal, all HoDs of different departments, four teachers of the college representing different categories of teaching staff, not less than four experts from outside the College representing such areas as industry, commerce, law, education, medicine, engineering etc. Three nominees of the University of Jammu and one Faculty members nominated by the Principal*) of the college for its final approval and onward submission to the governing body. The Governing body which happens to be the apex body of the College comprises five members from the management with the Chairman as the Chairperson, two Senior Teachers of the College nominated by the Principal, one Educationist/Industrialist nominated by the management, one UGC nominee, one State govt. nominee (Academician not below the rank of Professor or state govt. Official of Directorate of Higher Education/State Council of Higher Education, one University nominee and Principal of the College who happens to be the Ex-officio member.

1.1.3. *How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?*

The global trends in teacher education are reflected in the curriculum in the following manner:

- The introduction of courses like Information and Communication Technologies (ICT), Environmental Education and Disaster Management, Educational Technology, Inclusive Education, Reading and Reflecting on Texts, Drama and Art Education, Understanding Self, Understanding Disciplines and Subjects, Language Competence and Communication Skills, etc. aim to impart knowledge of science, technology, environmental and social issues. These additions in the curriculum besides raising employment potential and fulfilling global demands also aim at understanding "the self" for realizing its overall growth and development.

- The curriculum also includes courses on Special Education, Value Education, Guidance and Counselling, Research Methodology, Teaching Learning and Evaluation, Educational Administration and Management, Comparative Education and Educational Psychology, Management of Learning Disabilities, Application of ICT in Classrooms, Introduction to sensory disabilities, Introduction to Neuro-Developmental disabilities, Inclusive Education, Management of learning disability etc. which help prepare prospective teachers to face global educational challenges when they go to work in real educational situations.

- The present teacher education curriculum is globally relevant as it lays great stress on the practical aspect of teaching namely visits to nursery, primary, secondary and innovative schools for observation and reflection, environmental as well as societal issues which form important facets in the development of a teacher as they provide maximum scope for experiential learning for the student teachers to meet the global trends. The curriculum provides flexibility for student- teachers to select the teaching courses of their choice, observe lessons by peers and experts and use field experiences to become better teachers committed to societal growth. They also undergo internship in practicing schools to get a feel of the actual educational processes, techniques as well as school environments by observing teachers, students and systems of such schools.

- Focus on courses in the field of Educational Research is the highlight of the teacher education curriculum being transacted in the College. The teacher trainees get exposure to various research methodologies and methods of data analysis that facilitates them to have hands-on experience in conducting actual research. The students are not only involved in conducting Action Research but also produce research dissertations of high quality at the postgraduate level. This provides an edge to our student teachers in the globally competitive teacher education scenario.

1.1.4. ***How does the institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?***

Subjects namely Environmental Education and Disaster Management, Value Education, Information and Communication Technology, Technology and Disability included in the curriculum address the national issues pertaining to environment and ICT. Besides, the College has a Centre for Educational Technology which provides training and technological support for the student teachers to make them ICT savvy teachers. In addition to this, an Environmental Unit is actively functional in the College, which organises activities regarding environmental issues, and focuses on challenges being faced at the national level by educating and involving student–

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teachers in its activities. As already mentioned, knowledge concerning the above subjects is provided through different papers included in the curricula and are regularly taught.

Thrust on value education is also evident in the revised curricula, as the student teachers are made aware of the values advocated by the famous philosophers and thinkers such as Swami Vivekananda, Sri Aurobindo Gosh, J. Krishana Murti and as espoused in the ancient Indian, Buddhists, Islamic and Jain philosophies etc. The Student teachers are also exposed to western values as enshrined in Idealistic, Naturalistic, Pragmatic, Existential, Realistic and Humanistic schools of thought through the work of famous western philosophers. Besides, they are made to actively participate in the conduct of morning assembly both at the College as well as Practicing School levels in order to inculcate the necessary values like equality, regularity, punctuality and morality important for them to grow and develop as value oriented teachers. They are also made to participate in environment related activities like plantation drive, solid waste management, control of environmental pollution, vermi-composting, visit to areas of natural calamity through NSS and Extension activities. The student teachers are also trained in the application of ICT for seminar presentation and classroom teaching during teaching practice by the centre for educational technology.

1.1.5. *Does the institution make use of ICT for curricular planning? If yes give details.*

Yes, the institution makes extensive use of ICT for curricular planning. Before the curriculum is developed, modified or revised as per requirement, curricular planning is done through uploading the curricula of other universities to review the latest trends. This is followed by the display of proposed curriculum through power point presentations for general discussion and brain storming session in which all the staff members including the Principal, Dean and HoDs participate.

1.2   ACADEMIC FLEXIBILITY

1.2.1. How does the institution attempt to provide experiences to the students so that teaching becomes a reflective practice?

Since the institution is running the revised two year UG and PG programmes in education as per the RCI and NCTE norms in which thrust has been laid on reflective practices aimed at developing reflective teachers. The institute attempts to provide the following experiences to the students to make teaching a reflective practice:

- Field visits to Anganwadi Centres, State Institute of Education and District Institute of Education & Training, Nursery, Primary, Middle, Secondary, Higher Secondary, Inclusive and Innovative Schools as part of practical experience aimed at developing better understanding of the existing educational scenario and practices in the society are organized.
- Students are required to reflect on their experiences gained from field visits and maintain its record in the form of reflective journal and diarize it on regular basis. These are later evaluated and assessed by the faculty.

- Activities namely classroom seminars, panel discussions, debates, cooperative learning are practiced to help the student teachers to get insight into understanding of the teaching learning process and prepare themselves for reflective teaching. Besides the student teachers are also made to reflect on their field visits and projects like each one teach one, understanding of self and reflecting on evolution of their individual self as a teacher. All these practices enable them to be engaged in active learning process.

- Student teachers are taken on educational tour wherein they get first hand exposure of the educational process elsewhere. Through interaction with stakeholders of education at different places they improve their communication & life skills and also develop self-confidence by internalising basic concepts which helps them to develop as reflective teachers.

- Microteaching sessions helps the students to develop skills such as questioning, stimulus variation, reinforcement, and probing etc.

- Learners are trained to give lessons based on constructivists approach, creativity and imagination which make them more interactive and reflective.

- Conduct of "Feedback Seminars" to generate greater interaction and reflective thinking among students.

- Showcasing video clippings of teaching lessons of some bright student teachers and also by eminent school teachers.

- Collecting feedback after practice teaching.

The real process of reflection starts after practical educational experiences are provided to student teachers. They are asked to express their feelings, observations and suggestions in the form of reflective journal for each activity as a record. A viva- voce is conducted at the end of each semester to see how students can reflect upon their experiences as teachers in the making.

1.2.2 *How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field?*

The College provides ample scope and flexibility for varied learning experiences to the student teachers both in the campus and on the field.

During the session 2015-17 variety of courses like Inclusive Education, Language Competence and Communication Skills, Environment Education and Disaster Management besides the regular courses for teacher training both in Psycho philosophical and Pedagogic methods relating to different school subjects had been included.

After the first modification of the curricula taken up by the College for the session 2016-2018 courses namely Understanding the self & Understanding of Discipline and Subjects were also included in the curriculum. Student teachers are also exposed to other diverse experiences like language lab sessions, Observation of civil defence exercise for disaster management, live demonstration on First Aid for occurrence of natural calamities like floods, storms and earthquake etc.

Besides, the college has four centres and three units, the Environmental Unit, the Extension Unit and the NSS Unit. Through the calendar of activities of these special centres and units, seminars, workshops, discussions, presentations, guest lectures, field visits and educational tours are arranged on relevant subjects and topics on a regular basis. These allow students to have real life time experiences in and outside the campus.

For more information please refer to Section 1.2.1 on Page No.40.

1.2.3 **What value added courses have been introduced by the institution during the last three years which would for example: Develop communication skills (verbal and written), ICT skills, Life skills, Community orientation, Social responsibility etc.**

During the course of last three years the institution has conducted several value-added programmes with a view to develop more empowered and enlightened teachers to face the challenges of 21st century education. These include:

a. Ten days' course on Communication Skill Development.
b. Ten days' course on Computer Literacy
c. Ten days' course on Life skills
d. Fifteen Days Certificate Course on Women & Health
e. Fifteen Days Course on Women and Technology.

For this the student teachers are divided into five groups to attend the above said courses on rotational basis.

- Besides, the college is also running three months' certificate course on Human Rights and Values sponsored by the UGC.
- The college is also planning to introduce below given new add on courses from the session 2017-18 which are in the process of being approved by the statutory bodies of the college.
  - Six month diploma course in Guidance and Counselling.
  - Six month diploma course in Educational Management and Planning.
- Besides these courses, emphasis is also laid on development of community orientation and social responsibility among the student teachers through outreach programmes and community visits organised by NSS, Environment and Extension Units.
- An add-on programme is also conducted by the Centre for Educational Technology for both faculty and students for developing their ICT skills.
- The Extension Unit of MIER College of Education carries out many activities such as awareness programme on effects of alcoholism, extension lectures on the effects of drug addiction on adolescents, first aid measures and medical check-up of the villagers in the vicinity of Jammu which helps develop a sense of social responsibility among the students.
- The college has a full-fledged NSS unit. Every year 100 students are enrolled in the NSS Unit. Different activities and special camps are organized on regular basis in which community participation, upliftment through social service and socially useful activities are organised. The NSS volunteers also participate in blood donation camps, cleanliness drives, visit to orphanages, old age homes, hold cultural programmes & camps and create awareness among the target groups thereby getting community orientation on current issues like creation

of corruption- less society, Beti Bachao Beti Padao, Swachh Bharat Abhiyan and use of digital financial transactions etc.

- Environment Unit of the college independently and in collaboration with World Wide Fund For Nature (WWF-Jammu), Environment and Remote Sensing Department, Govt. of J&K and under the project National Environment Awareness Campaign (NEAC) conducts various activities like vermi-composting, solid waste management awareness, campaigns/rallies, extension lectures, tree plantation drives, competitions (slogan writing, essay writing, painting etc.), inter-college symposia, visits to wildlife sanctuary, skits, tree talk, seminars, film shows and open house sessions for bringing in more social awareness and responsibility towards environmental issues. All these activities help the trainees get connected to the community at large.

1.2.4 How does the institution ensure the inclusion of the following aspects in the curriculum?
1. *Interdisciplinary/Multidisciplinary*
2. *Multi-skill development*
3. *Inclusive education*
4. *Practice teaching*
5. *School experience / internship*
6. *Work experience /SUPW*
7. *Any other (specify and give details)*
   (Also list out the programmes/courses where the above aspects have been incorporated).

- **INTERDISCIPLINARY/MULTIDISCIPLINARY**
  The curriculum has been designed by experts in the field of teacher education keeping in view NCTE guidelines, national curriculum for teachers (B.Ed., M.Ed. and B.Ed. Special (ID)) and emerging trends & practices followed in other universities. Education as a discipline is multidisciplinary as it derives its concepts from the disciplines of Education, Philosophy, Psychology, Sociology, Economics, History, Geography, Statistics, Management, Social Sciences and other allied disciplines. The student teachers are exposed to multidisciplinary experience through the curricula. The inclusion of choice based credit system at the M.Ed. and M.A. level provide special courses in Management and Computer Applications for the students. These courses have been recently added in the revised curricula. The curricula adequately reflect both interdisciplinary and multidisciplinary approaches.

- **MULTI-SKILL DEVELOPMENT**
  Multi-skill development is achieved at the institution through the development of Communication Skills, Life Skills, ICT Skills, Management Skills, Micro and Macro skills of teaching (skill of questioning, skill of probing, skill of stimulus variation, skill of reinforcement, skill of lecturing) and Skills of organising events.

- **INCLUSIVE EDUCATION**

  Aspect of inclusive education has been incorporated into the curricula by including Inclusive Education at B.Ed. Special, B.Ed. and M.Ed. level as core course in the curriculum. Knowledge about the differently abled individuals and different methods to manage and educate them in inclusive school as well as special school settings is also given through special field visits. The Department of B.Ed. Special Education (ID) of the college organizes special programmes to orient all trainees on the need and importance of inclusive education. It also orients the parents of the children with special need and associated with special education teachers both the Inclusive and Regular School- Model Academy housed in the experimental school of the college.

- **PRACTICE TEACHING**

  The College organizes practice of teaching in three phases namely, simulated teaching within the college campus and two phases of actual classroom teaching. Since there is an Experimental School (10+2 level with strength of approximately 1000 students) on the campus, the trainees get opportunities to visit and observe school teachers as well as students in actual classroom situations quite often. The student teachers are trained in teaching skills and different approaches to teaching namely Herbartian, RCEM and Constructivist approach. The student teachers of B.Ed. are required to deliver eighty supervised lessons, four criticism lessons, twenty on the spot and sixteen peer observation lessons in each teaching subject. Where as in the B.Ed. Special Education (ID) programme, each student has to deliver 245 lessons during the 2nd, 3rd and 4th Semester which comprise (5-Micro Teaching lessons 20-Macro Teaching Lessons, 60-Group Teaching Lessons in Special School (ID), 60-Teaching Lessons in Special School other than (ID), 40- Resource Room Teaching Lessons, 40-Inclusive School Teaching Lessons). They are evaluated at the end by the external examiners appointed by the Controller of Examinations.

- **SCHOOL EXPERIENCE / INTERNSHIP**

  Internship has been introduced as an integral component of practice teaching. This has made professional preparedness of student teachers more meaningful. The student teachers get first-hand experience as full time teachers of the school. During this time they visit Anganwari centres, District Institute of Education and Training (DIET), State Institute of Education (SIE) in addition to different types of schools like the Nursery, Primary, Middle, High, Inclusive School and Innovative Centres for having first hand experiences and exposure to teacher behaviour, student behaviour and the management system of different institutions. In addition, they also take normal classes, learn to make time table, maintain attendance, participate in staff meetings, maintain school records, observe the classes of good teachers and help in organising different activities of the school. The student teachers maintain the record of these activities in the form of a Reflective Journal. The entire exercise is done under the supervision of the HoD and Teaching Group Supervisors. This way they get expert guidance of the teacher

educators, colleagues and the head of the practicing school and prepare themselves for the profession of teaching.

- **WORK EXPERIENCE /SUPW**

  Work experience as a subject is not a part of the curriculum, but the students are encouraged to prepare their own teaching aids through different techniques. This is ensured through special workshops for preparing charts, models, and low cost teaching aids. During apprenticeship period, all trainees are supposed to participate in the institutional events/activities. These activities provide valuable work experience for them.

- **ANY OTHER (specify and give details)**

  The student teachers take part in the academic and social activities organized in the school and other departments of MIER in collaboration with various agencies and NGOs etc. This allows both student teachers and faculty to learn at their own levels and also influence other target groups with whom they interact.

  The faculty and student teachers are encouraged to attend lectures and workshops concerning emerging trends and new developments in the field of education. They are also involved in action research programmes especially at the Post Graduate level to find solutions to the educational problems at different levels. These activities not only enhance their sensitivity but also help them to develop an insight into the process of problem solving.

List of programmes where the above aspects have been incorporated

Aspects in the Curriculum	Programmes
Interdisciplinary/Multidisciplinary	B.Ed. /B.Ed. Special /M.Ed.
Multi Skill Development	B.Ed. /B.Ed. Special /M.Ed.
Inclusive Education	B.Ed. /B.Ed. Special /M.Ed.
Practice Teaching	B.Ed. /B.Ed. Special /M.Ed.
School Experience / Internship	B.Ed. /B.Ed. Special /M.Ed.
Work Experience /SUPW	B.Ed. /B.Ed. Special /M.Ed.

1.3 FEEDBACK ON CURRICULUM

1.3.1. How does the institution encourage feedback and communication from the Students, Alumni, Employers, Community, Academic peers and other stakeholders with reference to the curriculum?

The institution encourages feedback from the major stakeholders (students, faculty and experts) on the curricular aspects. Ever since the introduction of two years UG and PG programmes as per NCTE norms, the College adopted the curriculum as framed by the parent University for the session 2015 2017. For this the IQAC solicited online feedback through Survey Monkey Software from faculty and student teachers. These were discussed with the team of experts. Based on the

feedback and suggestions by the experts the college has now modified the curriculum for B.Ed. and M.Ed. programmes and incorporated the same in the session 2016-2018. Further revision and modifications in the curricula in the light of feedback of the stakeholders has been made a regular feature in the college.

- Regular feedback from the alumni is taken about the type of training they received from the college. Suggestions regarding the same are analysed and implemented during subsequent sessions.
- The institution collects feedback from employers through email. In addition, feedback from community is obtained from print and visual media reports.
- The management and faculty members interact regularly with fellow academicians, subject experts and eminent bodies of the society such as the University of Jammu and the Higher Education Department of the Govt. of Jammu and Kashmir in order to seek their valuable support and advice so as to create a cooperative relationship to support the curriculum reforms and practices by the statutory bodies.
- Feedback is obtained from the Principals of the practising schools after the practice of teaching is over. The feedback is used to modify the practice of teaching and internship component.
- The trainees also express their opinion on curriculum through response sheets. Oral responses are also considered. At times, the students and college committees themselves come forward with their suggestion for college improvement in the curriculum designed as well as in its transaction.
- The college organizes various seminars, conferences and review meetings from time to time through which feedback and suggestions on curriculum changes and reform are collected and forwarded to the concerned authorities for necessary consideration.

1.3.2. *Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes give details on the same.*

The Dean Academics along with HoDs, HR Manager and IQAC Coordinator prepare a consolidated feedback report which is considered in the review meetings held twice a year. On the basis of feedback on curriculum received from various quarters including faculty, students, employers and academic experts, the authorities draw action strategies for improvement in terms of modification, revision and upgradation. These are also communicated to different statutory bodies from time to time.

1.3.3. *What are the contributions of the institution to curriculum development? (Member of BoS / sending timely suggestions, feedback, etc.)*

Since the College happens to be an Autonomous Institution, it has the academic freedom to make alterations in the curricula of the academic programmes offered in the college. In this connection, feedback and suggestions for making improvement in the curricula are sought from faculty as well as student teachers. These suggestions are studied thoroughly by the Dean Academics and HoDs and revised/modified/ altered before finalising. The finalised suggestions are then passed

through statutory bodies of the college namely Board of Studies and the Academic Council for formal approval.

1.4 CURRICULUM UPDATE

1.4.1. Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made).

The curricula and duration of all the programmes offered by the College (B.Ed., B.Ed. Special Education (ID) and M.Ed.) have been completely changed from one year to two years from session 2015-2017. The College adopted the curricula for these programmes in letter and spirit as prescribed by the University of Jammu for the session 2015-2017. However, the College further modified these curricula keeping in view the NCTE guidelines and in the light of the objectives of the programme from session 2016-2018.

MAJOR CHANGES MADE IN THE CONTENT OF DIFFERENT SYLLABI

- Inclusion of New Courses at B.Ed. level as given in the Table below:

S.NO	TITLE	CREDITS
1.	Pedagogics of Education	4
2.	Learning and Teaching	4
3.	Contemporary Indian Education	4
4.	Understanding Disciplines	2
5.	Understanding Self	2
6.	Language Across the Curriculum	2

At B.Ed. level teaching subjects have been divided into three groups instead of two as in the previous session to facilitate the student teachers to select specific teaching subjects with flexibility and clarity as per the job availability/requirements after they complete the programme.

- Inclusion of New Courses at M.Ed. level:

S.NO	TITLE	CREDITS
1.	Educational Studies	4
2.	Educational Testing	4

1.4.2. What are the strategies adopted by the institution for curriculum revision and update? (need assessment, student input, feedback from practicing schools etc.)

Please refer to Section 1.3.1 on Page No.45.

1.5 BEST PRACTICES IN CURRICULAR ASPECTS

1.5.1. What is the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?

The different quality sustenance and enhancement measures undertaken by the institution are as follows:

- **Curriculum Revision, Modification and Updation**

  After the College was conferred autonomous status in 2014, an attempt was made to revise the curricula of B.Ed. B.Ed. Special Education(ID) and M.Ed. programmes for the session 2016-18. The modified courses were made operational. Feedback was received from the different stakeholders namely student teachers, faculty members and experts in the field regarding the utility as well as practicality of the curricula both before and after the revision. The curriculum revision has been incorporated as regular feature of the process of quality enhancement.

- **Knowledge Mapping**

  After having modified the curricula for B.Ed. Special Education (ID), B.Ed. and M.Ed. programmes an extensive exercise of knowledge mapping was taken up to frame the components of content to be covered for greater understanding and logical transaction of the concepts for the stakeholders. This exercise was aimed towards removing any duplication as well as ambiguity in the topics included in the curriculum from examiner, faculty and student teachers' points of view.

- **Preparation of Teaching Plans**

  The College has institutionalized the practice of revising teaching plans for each academic session. This is done keeping in view the difficulties faced by the faculty during the preceding years in completing the courses. Thus, each faculty revises and transacts individualized teaching plans for all courses in which different methods of teaching namely project work, panel discussions, and student presentations are included. The revised teaching plans thus formulated indicate number of lectures, strategies employed, evaluation procedures and list of books to be consulted for each topic. The same are distributed among the trainees so that they are aware of the topics, their operational strategy, evaluation procedure and books to be referred for study and consolidation.

- **Effective Implementation of Annual calendar**

  To implement the proposed annual calendar in letter and spirit, a number of mid-term and end of session reviews are conducted so that planning and execution of activities through-out the session can be made more efficient, meaningful and productive. These sessions under the "Planning for new session" theme are held in a democratic environment involving all faculty members. While the mid-term reviews are done to plug the loop holes and also provide more flexibility to the system, the session end reviews help the faculty to draw lessons from their past experiences and plan more effectively for future.

■ **Induction and Orientation Programme**

Induction and orientation programme is held in the beginning of the session for the new batch of students. They are given details about the curriculum and the annual calendar in the form of a CD. This enables the trainees to become aware about their respective courses of study as well as programmes and activities for the whole session.

■ **Use of Information and Communication Technology (ICT)**

In addition to using the OHP for teaching/learning process, the faculty also makes significant use of ICT for making classroom presentations more effective. The Centre for Educational Technology provides support (both hardware software training) in this initiative of the faculty.

■ **Strengthening of teaching practice**

a. Orientation of faculty and student teachers regarding micro and macro teaching skills.

b. Orientation of faculty and student teachers regarding different approaches to teaching namely Herbartian, RCEM and constructivist approaches respectively.

c. Training in lesson planning.

d. Conduct of demonstration lessons by the teacher educators.

e. Conduct / Video Display of demonstration lessons by the student teachers

f. Conduct of seminars for feedback on demonstration lessons delivered by teacher educators as well as student teachers for further improvement.

g. Preparation and exhibition of teaching aids.

h. Training of student teachers in the use of ICT during teaching practice.

i. Video recording of teacher educators and teacher trainees while delivering lessons to improve teaching of new students.

j. Training some advanced learners for preparing creative and imaginative lesson plans.

k. The College publishes a booklet "Mastering Micro/Macro Teaching Skills" for ready reference of student teachers during teaching practice.

l. The College also prints its own Micro teaching, Macro teaching, Internship booklet, Reflective Journal, IEP files, Resource Room Teaching files for the maintenance of records by students.

1.5.2. *What innovations/best practices in 'Curricular Aspects' have been planned/ implemented by the institution?*

■ **Facilities for the faculty and students to enrich their content for different subjects through internet and digital resources**

A trained instructor is available for helping students to develop their computer application skills and mastering Internet browsing. Besides, the college library is equipped with computers facility for students to enrich their subject matter through the digital material made available through Internet and DELNET services. In this manner, trainees are motivated and provided with technological facilities to enrich their content. A special training programme is conducted by the librarians for both the faculty and the students in the use of DELNET services.

- **Strengthening the Teaching Practice component of the curriculum**

  The college continues the practice of training its faculty and students in the teaching skills, both at the micro as well as the macro level. In this connection, the following programmes were conducted:

  a. Orientation to the trainees in the knowledge and acquisition of teaching skills through micro teaching cycles.

  b. Demonstration of model lessons in all teaching subjects by the subject experts.

  c. Training students in batches of 30-40 students each (who are computer literate) for a period of 15 days in the effective use of technology supported teaching.

  d. Providing individualized practice to the faculty and aspiring trainees in the use of digital interactive board in the process of teaching /communicating.

  e. Student teachers are also given orientation and training to master contents of NET and CTET curriculum to prepare for eligibility test by the faculty.

  f. Video recording of some outstanding lessons delivered by the trainees for future student reference.

  g. Training the faculty and some advanced learners in developing creative and imaginative lesson plans.

- **Addition of Value Added Programmes**

  - Three months Certificate Course on Human Rights and Value Education approved by the UGC.

  - Besides this, short training programmes like training in communication skills development; personality development and computer practical etc. help in building competencies and confidence amongst trainees to become effective teachers and add value to the training.

  - Approval of the academic council has also been received for introducing two new value added programmes in the college from the session 2017-18. These are:

    - Six months' diploma in Educational Management and Planning
    - Six months' diploma in Guidance and Counselling

FOR REACCREDITATION

1. **What were the evaluative observations made under curricular aspects in the previous assessment report and how have they been acted upon?**

   The following were the observations made by the NAAC peer team:

   1. **The College may take initiative to update the curricula.**

      COMPLIANCE

      In light of the observations made by the peer team the MIER College of Education (Autonomous) updated the curricula of B.Ed., B.Ed. Special Education (ID) and M.Ed. programmes of session 2016-2018 onwards.

      For details please refer to Section 1.4 on Page No.47.

2. **With choice based credit system Internship may be introduced in M.Ed.**

   COMPLIANCE

   After the grant of Autonomous Status by the UGC, the College formulated its own Syllabi and Courses of study adopting the Choice Based Credit System (CBCS) from the Session 2016-18 in the M.Ed. Programme. However, M.A. (Education) Programme CBCS has been introduced right from its commencement from the Session 2016-18. The courses under CBCS have been developed for the two courses of study as per the MOU between the MIER College of Education and its sister College, Model Institute of Engineering and Technology. Herein, every student of M.Ed. and M.A. (Education) shall opt for at-least one course out of the basket of courses. Internship forms an integral component of the M.Ed. Programme in all the semesters.

3. **M.Ed. practicum should match the objectives of the course.**

   COMPLIANCE

   The Practicum for the M.Ed. Course has been given due weight-age during the Session 2015-17 and 2016-18 in the light of objectives of the Course. The Syllabus and Courses of study have been developed keeping this aspect in mind.

4. **Creation of barrier free environment and adaptation of curriculum for inclusive education.**

   COMPLIANCE

   The college has made genuine efforts to create barrier free environment for the differently - abled students and visitors in the following manner:

   - Construction of ramps at strategic places to get inside the building.
   - Provision of disabled friendly washrooms.
   - Provision of a wheel chair.
   - Arranging classes on the ground floor.
   - Conducting practice teaching lessons for such students in the school campus
   - Writers provided to the visually impaired students to write the examination
   - Availability of a physiotherapy unit in resource room.
   - Availability of visual magnifiers and other assistive devices for students with low vision.
   - College also plans to install a lift with a capacity of eight persons in the college building to make the college disabled friendly with an approximate cost of ten lakhs.

   For details on adaptation of curriculum for inclusive education please refer to 7.2

2. *What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?*

   The major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation are already mentioned in Section 1.5.1 of this criterion.

Criteria : I *Curricular Aspects*

Meetings of Board of Studies and Academic Council in progress

Students of college visiting educational institutions as part of their field work outlined in the curriculum

Teaching Aids Exhibition

Certificates being awarded to students on completion of three months Value added Course on Human Rights and Values

Computer Awareness Programme

CRITERION – II
TEACHING
LEARNING AND
EVALUATION

CRITERION II

TEACHING LEARNING AND EVALUATION

2.1   ADMISSION PROCESS AND STUDENT PROFILE

2.1.1. Give details of the admission processes and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution?

The College started functioning as an Autonomous College from session 2014-2015. First of all, statutory bodies of the college namely Board of Studies, Academic Council, Governing Body and Finance Committee were constituted strictly as per UGC guidelines for Autonomous Colleges during the 12th plan period. In the meetings held thereafter, approvals were granted to the statutes for admission to all courses run by the college. Admission policy was framed as per norms of the state government for equity, excess and transparency for all sections of the student population.

The college started its own admission process from the session 2015-2017. Following are the criteria for admission to the courses offered.

All admissions are on-line. Forms are scrutinized by the respective Admission Committees constituted for the purpose.

(i)   Admission to M.Ed. and M.A. (Education) Programmes

Admission to the M.Ed. and M.A. (Education) Programmes are being made on the basis of performance in the entrance test and academic merit in the qualifying examination. The final merit is determined by giving a weight -age of 30 % to the marks obtained in the Entrance Test and 70 % to the academic merit of the qualifying examination.

(ii)   Admission to B.Ed. Programme

Admission to the B.Ed. Course is made strictly on merit basis. The admission criteria as laid down by the NCTE / University of Jammu and approved by the Academic Council and Governing Body of the College are being adopted.

(iii)   Admission to B.Ed. Special Education (ID) Programme

Admission to the B.Ed. Special Education (I.D.) Course is made strictly on merit basis. The admission criteria as per the RCI guidelines and approved by the Academic Council and Governing Body of the College are being adopted.

2.1.2.   How are the programmes advertised? What information is provided to prospective students about the programmes through the advertisement and prospectus or other similar material of the institution?

Advertisements are made through print and electronic media. Advertisements are given in Regional and Local dailies repeatedly. In addition, banners are displayed at proper places. Besides, the admission Cell is actively engaged for providing all kinds of information to the admission seekers. Prospectus / detailed information with respect to admission criteria, eligibility, reservations, fee structure, examinations etc. is made available on the College Website (www.miercollege.in) during the period of admission.

2.1.3. *How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?*

Admissions to the courses offered by the Institution are made strictly in accordance with the admission criteria laid down in the statutes duly approved by the statutory bodies of the College, based on the merits of the candidates. How- ever care is taken to ensure proper representation of students belonging to reserved categories, economically weaker sections, disadvantaged community and physically challenged etc.

The admissions are made through duly constituted Admission Committees to the Courses being run by the College. The Admission Committees consists of:

(i)   Principal of the College,

(ii)   Head of the Concerned Department,

(iii)   Two teachers from the College nominated by the Principal; and

(iv)   Assistant Registrar

The admissions are being made strictly as per the guidelines approved by the Academic Council and Governing Body of the College and also the reservation policy of the government.

2.1.4. *Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution (e.g. individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged).*

The admissions to B.Ed., B.Ed. Special Education, M.Ed. and M.A. (Education) programmes are done by the College as per the UGC guidelines for Autonomous Institution. The admission process as per the Statutes of the College provides access to ensure equity through reservations for different categories of candidates.

- **Economically weaker sections**
  The students belonging to economically weaker section are encouraged and supported in the form of fee concession, in payment of fees in easy instalments. Merit-cum-Means Scholarship Scheme has also been introduced by the College.

- **Students from disadvantaged community**
  Students from SC/ST and other backward classes are allotted seats as per the classification provided in the statutes of the College which happens to be at par with those of the parent university. Fee exemption and endowment benefits are also extended to the students of disadvantaged sections, so as to enable them to benefit from schemes like fee exemption, stipends and scholarships from various State and Central agencies.

- **Women**
  A majority of students (approximately 80 to 85%) admitted to different programmes offered by the College happen to be females. The College ensures a secure and stimulating environment for female candidates through its two-major committee's viz., Committee against Sexual Harassment, (CASH) and Anti-Ragging Committee.

- **Physically Challenged / differently abled**
  The institution has created a barrier-free environment by building ramps and disabled friendly wash rooms for individuals with special needs. The visually challenged students admitted are provided with assistive devices like visual magnifiers and writers while taking examination. By using these strategies, the students are retained and helped to complete the course.

2.1.5. ***Is there a provision for assessing student's knowledge/needs and skills before the commencement of teaching programmes? If yes give details on the same.***

The College has the practice of assessing the training needs of the students admitted to the college before the commencement of academic session. This is done by using a number of strategies:

- An induction cum orientation programme is organized before the actual commencement of classes to understand the entry behaviour, knowledge base and capacity of the students.

- Some of the trainees admitted are with Hindi medium background and also from under developed regions or states. Special programmes on English Communication and Personality Development are arranged for such students so that they are able to reach a reasonably comparable level with the other trainees. Their weakness in English language is assessed before the start of the teaching programme.

- Every student is required to attend counselling session during which his/her strengths and weaknesses are assessed before the start of the session. Subsequently, strategies are planned and executed for them accordingly.

- A co-curricular activities format is also filled online by the students in the induction programme stating their talents like singing, dancing, comparing, mimicry, creative writing and acting etc., which is later used for helping them to participate in different events inside and outside the college.

- A 'Training Need Analysis Questionnaire' is administered to the trainees, which is then analysed to assess the requirements of the trainees. On the basis of the analysis, a training programme is planned and executed.

2.2   CATERING TO DIVERSE NEEDS

2.2.1. ***Describe how the institution works towards creating an overall environment conducive to learning and development of the students?***

The priority of the college happens to be the creation of an overall conducive environment of learning in which students feel safe, comfortable, gain confidence and develop love for learning. Diversified needs of students whether studying in B.Ed., B.Ed. Special Education (ID), M.Ed. or M.A. Education are taken care of by providing continuous mentoring and guidance at individual and group level.

- **Infrastructure Facility**
  The institution has excellent infrastructural facilities with adequate space for students to move around in the campus.
  For detail information please refer to 4.1.1 on Page No.101.

- **Library Resources**
  The college has two spacious automated libraries viz. B.Ed. Library and M.Ed. library with books, journals, encyclopaedias, magazines and newspapers and computers with Internet connectivity for promoting students' learning.
  For detail information please refer to 4.3.2 on Page No.107.

- **ICT Facility**
  For more information, please refer to 4.4 on Page No.111.

- **Academic and Co-Curricular Activities**

  Seminars/workshops, training/orientation programmes, lectures etc. are all focused to create an environment conducive to better learning and development. Experts in various fields are invited to deliver guest lectures to students. The college encourages regularity, punctuality and compliance to the academic calendar on the part of faculty members to ensure that the learning process is not derailed. Such qualities help in inculcating values in students and contribute towards their development. The college also organises various co-curricular activities, games and sports, which enable students to channelize their energies, create a sense of competition and cooperation and develop leadership qualities.

- **Special Centres, Units and Committees**

  Four specialized centres namely Internal Quality Assurance Cell (IQAC), Centre for Educational Research(CER), Centre for Educational Technology (, CET), Centre for Women Studies(CWS), three units namely Environmental Unit, Extension Unit, NSS unit and different committees have been constituted in the College. All these bodies conduct activities where students actively participate in outreach programmes/ activities which help in creating awareness about community development programmes in students and get first-hand experience in college governance. These contribute to their holistic growth and development. Student teachers feel free to contact the teachers about their difficulties and problems.

2.2.2. *How does the institution cater to the diverse learning needs of the students?*

The College strives hard to satisfy the diverse learning needs of students enrolled in different programmes. The college authorities and faculty members are fully concerned with the learning needs of students from different regions, speaking different languages with diverse socio-economic levels and have different educational backgrounds and medium of instruction. For the purpose of convenience however, slow and advanced learners are identified on the basis of their academic performance in an internal test as well as the general rating of the students by their concerned teachers. A cut off score is determined for ensuring an objective procedure. Different strategies are adopted to cater to the diverse needs of the students of different categories.

Specific Strategies for Advanced Learners

- Organisation of tutorial groups along with an identified tutor/mentor for academic support and counselling of advanced learners.
- Scheduling of enrichment classes for the identified students after class work.
- Encouraging the identified students to adopt Self Study methods for enrichment.
- Exposing the students to both digital as well as traditional resources for enrichment.
- Providing computer and Internet facilities as well as training them in the use of ICT tools for enriching learning.
- Nurturing of creative abilities of students through brainstorming, projects and discussions etc.
- Peer group learning.
- Organising assignment preparation sessions on current and latest topics.
- Conducting student seminars on topics of educational relevance.
- Providing encouragement to take part in activities such as quizzes, essay writing competitions and seminars.
- Participation in Problem Solving – Decision making exercises.
- Assigning project work to students based on theoretical and practical aspects of the course work.

- Projecting advanced learners as 'Team Leaders' of groups comprising fast, medium and slow learners specially during teaching practice

Strategies for Slow Learners
- Mixed ability learner-groups are identified on the basis of their understanding and abilities of comprehension, performance in oral/written tests, assignments and seminars. Additional help to these trainees is rendered through remedial teaching, easier assignments, problem-solving sessions, interactive discussions and through personal mentoring by the teachers concerned.
- The students are also guided after class hours under remedial classes and are motivated by providing simple and direct learning material.
- Clarifying difficult concepts through revisions.
- Bilingual explanations and discussions are done for their benefit.

2.2.3. *What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?*

The activities envisioned in curriculum for student teachers to understand the role of diversity and equity in teaching learning process are as follows:

- Through courses like "Contemporary Indian Education", "Philosophical and Sociological Perspectives in Education" in the teacher education curricula, the concepts of Diversity in India, Types of Diversity, Diversity in Global Perspective and Diversity and Means to Address Diverse Learning Needs are extensively covered. Diversity is also included as one of the core values of Indian Culture along with Tolerance, Equality and the need for Equity measures.
- The student teachers are taken on field trips to observe the behaviours of diverse learners in different school settings namely Nursery, Primary, Middle, Secondary, Higher Secondary, Urban, Rural, Innovative and Inclusive Schools etc.
- At the B.Ed. Special Education level the student teachers are given exposure to work with children with special needs through Group Teaching, Resource Room Teaching and developing Individualized Educational Programmes (IEPs).
- Equal opportunities for students to participate in seminars, workshops, cultural activities and other activities.
- Pre- practice teaching, practice teaching, practice of macro teaching and internship lessons without any bias.
- The students have to write assignments and present the same in the class without any discrimination.
- Co-operative learning and group discussions are common practices adopted in the college.

2.2.4 *How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs?*

- Teachers are sensitized regarding the concept of diverse needs of students to address diversity in different forms. They are well qualified and know their subject matter and responsibility towards children with diverse abilities, backgrounds, attributes and characteristics. The teachers utilize different technologies and techniques of teaching to satisfy students.
- All teacher educators are time to time encouraged for updating their knowledge through trainings, seminars and workshops. The facilities in library and Internet connectivity help the teacher educators to be fully aware regarding the diverse student needs. They are encouraged

to interact with the students both in and out of the classroom so as to understand them closely. This refines their sensitivity.

- They also carry on research activities, action research projects and guide students of M.Ed. and M.A. Education for their dissertations. This helps them become aware of the capabilities of the students and encourages group work.

- All faculty members are provided with facilities like personal cabins with individual computers, internet connectivity, intercom and internal email system for seamless communication and coordination with both students and colleagues.

2.2.5 *What are the various practices that help student teachers develop knowledge and skills related to diversity and Inclusion and apply them effectively in classroom situations?*

The new curricular frame work for two-year teacher education programme at the UG and PG levels include a number of practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in class room situations. These are given below:

Practices Related to Knowledge
- Through subjects namely Inclusive Education, Contemporary Indian Education etc. in the UG and PG levels of teacher education programme, the concepts of Inclusion and Diversity are extensively covered.
- The student teachers are taken on field trips where they encounter students with diverse needs and abilities and get an opportunity to observe their behaviours in different school settings namely Nursery, Primary, Middle, Secondary, Higher Secondary, Urban, Rural, Innovative and Inclusive Schools etc.

Practices Related to Skills

- At the UG and PG levels of teacher education programmes, the student teachers are taken to field visits in Inclusive Schools where they are made to observe children with different disabilities and know about different teaching strategies to teach them.

- The student teachers are trained in different methodologies of teaching namely Herbartian, RCEM and Constructivist approach and deliver lessons as per their capacity and potential.

- At B.Ed. Special Education (ID) level, the skills related to diversity and inclusion are given through orientation and training programmes about how to identify and assess children with special needs. The student teachers are then engaged in practical work in which each student teacher is allotted a child with special need for whom they develop Individualized Education Programme. The student teachers are also given training on how to teach children with multiple disability in the inclusive set-up through resource room teaching. In this way, the student teachers are given adequate exposure and practice to master the skills.

2.3 TEACHING-LEARNING PROCESS

2.3.1. *How does the institution engage students in "active learning"? (Use of learning resources such as library, web site, focus group, individual projects, simulation, peer teaching, role-playing, internships, practicum, etc.)*

The college has adopted a learner centred approach in teaching learning process. Main focus is on all-round development of the trainee. They are encouraged to actively participate in College

activities to learn on their own. Following strategies are adopted to encourage active learning among students:

- **Use of Library as a Learning Resource**

  The College is equipped with two fully computerized and automated libraries operational from 9:00 am to 6:00 p.m. on all working days. The libraries provide facilities for Book Bank, access to digital content, and reprographic services. Students are given a time bound access to use the computer facilities in the library. With the help of computer and internet the student teachers are able to access e- content for preparing their assignments and projects and also enriching their content.

- **Use of Website as learning resource:**

  College website www.miercollege.in also acts as a learning resource by providing detailed information on syllabi of all courses. Besides this website also has links of MIER E-Learning Management System (ELMS) and MIER Journal of Educational Studies Trends and Practices (MJESTP) which facilitate the student teachers for self-learning.

- **Individual Projects**

  The student teachers are given individual projects both in theory as well as practical. Projects like preparation of reflective journals, each one teach one, plantation of trees and their maintenance and development of portfolios as evolution of self as an individual and evolution of self as teachers are assigned.

- **Simulation and Role-playing**

  Simulation technique is used for preparing student teacher for real classroom teaching in schools. They are made to practice the delivery of lessons in two teaching subjects using different approaches to teaching. This gives them adequate experiences to master the skills of teaching as well as different approaches to teaching.

- **Peer teaching**

  The College organises peer teaching groups at the time of enrichment and remedial classes in which the advance learners play the role of mentors in the peer group and facilitate peer learning.

- **Internships and Practicum**

  Internship has been introduced as an integral component of Practice Teaching. This has made professional preparedness of student teachers more meaningful. The student teachers get first-hand experience as full time teachers of the school. During this time they visit Anganwari Centres, District Institute of Education and Training (DIET), State Institute of Education (SIE) in addition to different types of schools like the Nursery, Primary, Middle, High, Rural, Urban, Inclusive School and Innovative Centres for having first hand experiences and exposure to teacher behaviour, student behaviour and the management system of different institutions. In addition, they also take normal classes, learn to make time table, maintain attendance, participate in staff meetings, maintain school records, observe the classes of good teachers and help in organising different activities of the school. The student teachers maintain the record of these activities in the form of a Reflective Journal. The entire exercise is done under the supervision of the HoDs and Teaching Group Supervisors. This way they get expert guidance of the teacher educators, colleagues and school authorities.

In addition, the following strategies are also employed.

- Students are given an orientation programme in which all the curricular and co-curricular activities are explained.

- Students participate in seminars and workshops, which lays foundation for active learning and teaching.
- For practicing different approaches to teaching the student teachers prepare lesson plans; their sessions are video recorded for review by their peers and the teaching practice coordinator. The student teachers are also oriented for using various teaching skills. They are exposed to demonstration lessons by experts and simulated teaching techniques.
- Through criticism lessons, student teachers get feedback from their peers, the teaching practice group supervisors and the Principal. Based on the feedback they are asked to re-teach and improve their skills.
- There is a provision for mentoring and tutorials, which are based on the needs of different types of learners (slow, average and advanced).
- There is also a provision of pairing of student teachers. An advanced learner is paired with slow learner for self-study.
- The student teachers and teacher educators regularly use the college library, which remains open on all working days. Home assignments, project works, case studies etc. are given and the students are advised to actively use the library. College also provides high-speed broadband connectivity to the students for surfing and downloading from various websites.
- Individual and group projects, simulation, peer teaching, role-playing, internship and practicum are integral parts of the College curriculum.
- The College calendar provides a busy schedule for extracurricular, extension, outreach and NSS activities. These programmes make students' learning participative and related to the societal needs.

Through these learning experiences provided in the college, the student teachers always remain active learners during the tenure of his/her training.

2.3.2 How 'learning' is made student-centred? Give a list of the participatory learning activities adopted by the institution and those, which contributed to self-management of knowledge and skill development by the students?

The MIER College of Education focuses on making teaching learning process student centric, interactive and participative, based on classroom lectures enriched with modern ICT facility and followed by discussion method. The teachers have developed effective techniques, based on their past experiences and they use various strategies to encourage student's active participation and provide opportunities for experiential learning.
Details of the strategies have been given under section 2.3.1 of this criterion.

Following orientation programmes are also conducted which enable students to manage their learning and develop skills:

Self-Management of Knowledge
- Students' participation in symposia/workshops/class presentations/panel discussions and enriching class content with ICT helps them to develop both skills and knowledge.
- Self-learning through tutorials/ cooperative learning/problem solving techniques.

Skill-Development
- Practical sessions to learn computers, SPSS software, MS- Office, Internet Browsing and text formatting empower student teachers to develop computer related skills at the PG level.
- Different teaching skills
- Communication skills
- Use of different technological teaching aids like interactive boards, teach next classrooms etc.
- Access to E - learning resources of the library.
- Field visits
- Time management

Besides these, the student teachers are also oriented in activities like dramatics, debates, quizzes, presentations and panel discussions, rallies, extension and environment related projects, essays, slogan writing and creative activities. Participation in action oriented and practical activities help student teachers to acquire knowledge, skills and facilitate self-development and management.

2.3.3 *What are the instructional approaches (various models of teachings used) and experiences provided for ensuring effective learning detail any innovative approach /method developed / used?*

The curricula at both UG and PG levels are transacted through well-defined teaching plans which are formulated in each course at the beginning of the session. The various instructional approaches used are:
- Lecture cum Discussion Method
- Panel Discussion
- Seminar presentation
- Collaborative and Cooperative Learning

Besides Remedial and Enrichment activities are conducted in small groups in which peer teaching supplements the efforts of the group teachers.
For ensuring effective learning at the practicing schools level, the student teachers are encouraged to use constructivist approach where in more stress is laid on enabling the learners construct their learning experiences

2.3.4 *Does the institution have a provision for additional training in models of teaching? If yes, provide details on the models of teaching and number of lessons given by each student.*

No, the Institution does not have a provision for additional training in models of teaching. However, the student teachers are trained in Herbartian, RCEM and constructivist approaches. They are required to deliver lessons based on these approaches.
Recently the College has invited specialist teachers to give demonstrations of lessons based on teaching models namely:
- Role playing technique
- Concept attainment model
- Inquiry training model
These will be incorporated in a phased manner in teaching practice programme from the session 2017-2019.

2.3.5 *Do the student teachers use micro teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill.*

Yes, the student teachers at B.Ed. Special Education use microteaching technique extensively for developing teaching skills. Microteaching covers the knowledge acquisition and skill acquisition phase of teaching behaviour. The various skills, which have been included in the curriculum, are:

(i)   Skill of Reinforcement.
(ii) Skill of Stimulus Variation.
(iii) Skill of Questioning.
(iv) Skill of Lecturing.
(v)   Skill of Illustrating with Examples.

Student teachers are required to deliver 15 micro lessons covering all the above mentioned skills or select 3 skills from the list and deliver 5 lessons in each selected skill.

- However, at B.Ed. level the student teachers are given theoretical knowledge about micro teaching in their teaching subjects. The various skills included in the curriculum are:

  a.   Set Induction
  b.   Questioning
  c.   Reinforcement
  d.   Explanation
  e.   Stimulus Variation
  f.   Lecturing
  g.   Use of Chalk Board
  h.   Set Closure

The students are required to use these skills while developing their lesson plans for practice teaching.

2.3.6 *Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.)*

- **Process of Practice Teaching at UG and PG levels**

  The College organizes practice of teaching in three phases namely, simulated teaching within the college campus and two phases of real classroom teaching one in government schools and another in private schools. Since there is an Experimental School (10+2 level with strength of approximately 1000 students) on the campus, the trainees get opportunities to visit and observe school teachers as well as students in actual classroom situations quite often. Before the onset of teaching practice, orientation programmes are conducted in which theoretical knowledge and practical demonstrations regarding various skills of teaching are given. The student teachers are also trained in different approaches to teaching. After this, the student teachers are required to deliver a portion of lessons using the simulation technique. This phase constitutes their preparatory phase for going to the actual school. After the preparatory phase, the student teachers along with supervisors are send to practice teaching school where they complete their practice teaching component.

- **Details of Lessons a student gives per day, lessons observed by the teacher educators, peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans,**

Programme	Lessons a student gives per day	Lessons observed by the teacher educators	Peers/school teachers	Feedback mechanism	Monitoring mechanisms of lesson plans
B.Ed level	2 lessons (One in each teaching subject	104 lessons	16 lessons	a) Student feedback collected through questionnaire b) Feedback from the principal of practicing school c) Observation Schedule d)Evaluation sheet	Lesson plans are supervised by group supervisor who are in turn monitored by the HoD
B.Ed. Spl. Edu. level	2 lessons (One in each teaching subject	40 lessons	20 lessons	a) Student feedback collected through questionnaire b) Feedback from the principal of practicing school c) Observation Schedule d) Evaluation sheet	Lesson plans are supervised by group supervisor who are in turn monitored by the HoD
M.Ed. Level	1 lesson	15 lessons	5 lessons	a) Observation Schedule b) Evaluation sheet	
M.A. Edu. Level	2 lessons	30 lessons	10 lessons	a) Observation Schedule b) Evaluation sheet	

2.3.7   *Describe the process of Block Teaching/Internship of students in vogue.*

During the practice of teaching, the block teaching programme is arranged in two phases for a period of 20 working days in the months of April/May and August/September in government and private schools in each phase. The in-charge teacher educator of block teaching programme approaches different schools and obtains written permission. The groups are formed and the teacher educator in-charge of a particular group prepares the timetable for the student teachers. Once the timetable is finalized, the student teachers are allotted classes and accordingly they prepare the lessons. During this period, the student teachers are required to deliver two supervised lessons per day in their teaching subjects.

The student teachers also undergo internship practice in the practice teaching schools wherein they go to actual schools and work as a regular teacher. During this time, they take normal classes, learn to make the timetable, maintain attendance, participate in staff meetings, maintain school records, observe the classes of good teachers of the school and help out in the different activities of the school. The student teachers maintain the record of all these activities in their

Reflective Journals. The entire exercise is done under the supervision of Principal/headmaster of the practice teaching school.

2.3.8 *Are the practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes, give details on the same.*

Yes, the practice teaching sessions are planned and developed in consultation with the school staff and mentor teachers. Considering the academic calendar of both the school and the college, the HoDs conduct meetings with the Principals to chalk out the programme. A tentative plan is drafted and communicated to the School Principals. The college has the privilege of always receiving positive response from the Principals of various schools. Many a times, the Principals of the practicing schools request to incorporate their special requirements which are given due priority in the planning phase.

2.3.9 *How do you prepare the student teachers for managing the diverse learning needs of students in schools?*

The student teachers are prepared for managing diverse learning needs of school students by the following activities:

- The student teachers are introduced to the concept of Inclusive Education by having a full-fledged paper on Inclusive Education and also making them undergo constant experiences at the Inclusive School within the College campus.
- The student teachers are made aware of the school functioning, diverse needs of students with different behaviour patterns during their visits to the regular schools.
- The student teachers are encouraged to make and use attractive teaching aids to catch the attention of the students.
- The student teachers are asked to make use of ICT facility if available.
- The student teachers are asked to use new instructional methods to come down to the level of the students.
- The student teachers specially from B.Ed. Special Education Department are trained to handle physically and intellectually challenged learners. They plan different teaching strategies to prepare interesting learning material specially made for such students.
- The student teachers are made aware about the extra time and individual attention required to handle students from different backgrounds and academic standards.

2.3.10. *What are the major initiatives for encouraging student teachers to use/adopt technology in practice teaching?*

The college has a "Centre for Educational Technology" which is headed by a senior faculty who trains the student teachers in the use of latest technologies by giving hands on experience. The faculty members always encourage the student teachers for using new technologies in practice teaching. The teachers guide them for selection of media, teaching aids as per the requirements of the content, infrastructural facilities available in the schools etc. Following technology are being used during classroom teaching:

(i)   Computers
(ii) L.C.D. Projector
(iii) Over Head Projector
(iv) Laptop
(v)   DVD Player

(vi) Tape recorder

(vii) Digital interactive board

(viii)Television

2.4   TEACHER QUALITY

2.4.1   *Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details.*

For details please refer to 2.3.8 on page No.63.

2.4.2   *What is the ratio of student teachers to identified practice teaching schools? Give the details on what basis the decision has been taken?*

The ratio of student teachers to identified practice teaching schools is 12:1. The allotment of trainees is done on the basis of availability of schools and teachers for practice teaching. The college selects schools based on their annual calendar, location and convenience of student teachers and the college. Practice teaching schools selected are located within the city.

2.4.3   *Describe the mechanism of giving feedback to the students and how it is used for performance improvement.*

In addition to the supervisors, members of the group also observe the lessons and give their remarks and also note these in their observation diary. After the delivery of lessons, the group supervisor arranges a meeting with the student teachers. Elaborate discussions are held on the positive and poor aspects of the lesson, suggestions for further improvement in teaching are enlisted. All this is well documented and recorded in the macro teaching copies of the students. Counselling sessions are also conducted for the purpose of improvement. Feedback is given verbally as well as in written forms. For this, the teaching group supervisors use a five-point rating scale. The feedback and suggestions on the performance of the student teachers are written keeping the following points into consideration:

a.   Preparation of Lesson Plan

b.   Preparation of instructional aids

c.   Delivery of lesson: Presentation/Confidence/Understanding/Black board writing

d.   Relevance and use of instructional aids at appropriate time

   ◆   Pupil participation

   ◆   Pupil comprehension

2.4.4   *How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?*

■   The Head/Principal of the practice teaching school, during the pre-practice teaching session provides up to date information about the policies and the possible educational needs of the schools in general to the student teachers. These include the list of staff members in the practicing schools, class wise strength of the students and policies regarding students/schools discipline, classroom arrangement, length of the periods, extent of coverage of syllabus and teaching guidelines etc.

■   Details of the educational policies and educational needs of the school and students are considered at length in the college by the faculty members. In addition, they are encouraged to interact with faculty and school administration. Also the student teachers are referred to hand book, magazines, journals and other literature about the school, which contains

information about policy direction and educational needs of the schools. Besides, their visits to and observations gained from State Institute of Education, District Institute of Education, Aanganwadi centres and related agencies generally help them to sense the issues and needs of the schools.

2.4.5 How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?

The student teachers and the faculty members keep pace with recent developments in their disciplines by perusing journals, latest reference books, participating in seminars / workshops / symposia / refresher courses /internet browsing and interactions with experts. Each trainee and faculty member is supposed to be fully conscious with the school curricula and textbooks and is required to master the content before undertaking teaching assignment. Side by side, they are required to sharpen their teaching skills. Besides, special lectures are also organized and outside experts address the students and teachers on various educational issues. This also helps in equipping students and faculty with latest information and developments in the field of education.

2.4.6 What are the major initiatives of the institution for ensuring personal and professional/career development of the teaching staff of the institution (training, organising and sponsoring professional development activities, promotional policies, etc.)

Personal and career development of the faculty members continues to be a thrust area at the MIER College of Education (Autonomous). To ensure the professional development of the faculty the College undertakes the following initiatives:

- The faculty is encouraged to apply for research projects to different funding agencies and to pursue M.Phil. and Ph.D. programmes through faculty development schemes of the UGC. Study leave is liberally granted to applicants wishing to engage in full-time research activity.
- Relaxation in workload and adjustment in timetable is made for faculty members pursuing M.Phil. and Ph.D. programmes.
- The college also deputes its faculty members to attend refresher and orientation programmes, national conferences, seminars and training programmes organized by other institutes, universities and research organisations and sponsors them fully.
- Duty leave is also readily granted to teachers going to attend orientation and refresher courses as well as for attending National/International seminars and conferences.
- About thirty faculty members have benefitted from the faculty development programmes of the MIER College of Education (Autonomous) during the past five years.
- In addition, the MIER College of Education has also conducted more than 20 seminars/ workshops/symposia on diverse topics like curricular development, teaching- learning, assessment, research management and has organized more than 20 Invited lectures.
- The faculty has contributed more than 80 papers in various seminars / workshops/conferences conducted within the college and outside.

2.4.7 Does the institution have any mechanism to reward and motivate staff members for good performance? If yes, give details.

Yes, the staff members are positively rewarded for their good performance. Verbal compliments and timely salary increments along with provision of opportunities and granting leave for their professional growth keep them satisfied and secure. They become self-motivated to provide better services. The management is always ready to help the faculty members in their

professional up-gradation, development and welfare. Moreover, a stimulating and congenial environment is provided to them to work enthusiastically and peacefully. A Centre for Educational Research functions in the college, which has a research promotion scheme in place. It gives incentives to faculty for publishing research papers in referred journals and rewards them with cash incentives and appreciation letters in a befitting function conducted for the same

2.5. EVALUATION, PROCESS AND REFORMS

2.5.1. *How the barriers to student learning are identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality, etc.)*

Barriers to student learning are identified through grievance redressal mechanisms and informal feedback received from the students and teachers. In addition, the Infrastructure Committee, the Centre for Internal Quality Assurance Cell, Smt. Shanti Gupta Centre for Women Studies, Centre for Educational Technology and other committees have student representation. These student representatives communicate barriers in student learning if any to their respective committee conveners/unit head for redressal.

- Their difficulties are sorted out through classroom discussions, talks or informal chats with the faculty members within and outside the classroom. The environment in the institution is amicable, tension free and relaxed. They feel free to meet the Principal, HoDs and the faculty members for academic interaction. They also feel comfortable to approach the faculty members or their mentors about their personal difficulties to shed their shyness and inhibitions.
- The barriers to learning are also addressed through internal tests, assignment tasks, mentoring, tutorial classes, Seminar presentations, Group discussions, and macro teaching sessions. The concerned teachers and mentors point out their difficulties and errors and give them concrete suggestions for further improvement. Errors committed in the tests and assignments are highlighted. The common errors and mistakes are discussed in general in the classroom as well as with individual student teachers. Informal feedback during the micro and macro teaching and tutorials goes a long way in student's improvement.
- In order to further minimize the barriers to students' learning, the college insists on quality teaching and use of modern technology like computers, LCD projectors, OHP and various other ICT tools. The faculty members too use computers and technology for effective teaching.
- In order to enable students to overcome barriers in their learning, the college has engaged a full-time counsellor / psychologist, who provides counselling to students who require assistance of any type.
- The coordinator of IQAC ensures that students' grievances are redressed through one to one meetings with the Principal and concerned faculty. They are encouraged to voice their opinions, views and are asked to submit their concerns in the suggestion box kept in the college. Their identities are not disclosed if they so desire.

2.5.2 *Provide details of various assessment/evaluation processes (internal assessment, mid-term assessment, term end evaluations, external used for the students learning?*

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.

Break up of Internal Assessment at B.Ed. and M.Ed. Levels

Two Minor Tests	Attendance	Teacher Observation	Sessional Work	Total
20	5	5	10	40

Break up of internal assessment at B.Ed. Special Level

Mid Term Test /Tests	Attendance	Seminar /Assignment	Total
20	5	15	40

Break up of Internal Assessment at M.A. Level
Two Minor Tests of 20 marks

The assessment and evaluation processes stand duly approved as per the statutes of the college framed for the purpose of streamlining the examination system

2.5.3. *How are the assessment/evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?*

- 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 and enrichment 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 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. They are free to redress their grievances if any. Further opportunity to reappear is also provided to the students to improve their performance level.
- The assignments duly assessed by the teachers are discussed with the students in the class and they are asked to incorporate the changes as identified. The suggestions and comments help the students to improve in the future. Tutorial and remedial classes are also arranged to clear doubts of the students. Parents are also informed about the performance of their wards.

2.5.4. *How is ICT used in assessment and evaluation processes?*

- ICT is an integral part of the assessment and evaluation process in MIER College of Education. All the question papers are prepared and printed confidentially in the reprographic section of the College using modern desktop publishing software.

- ICT is being used in the College for assessment and evaluation process. The ERP Academia facilitates the College in enrolment of candidates in examination, maintaining schemes and evaluation methods, downloading hall tickets, encoding and decoding, entry of marks, calculating marks, reviewing of marks, release of results, printing of mark sheets, generating reports related to examination. In addition to this, website of the College is being used for declaration of results and related information.

2.6. BEST PRACTICES IN TEACHING LEARNING PROCESS

2.6.1. *Details on any significant innovations teaching/learning/evaluation introduced by the institution?*

The following innovative practices have been implemented towards quality sustenance and enhancement.

Knowledge Mapping and Identification of Slow and Advance Learners
- The college uses knowledge-mapping technique to identify slow and advanced learners at the start of each academic session on the basis of which enrichment and remedial classes are organized. Adequate measures are taken to facilitate slow and advanced learners through peer group tutoring and guidance given by the tutorial group in-charges.

Academic Calendar
- The College ensures the planning of Academic calendar in each department well in advance and care is taken to ensure its implementation with minor alterations

Teaching Plans
- The road map for teaching learning process is prepared in the beginning of the academic session keeping in view the experiences of the previous sessions. This includes:
  a. Number of the lectures/sessions to be devoted to each topic.
  b. Teaching/learning strategy to be applied by the faculty members.
  c. Various assessment and evaluation techniques like quiz, assignments and long/short answer types questions and students' presentations.
  d. Books to be referred.

Induction and Orientation Programmes
- Induction and orientation programmes are conducted for the newly admitted students in order to orient them with the various compulsory and optional papers, their objectives and course plans, on-campus facilities, assessment and examination procedures etc. All teaching–learning and evaluation schedules are planned and organized well in advance. They are also aligned to the mission, vision and values of the College to make them serious learners.

Student Centric Learning
- Student-centric learning is encouraged through assignments, projects, seminars and practical sessions to appraise them with the direct application of their knowledge/skills to real life problems. The faculty members plan their teaching strategies around student centred methods like lecture cum discussion method, student presentations, panel discussions etc. Hands-on learning is encouraged through internships, field visits, institutional visits, laboratory work and interactions with experts.

Use of ICT
- Students are exposed to the e-learning resources through the college libraries and ICT resources and are encouraged to use these facilities
- The institution makes arrangement for the video recording of lessons delivered by bright students of previous batches which are reviewed by peers and teachers to improve their practice of teaching. This is a part of the pre-practice teaching preparations.
- The College has three Interactive Whiteboard classrooms, two Plasma TV Smart Classrooms, five Desktop computers in ET Cell, eight Laptops, two Classrooms equipped with projector and screen, computer labs equipped with 65 computers, two projectors and screens, two conference room equipped with projector and screen, one multipurpose auditorium is equipped with projector, screen and PA system and three iPods' and one tablet computer. In addition, latest projector and audio system and amplifiers have recently been installed in the newly renovated auditorium. CCTV installations are in progress in all classrooms. ERP software, Pi 360, Google classroom, College website, College app, Face book page and LinkedIn pages, digitization etc. are being used in day to functioning of the college. Further, each faculty member has his/her own PC or laptop for using ICT in day to day activities.

INNOVATIONS IN EVALUATION

Continuous and Comprehensive Evaluation
- Students are subject to continuous assessment by way of internal assessment tests, seminars, quizzes and home assignments. Student evaluation of teachers and their teaching are carried out annually to find out the gaps and the best teaching/learning/evaluation tools for significant improvement, innovation and development.

Diverse Evaluation Techniques
- The use of diverse evaluation techniques helps the teachers to assess their teaching output. In order to institutionalize these assessments and evaluation techniques as a regular and effective component of teaching learning process, the faculty is continuously oriented with their salient features, components and guidelines.

Mid Term and Session End Reviews
- Mid-term as well as end of session reviews are conducted to assess the achievement of various objectives identified earlier. Reviews are also done to assess the operation of academic calendar as well as the temporal plan.

Separate Examination Cell
- A separate examination cell has been constituted which is headed by a controller of examination nominated by the principal. The principal of the college is the chief controller of examination. Under this cell:
  - College conducted examinations for all the courses being offered from the session 2014-15 on wards and declared results within the stipulated time in the shortest possible duration without any delays.
  - Issued marks card, migration and provisional certificate to the students.
  - Introduced barcode system.
  - The college also introduced computerised process for result generation and purchased a software Academia ERP for the purpose at cost of Rs.4 lakhs.
  - Introduced table evaluation for B.Ed. Course.

♦ The college is under negotiation with University of Jammu for granting degrees to the successful candidates and process has been set in motion for the same.

2.6.2. *How does the institution reflect on the best practice in the delivery of instruction, including use of technology?*

- Most of the faculty members have undergone computer-training programme and have good understanding of educational technology. They are all aware of the current developments in educational technologies. They create an effective learning environment with the help of technology to cater to the diverse needs of the learners. Based on their exposure and experience with the use of technology, the student teachers extensively employ ICT in their teaching learning situations and become effective teachers. With the use of Broadband Internet facility, the teaching-learning component has changed radically, which has led to adaptation of newer content by the faculty and student teachers alike.

- The student teachers surf the Internet and collect latest information for their project work or preparation of lesson plans. They are motivated, guided and helped for browsing the Internet. Methods of teaching, designing courses and systems of evaluation are reviewed and updated continuously to meet the newer challenges of globalization and educational improvement.

- Right from the paper setting and declaration of the college results and issuance of necessary certificates, ICT has been incorporated successfully by the College authorities.

  The new practices have helped the college to create the desirable teaching-learning and evaluation processes in the MIER College that has benefitted the student teachers and has enhanced the quality of teacher education.

FOR RE-ACCREDITATION

1. *What were the evaluative observations made under Teaching-Learning and Evaluation in the previous assessment report and how have they been acted upon?*

The following were the observations made by the NAAC Peer Team.

I. *Evaluation system to be upgraded with choice based credit system*

COMPLIANCE
The College has introduced the Choice Based Credit System in M.Ed. and M.A. (Education) Programmes of Study from the academic session 2016-18. Accordingly, the evaluation system has also been upgraded with the introduction of Grading System which is in accordance with the guidelines of the parent University

II. *Faculty members may be deputed regularly to attend orientation and refresher courses.*

COMPLIANCE
Faculty members are deputed to attend orientation and refresher courses as and when such programmes are organized by the parent university as well as other outside agencies.
A list of the faculty members deputed for the past five years is given in the table below:

S.No	Name of the faculty	Institution/University	Date	Duration
1	Dr. Monika Bajaj Asst. Professor	Kurukshetra University	4/12/2012 to 24/12/2012	21 days Refresher Course
2	Dr. Nishtha Rana Asst. Professor	Himachal Pradesh University	4/08/2014 to 22/08/2014	21 days Refresher Course
3	Dr. Renu Gupta Principal	University of Jammu	15/05/2015 to 16/05/2015	2 days Orientation programme about Introduction of new syllabus as per the NCTE Norms.
4	Dr. Adit Gupta Associate Professor	University of Jammu	15/05/2015 to 16/05/2015	2 days Orientation programme about Introduction of new syllabus as per the NCTE Norms.
5	Dr. Annie Kaul HoD B.Ed	University of Jammu	15/05/2015 to 16/05/2015	2 days Orientation programme about Introduction of new syllabus as per the NCTE Norms.
6	Mrs. Angela Gadroo Sr. Asst. Professor	University of Jammu	18/01/2016 to 08/02/2016	21 days Refresher Course
7	Mrs. Poonam Soni Sr. Asst. Professor	University of Jammu	18/01/2016 to 08/02/2016	21 days Refresher Course
8	Mrs. Komal Sharma Asst. Professor	University of Jammu	18/01/2016 to 08/02/2016	21 days Refresher Course
9	Dr. Nishta Rana Asst. Professor	Lovely Professional University	01/06/2016 to 07/06/2016	7 days Refresher Course on Research Methodology – Using SPSS

III. ***Faculty development programs in constructivism, inclusive education, innovative pedagogical practices and evaluation may be organized***

COMPLIANCE

The College organized a number of faculty development programmes to update and enrich its faculty in various modern trends namely constructivism, inclusive education, innovative pedagogical practices and evaluation techniques. The details of the same are given below table:

S. No.	Date	Resource Person/Persons	Activity	Topic / Theme/Purpose
1	15th April 2013	Dr. Surinder Kaur (Controller of Examinations, MIER College)	One Day Workshop Organised by MIER College	New Techniques of Evaluation
2	11th March 2014	Dr. H.R. Shan (Controller of Examinations, MIER	One Day Orientation Organised by MIER College	Conduct of Examination

		College)		
3	14th February 2014	Dr. A.G. Madhosh (Former Vice Chancellor, Kashmir University)	Guest lecture Organised by MIER College	Constructivism in Teaching
4	29th to 31st July 2015	Dr. B.L. Raina Dr. Annie Kaul Dr. Rohnika Sharma (HoDs)	Three Days Orientation Organised by MIER College	New pedagogical practices
	16th October 2015	Dr. H.R. Shan (Controller of Examinations)	One Day Orientation Organised by MIER College	Statutes Governing Examination as per Autonomy
5	24th October 2015	Dr. Sushma Sharma (Prof. PG Dept. of Education, Kurukshetra University)	Guest Lecture Organised by MIER College	Inclusive Education
6	26th to 28th of November, 2015	Dr. Rohnika Sharma Mr. Rajendra Kumar Dr. Bharti Tandon Mrs. Harika Singh (Faculty Dept. of Special Education)	Three-days' Workshop Organised by MIER College in collaboration with Rehabilitation Council of India (RCI)	Awareness cum sensitization on "Journey towards Inclusion"
7	26th April 2016	Dr. Rohnika Sharma Mr. Rajendra Kumar Dr. Bharti Tandon Mrs. Harika Singh (Faculty Dept. of Special Education)	One day workshop Organised by MIER College in collaboration with NZCC, RCI	Inclusive Education: A Ray of Hope
8	9th to 11th January, 2017	Dr. Annie Kaul (HoD, B.Ed.) Dr. Monika Bajaj (Asstt. Professor)	Three Day Workshop Organised by MIER College for staff and students	Constructivism: An Experiential Strategy to Teaching
9	15th March, 2017	Dr. B.L. Raina (HoD, PG Dept.) Mrs. Angela Gadroo (Sr. Asstt. Professor)	One Day Workshop Organised by MIER College	Innovative Pedagogical Practices

2. *What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?*
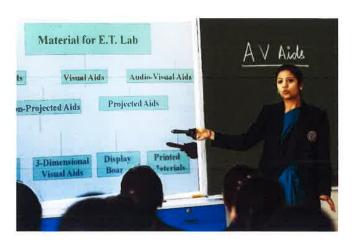
The major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation are already mentioned in Section 2.6.1 of this criterion.

Criteria : II *Teaching - Learning & Evaluation*

Trainees Engrossed in Learning

Simulated Teaching Learning Process

Experts Interacting with Students

Students appearing in the Final Examinations

Training Workshop to Use Technology in Classroom

Students of the College observing an Inclusive Classroom Session

Criteria : II *Teaching - Learning & Evaluation*

Experts evaluating Final Teaching Practice

A Glimpse of Teaching Practice being conducted in a school

Students participating in a Panel Discussion

Orientation Programme on writing a Reflective Journal

Students participating in Inter-departmental Teaching Exchange Programme

Exhibition of Books regarding revised teacher education curriculum

CRITERION – III

RESEARCH,

CONSULTANCY

AND EXTENSION

CRITERION III

RESEARCH, CONSULTANCY AND EXTENSION

3.1   PROMOTION OF RESEARCH

3.1.1.   How does the institution motivate its teachers to take up research in education?

The MIER College of Education (Autonomous) is committed to promote educational research and has successfully created an environment for faculty members to undertake research projects by establishing a Centre for Educational Research. The college has the following provisions to motivate its faculty to undertake research:

- College faculty members are assigned action research projects in groups on educational themes.
- They are constantly encouraged to upgrade their qualifications and are granted study leave to pursue research leading to doctorate degree and also for specialized courses. Their classroom teaching is also adjusted to help them complete their courses in time.
- The college libraries have rich resources of books, dissertations, print and online journals (INFLIBNET)for providing research support.
- Faculty members have free access to institutional facilities like Internet, stationery, printing and reprographic services to carry out research.
- Air-conditioned conference cum seminar rooms fitted with LCD projectors are available for presentation of research work and holding video conferences to facilitate research deliberations.
- The college provides incentives and financial assistance to faculty members presenting papers at national and international conferences/seminars by reimbursing the registration fee and travel costs.
- Faculty in the postgraduate department undertakes action research projects and dissertations with the students of M.Ed. as part of the curriculum and thus get first-hand experience of taking up research in education on priority areas identified by the college on the basis of expertise and specialisation of the faculty members.
- Organizing research methodology workshops for providing a sound research methodology foundation in which faculty members are encouraged to participate on a regular basis.
- The Centre for Educational Research of the college encourages and motivates teachers to submit research projects to various funding agencies under minor /major research projects.
- The Centre has also floated a research promotion scheme for faculty members. Awards and certificates are given to faculty members and research scholars for their published research work in journals and seminar proceedings.
- Research colloquia are organized on regular basis in which research scholars from outside and within the college are invited to share their research findings and reports with the faculty, which creates a culture of research among the faculty members. This offers an opportunity for interaction amongst scholars.
- Qualified and eligible faculty members in the college from the departments of B.Ed. and B.Ed. Special Education ID are given opportunities to guide students of M.Ed. regarding dissertations.

- College brings out a peer reviewed international journal in the discipline of education entitled **"MIER Journal of Educational Studies, Trends and Practices" (MJESTP)** (ISSN 0976-8203). It provides an opportunity to the faculty members to publish their papers and reach a global audience. MJESTP is a highly-acclaimed journal in the field of education having a high impact factor of 3.375 for the year 2016.

3.1.2. What are the thrust areas of research prioritized by the institution?

Ever since its inception, MIER College of Education has shown its commitment to the improvement of theory and practice of education by emphasizing experimentation and innovation following a research-based approach. With the setting up of the Centre for Education Research (CER) all activities related to educational research were brought under its ambit. The thrust areas of research prioritized by the college are:

- Educational Technology
- Teacher Education
- School Education
- Educational Management and Administration
- Psychological Testing
- Learning Environments
- Quality Assurance in Education
- Special Education / Inclusive Education
- Child and Women Education
- Use of Social Media in Education
- Sarv Shiksha Abhiyan
- ICT Enabled Teaching Learning

3.1.3 Does the institution encourage Action Research? If yes give details on some of the major outcomes and the impact.

Yes, the MIER College of Education encourages the faculty members and the student teachers for doing action research to find solutions to the problems faced by the stakeholders and educational institutions in their day to day functioning.
The major outcomes and impacts are summarized as under:

- The educational practices and practice of teaching programmes have been changed
- Awareness and promotion of the usage of ICT in classroom situations was undertaken
- The system of examination was improved and many innovations were introduced
- Pronunciation and usage of Grammar of secondary students was improved.
- Improvement in the participation of students in various co-curricular activities was observed.
- The reading hours in the library have been increased and provision for issuing more than two books for the students at a time have been made.
- Disciplinary issues have been addressed in novel ways.
- More technology enabled classrooms have been installed as it was found that technology can enhance student's learning.

3.1.4 *Give details of the Conference / Seminar / Workshop attended and/organized by the faculty members in last five years.*

Conference / Seminar / Workshop Attended

No. of Conferences	No. of Seminars	No. of Workshops
19	49	13

Conference / Seminar / Workshop Organised

No. of Conferences	No. of Seminars	No. of Workshops
1	3	21

The Details of the Conferences / Seminars / Workshops attended and/organized by the faculty members in last five years is given in *Annexure No X*

3.2   Research and Publication Output

3.2.1 *Give details of instructional and other materials developed including teaching aids and/or used by the institution for enhancing the quality of teaching during the last three years.*

The College has developed following instructional and other related materials to enrich the quality of teaching:

Books Published:

S.No.	Name of the Books	Name of the Authors	ISBN	Year of Publication
1.	Children with Special Needs	Dr. Nishta Rana	----	2013
2.	Promoting Human Rights and Moral Values in Higher Education	Dr. Arun K. Gupta	----	2013
3.	Inclusive Education	Dr. Rohnika Sharma Ms. Jyoti Sharma Ms. Nisha Verma	978-93-81-768-55-6	2016
4.	Childhood and Adolescence Education	Dr. Rohnika Sharma Ms. Jyoti Sharma Ms. Nisha Verma	978-93-81-768-51-8	2016
5.	Educational Planning and Management	Dr. Rohnika Sharma Ms. Jyoti Sharma Ms. Nisha Verma	978-93-81-768-57-0	2016
6.	Improving Higher and Teacher Education Through ICT	Dr. Arun K. Gupta	978-93-5258-644-8	2016
7.	Strengthening Teacher Education	Dr. Arun K. Gupta	978-93-5268-066-5	2016
8.	Implementing Inclusion in Indian Schools	Dr. Arun K Gupta Dr. Bharti Tandon		(Under Publication)

Besides, the college has also prepared following training materials/ manuals to augment the teaching process in the college:

1. Mastering Teaching Skills: A Manual for Practising Teachers
2. Peer Group Learning and Mentoring
3. Developing Creative Lessons Plans for Advance Learners
4. Team Teaching
5. Panel Discussion
6. Lecture cum Discussion Method
7. Student Presentations
8. Multiple Assessment Techniques
9. Research Perspectives: Summaries of Research Dissertations of M.Ed. Students
10. Hand Book of Instructions for Conduct of Examinations
11. Compendium of research work done by the institution
12. Bibliography of the research articles in the journals

Non-Print material (Teaching Aids/audio-video, multimedia inputs etc.)

Teaching Aids workshop is organized for all departments in which the students are given hands on training to prepare working models, charts, projected and non-projected teaching aids on different subjects to be used during classroom teaching. An exhibition is arranged after the workshop, which is witnessed by all staff and students. The staff and students of the experimental school are also invited to visit the exhibition. All the teaching aids are documented.

The institution through its Centre for Educational Technology prepares and provides the teachers and learners with non-print material in the form of television broadcasts (live relays, recorded programmes), e-Learning materials, video recordings, Power Point presentations, OHP transparencies, slides and audio recordings etc. The centre has a rich repository of 120 audio cassettes, 170 video cassettes, 75 compact discs, 41 DVD's, 1065 8-mm slides, 39 film strips, 30 posters and more than 34,000 digital content including 2D and 3D instructional material and videos covering different school subjects. Other than this, the teachers have prepared about 1500 OHP transparencies and 150 PowerPoint presentations covering approximately 30% of the syllabus in almost all courses of study. Transparencies are also available on different teaching subjects from class VI to IX, which can be used by the student teachers during their micro and macro teaching.

3.2.2 *Give details on facilities available with the institution for developing instructional materials?*

Emphasis is laid in the college on preparing the instructional material for classroom teaching purpose in all programmes. The facilities available in the college for developing instructional material are as follows:

- **Availability of Computers:** The college is having one hundred and fourteen computers in its four departments. All the computers and laptops are connected on the campus network and have access to a high-speed BSNL and Reliance Jio FTTH Internet connections. This helps research scholars and student teachers to access e-journals and other research oriented websites and online references to develop the instructional material.

- **Reprographic Facilities:** The college provides facilities for colour and black and white photocopying, printing and scanning through high-speed photocopiers and printers for the benefit of research scholars.

- **Automated Library:** The college has a well-stocked and automated library with TLSS Software for teachers, students and research scholars. Library has a collection of all types of Books, Journals, Magazines, Newspapers etc., which fulfils the needs of the scholars. Library also has over 6000 +Journals and over 135000 e-books through N-LIST scheme of INFLIBNET services of the UGC.

- **Digital Educational Repository:** The College has a rich repository of digital educational resources in the form of CDs, DVDs, Power Point presentations on various topics. These are used by the faculty for developing instructional materials for the students.

- College also has a Digital camera, Tape recorders, CD/DVD Players etc. for development of instructional material and teaching aids.

- College has a facility of video recording of lessons delivered by students and are used for future use.

3.2.3 *Did the institution develop any ICT/technology related instructional materials during the last five years? Give details.*
Yes, the college has developed instructional material using ICT and other technologies for the use of students and teachers, which are as follows:

- How to use PI360
- How to use Academia ERP
- How to use leave and attendance software (EduApps)
- How to use E-Learning Management System
- CD's of video recordings of best lessons delivered by students
- Basic Computers Tips for Beginners
- MS Word – Made Easy

3.2.4 *Give details on various training programmes and/or workshops on material development (both instructional and other materials).*
a. Organised by the institution
b. Attended by the staff
c. Training provided to the staff

The following training programmes/workshops on instructional material development have been conducted:

<u>**Organised by the College**</u>

Workshops

S.No.	Workshops	Date	Attended By
1.	How to improve Presentation Skills	June 4, 2013	All Faculty Members
2.	Preparing Teaching Aids (charts, models etc.).	April, 2013	Faculty and Students
3.	Workshops on Panel Discussion, Students Presentations, Lecture Cum Discussion Method &Team teaching	September 9 to 12, 2014	All Faculty Members
4.	Preparing Low Cost Teaching Aids out of Waste Material.	March 3, 2016	All Students of the College
5.	UNESCO Bangkok's Online Couse (MOOCS) on ICT foundation.	May 11, 2016	All Faculty Members
6.	Preparation of Teaching Plans for Transaction of revised curriculum.	May 23, 2016	All Faculty Members

Training Programmes

S.No.	Training Programmes	Date	Attended By
1.	Preparation of Lessons through PowerPoint	February 2-3, 2012	All Faculty Members
2.	Use of OHP and other Projection Aids	February 2-3, 2012 October 1, 2013	All Faculty Members
3.	Use of MS Office, Trouble Shooting, Internet and Email	January 11-20, 2012 September, 2014 December 10, 2015	All Faculty Members
4.	Utilization of Library Resources	September, 2014	All Faculty Members
5.	Teach Next Classroom	October 27, 2015 May 23, 2016	All Faculty Members
6.	Online Library Resources	May 20, 2016	All Faculty Members

Attended by the Staff

S.No.	Training Programmes / Workshops	Organised by	Date	Attended By
1.	Macro Teaching – A Herbartian Approach	Guru Teg Bahadur College of Education	February 18, 2012	Mrs. Nisha Verma

2.	UGC sponsored Refresher Course in Research Methodology in Social Sciences	University of Kurukshetra	December 4 to 24, 2012	Dr. Monika Bajaj
3.	UGC Sponsored Refresher Course RC – 279 in Education	HP University Shimla	August 4 to 23, 2014	Dr. Nishta Rana
4.	Use of ICT Tools for Teaching	University of Jammu	April 6 to 11, 2015	Mrs. Nisha Verma
5.	E-Content Development and Management	Govt. College for Women, Gandhi Nagar, Jammu	July 23 to 24, 2015	Dr. Mool Raj
6.	Nagri Lipi	JK College of Education	September, 2015	Mrs. Suman Devi
7.	Teacher Refresher Course	University of Jammu	January, 2016	Mrs. Angela Gadroo Mrs. Poonam Soni Mrs. Komal Sharma
8.	Group Education Programme for Children with Special Needs	Karam Manovika Sansthan, Alwar	May 23-27, 2016	Mr. Ashish Anand
9.	Research Methodology – Using SPSS	Lovely Professional University	June 1-7, 2016	Dr. Nishta Rana

3.2.5 *List the journals in which the faculty members have published papers in the last five years.*

Following is the list of journals in which faculty members have published their papers during the last five years:

- European Journal of Education Studies
- Education Plus
- MIER Journal of Educational Studies, Trends and Practices.
- Online International Interdisciplinary Research Journal
- Research Demagogue
- Educational Quest: An International Journal of Education and Applied Social Sciences
- Research Tracks - An International Peer Reviewed Journal in Education
- International Journal of Education & Humanities
- Asian Resonance
- Asian Journal of Research in Social Science & Humanities
- Learning Environments Research- An International Journal
- Bhartiya Shikshan
- Insight-Journal of Applied Research in Education
- The Communications
- NINAD: A Multi-Disciplinary Journal
- Disabilities and Impairments

- Himalayan Journal of Contemporary Research
- Journal of Community Guidance and Research
- Researcher's Tandem
- Indian Educational Review.
- Journal of All India Association for Educational Research.
- Journal of Rehabilitation Council of India
- University News
- Expressions – A Journal of Social Science
- Journal of Education & Pedagogy

3.2.6 *Give details of the awards, honours and patents received by the faculty members in last five years.*

Details of the awards, honours received by the faculty members in the last five years are as follows:

1. **Dr. Arun K. Gupta** – Chairperson, MIER:
   - Awarded Gold Medal for India for outstanding contribution in the field of education by American Biographical Institute in 2010.
   - 'Gandhi Sewa Medal' in 2012 by Gandhi Global Family. New Delhi.
   - 'Jewel of Jammu' by Sophiya Cosultants ANN Education Connect
   - Editor-in-Chief *"MIER Journal of Educational Studies trends and Practices"* published by Model Institute of Educational & Research, Jammu.

2. **Dr. Renu Gupta** – Principal of the College:
   - Member of the Peer team of NAAC to assess and accredit colleges of Education.
   - Member of the UGC Expert Team for conferment of Autonomous Status.
   - Appointed as Referee for Ph.D. thesis by University of Pune and Hemchandracharya North Gujarat University, Patan.
   - Life Member, Indian Association of Teacher Educators.
   - Nominated by the National Council of Teacher Education CET as Chairperson of J&K State Council for Teacher Education.
   - Member of the advisory Committee of Academic Staff College of the University of Jammu.
   - Member of Board of Studies in Teacher Education in the faculty of Education or University of Jammu.
   - Member of J&K State Level Quality Assurance Coordination Committee and Quality Assurance Cell.
   - Member of Computer Society of India.
   - Member of the Advisory Board of Bhargava Degree College, Samba, J&K
   - Member of the Editorial Board of "MIER Journal of Educational Studies Trends and Practices" published by Model Institute of Educational & Research. **ISSN 0976 - 8203**

3. **Dr. Adit Gupta** – Professor PG Deptt:
   - Appointed as an Endeavour Awards Ambassador by the Australian Government in March 2016. The awards were presented by Ms. Harinder Sidhu, the Australian High Commissioner to India.

- Nominated as a Co-Supervisor for guiding Ph.D. students by the Banasthali Vidyapeeth University, Rajasthan in the field of Education.
- Appointed Evaluator for Doctoral Thesis at the International Islamic University, Islamabad.
- Advisory Board Member of AKCE QUEST: A Journal of Educational Research, Tamil Nadu. **ISSN 2454-4531**
- Editorial Board Member of International Journal of Innovation in Teaching and Learning, Islamabad, Pakistan. **ISSN 2520-0003**
- Managing editor of international peer reviewed journal "MIER Journal of Educational Studies Trends and Practices" **ISSN 0976 - 8203**
- "Adjunct Research Fellowship" by Curtin University, Australia
- 'Endeavour Executive Award' by the Australian Government.
- Awarded with "Build for Future Award" for research publications and Output by Centre for Educational Research (CER), MIER College of Education.

4. **Dr. NR Sharma-** Dean Academics and HOD PG Deptt.
- Member of editorial board, "MIER Journal of Educational Studies trends and Practices" published by Model Institute of Educational & Research. **ISSN 0976 - 8203.**
- Member of Board of Studies in Education, Kurukshetra University, Kurukshetra
- Member of Board of Research Studies in Education, Himachal Pradesh University, Shimla
- Member of the editorial board of the Journal "Insight", published by the Kashmir University.

5. **Dr. Mool Raj Sharma-** Head Centre for Educational Technology & Asstt. Prof. PG Deptt.:
- Awarded with UGC Minor Research Project: Integration of Information and Communication Technologies into Teaching-Learning Processes: Awareness, Attitudes and Impact at Secondary Level.
- Awarded with "Build for Future Award" for research publications and Output by Centre for Educational Research (CER), MIER College of Education.
- Certificate of Appreciation from Serosoft Solutions for successful implementation of "Academia ERP" at MIER College of Education.

6. **Dr. Rohinika Sharma-** HOD & Asst. Prof. B.Ed. Spl. Education(ID) Deptt.:
- Awarded with "Build for Future Award" for research publications and Output by Centre for Educational Research (CER), MIER College of Education.
- Visiting Expert for the Empowerment and rights of Persons with Disabilities (PWD's) in "Disable Care Foundation, Jammu.
- Recognised as Subject Matter Expert (SME) by Skill Council for Persons with Disability (SCPwD) for the preparation of resource material development for skill training programme in 2016.
- Recognized Visiting Expert by Rehabilitation Council of India (RCI) for different courses in the field of Special Education.
- Life time member of All India Association of Parents and Professionals (ARPP) Registration No. is ARPP/LM/2016/88

7. **Dr. HR Shan-** Controller of Examination & Associate Prof. PG Deptt.
- Awarded with "Build for Future Award" for research publications and Output by Centre for Educational Research (CER), MIER College of Education.

- Member of Editorial Board, *The Journal of Educational & Psychological Research,* published by C.L.D.S. Memorial Educational Society, Rewari (Haryana). 2013
- Member of editorial board, '*Horizon: The Journal of Education*', published by Divya Jyoti Shiksha Samity, Sagar (M.P.), 2012.

8. **Dr. B. L. Raina**-Prof. PG Deptt.:
   - Awarded with *"Build for Future Award"* for research publications and Output by Centre for Educational Research (CER), MIER College of Education (2016).

9. **Dr. Nishta Rana:**
   - Member Editorial Board of *"Apollo Journal of Educational Research".*
   - Awarded with *"Build for Future Award"* for research publications and Output by Centre for Educational Research (CER), MIER College of Education (2016).

10. **Dr. Monika Bajaj**- Asst. Prof. B.Ed. Deptt.:
    - Awarded with *"Build for Future Award"* for research publications and Output by Centre for Educational Research (CER), MIER College of Education (2016).

11. **Ms. Angela Gadroo**- Asst. Prof. B.Ed. Deptt.:
    - Awarded with "Build for Future Award" for research publications and Output by Centre for Educational Research (CER), MIER College of Education (2016)

12. **Ms. Suman Gupta** -Asst. Prof. B.Ed. Deptt.:
    - Awarded with "Build for Future Award" for research publications and Output by Centre for Educational Research (CER), MIER College of Education (2016).

13. **Ms. Monika Rathore**- Centre Head Smt. Shanti Gupta Centre for Women Studies:
    - Awarded with "Build for Future Award" for research publications and Output by Centre for Educational Research (CER), MIER College of Education (2016).

14. **Ms. Komal Sharma**-
    - Awarded with the best Paper Award in a two day ICSSR sponsored National Seminar.

Besides the above mentioned awards and honours, all the faculty members of the college are also Life Time Members of the All India Association of Educational Research (AIAER) and Council for Teacher Education (CTE).

3.2.7 Give details of the Minor / Major research projects completed by staff members of the institution in last five years.

The staff members have completed the following research projects:

S.No	Title of the Project	Year	Funding Agency	Team of Researchers
1.	Study of the Mathematics Classroom Learning Environments of Secondary School Students in Relation to their Gender and Type of School	2012	Centre for Educational Research, MIER College of Education	Dr. Nishta Rana, Ms. Suman Gupta & Dr. Monika Bajaj
2.	Teacher Educators Interpersonal Behaviour in	2013	Centre for Educational Research, MIER	Dr. Nishta Rana, Dr. Adit Gupta,

	Classroom Setting in Colleges of Education in Jammu City		College of Education	Ms. Sheetal Sharma, Ms. Suman Gupta & Dr. Monika Bajaj
3.	A Study of the Computer Laboratory Learning Environments in Private Schools of Jammu in Relation to Students Attitudes towards Computers	2014	Centre for Educational Research, MIER College of Education	Dr. Mool Raj Sharma,
4.	A Research Study on Attitudes of Female Teachers Working in Colleges and Institutions of Higher Education Towards Technology	2014	Smt. Shanti Gupta Centre for Women Studies, MIER College of Education	Dr. Arun K. Gupta, Dr. Renu Gupta, Ms. Monika Rathore & Dr. Mool Raj Sharma
5.	The Education Facebook: A Community Network for Stakeholders in Education.	2015	University Grants Commission, New Delhi **Major Research Project**	Dr. Arun K. Gupta & Dr. Ankur Gupta
6.	A Study of Level of Awareness and Relative Importance regarding Life Skills as Perceived by Young Women in Jammu District.	2017	Smt. Shanti Gupta Centre for Women Studies, MIER College of Education	Dr. Arun K. Gupta, Dr. Renu Gupta & Ms. Monika Rathore
7.	Integration of Information and Communication Technologies into Teaching-Learning Processes: Awareness, Attitudes and Impact at Secondary Level	2016	University Grants Commission, New Delhi **Minor Research Project**	Dr. Mool Raj Sharma **In Progress**
8.	Attitude of Teacher Trainees towards Inclusion	2017	Centre for Educational Research, MIER College of Education	Dr. Arun K. Gupta Dr. Bharti Tandon **In Progress**

3.3 CONSULTANCY

3.3.1 *Did the institution provide consultancy services in last five years? If yes, give details.*

Yes, the following consultancy services have been provided:

National Assessment and Accreditation Council (NAAC)		
Faculty member	**Free/Remunerative**	**Consultancy**
Dr. Renu Gupta	Free	For Assessment and Accreditation of colleges in the country.
Dr. Adit Gupta	Free	For Assessment and Accreditation of colleges in the country
Curtin University, Australia		
Dr. Adit Gupta	Rs.60,000/-	For Editing 64 Articles of Eighth

		International Conference on Science, Mathematics and Technology Education, Organised by Curtin University, Australia, held at Jakarta.
Council for Teacher Education (CTE)		
Dr. Renu Gupta Patron, CTE, J&K State Chapter	Free	To provide vision and direction for teacher education through collaboration, seminars, communication and action plans in the state of J&K.
Rehabilitation Council of India (RCI)		
Dr. Rohnika Sharma	Free	To upgrade the knowledge and skills of in service and practicing Rehabilitation Professionals and Personnel
Mr. Rajendra Kumar Praveen	Free	To upgrade the knowledge and skills of in service and practicing Rehabilitation Professionals and Personnel.
Free Consultancy to the colleges in Jammu		
Dr. Renu Gupta Dr. Adit Gupta Ms. Angela Gadroo Mr. Pranav Gandotra	Free	For NAAC Assessment and Accreditation Colleges: RK College of Education, Bhargava College of Education, Handa College of Education, Adarsh College of Education & Model Institute of Engineering and Technology

3.3.2 *Are faculty/staff members of the institute competent to undertake consultancy? If yes, list the areas of competency of staff members and the steps initiated by the institution to publicize the available expertise.*

Yes, the faculty members of the college are competent to undertake consultancy. They take part in the academic activities organized by the various agencies and institutions. There they publicize the expertise available for consultancy. The areas in which competencies for consultancy are available are given below:

S.No.	Name of Faculty Members	Area of Expertise for Providing Consultancy
1.	Dr. Arun Gupta	Education Psychology, Guidance and Counselling, Measurement and Evaluation, Educational Technology, Distance and Continuing Education, Educational Management and Teacher Education.
2.	Dr. Renu Gupta	Education Psychology, Educational Management, Sociology of Education, Current Issues in Education Specially Women Education, Teacher Education and Higher Education in India. Assessment and Accreditation.

3.	Dr. Adit Gupta	Technology Supported Learning Environments, Education Technology (CAI and ICT in Education), Education Psychology, Educational Measurement and Evaluation, Educational Management, Teacher Education and School Education, Assessment and Accreditation, Quality Assurance (ISO)
4.	Dr. N.R. Sharma	Teacher Education, Curriculum Design and Development, Educational Research, Education Strategies, Education Technologies
5.	Dr. B.L. Raina	Teacher Education, Educational Psychology, School Education, Vocational Education, Higher Education in India, Educational Management.
6.	Dr. H.R. Shan	Educational Research, Examination and Evaluation
7.	Dr. Annie Koul	Creativity, Teacher Education, Quality Assurance, and Educational Management
8.	Dr. Rohnika Sharma	Special Education, Inclusive Education, Teacher Education, Developing IEP & Curriculum for CWID.
9.	Dr. Mool Raj Sharma	Technology Supported Learning Environments, Educational Technology, Teacher Education, Statistics (Data Analysis)
10.	Dr. Nishta Rana	Special Education, Teacher Education, Elementary Education
11.	Dr. Monika Bajaj	Learning Environments, Environment Education, Science Education
12.	Dr. Bindu Dua	Teacher Education, Education Psychology, Communicative Skills
13.	Dr. Bharti Tandon	Teacher Education, Special Education
14.	Dr. Atul Thakur	Emotional Intelligence, Open Educational Resources.
15.	Ms. Angela Gadroo	Quality Assurance, Educational Psychology, Teacher Education
16.	Mrs. Poonam Soni	Sociology of Education, Guidance and Counselling
17.	Mr Suneel Kumar Bhat	Library Management, Library Automation, Virtual Library

3.3.3 *How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff member and the institution?*

- The MIER College has a policy where under staff members can receive incentives for the consultancy provided by them. During the last 5 years Rs.60,000/- has been generated through consultancy services provided by the faculty members of the institution in the areas of their expertise.
- The management offers some percent of share out of the income generated by the staff member out of consultancy. However, till now meagre revenue has been earned out of consultancy services as the college has rendered free consultancy services to other institutes/organisations/agencies.
- The local educational institutions are reluctant to pay for consultancy rendered since education is considered to be a charitable, missionary and social service.

3.3.4 *How does the institution use the revenue generated through consultancy?*

The revenue generated out of consultancy services is utilized for the development of college facilities and for the purchase of new books and research material etc.

3.4 EXTENSION ACTIVITES

3.4.1. *How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and GO's)*

- The local community happens to be the direct beneficiary of the extension and outreach activities conducted by the college students and faculty members through various extension activities and outreach programmes. These awareness and sensitization programmes are instrumental in educating, empowering and transforming the lives of local community to a great extent.

- Many Government organisations (GOs), NGOs and voluntary organisations have collaborated with the college in programmes related to blood donation, environment protection, pollution control, drive against social evils, celebration of important days, atrocities against women, disability management, service to elderly, the blind, and the orphans, sanitation and hygiene, health and nutrition and drive against illiteracy, child abuse etc.

- The institute is also playing an important role in promoting various socially relevant schemes of the Central Govt. such as Beti Bachao Beti Padhao, Swachh Bharat Abhiyan, Digi Dhan Mela among the local community. Rallies and lectures were organised in collaboration with the various departments of the state and central governments to spread the message of literacy of the girl child. Girl Child is also being given benefit by means of Special Concession Schemes in admission which has been launched by the Experimental school of the college.

  The college has no doubt earned a great deal of goodwill and reputation as a result of these activities, which have benefited the community. These activities also benefit NGO's and other agencies as it saves time, energy and manpower resources for them. Some of the activities undertaken by the institution with partner NGOs and GOs and their impact on the local community are given below:

  - ◆ **Civil Defence Society of Jammu:** The institute is helping the Civil Defence Society in spreading public awareness about the various kinds of disasters and ways to respond during such challenging situations. The institute has organised awareness camps, mock drills, guest lecturers for the student community to provide them basic training and skills for Civil Defence/Disaster Management as a part of capacity building to respond to any disaster situation.

  - ◆ **Health Deptt. J&K Government:** The college along with Health Deptt. of J&K has played a major role in creating awareness about the effects of drug abuse and alcoholism especially in slum areas. Health check-up camps, free distribution of medicines and lectures on healthy life styles have immensely benefitted the lives of slum dwellers.

  - ◆ **World Wide Fund (WWF):** The institute has collaborated with World Wide Federation to protect the wildlife, manage the forests and promote environmental sustainability by organising several plantation drives, extension

lectures, tree talks and inter-college seminars to sensitize students and general public and thereby producing aware, responsible and accountable citizens.

- **Ministry of Environment, Forest and Climate Change:** Under the NEAC scheme of the Ministry of Environment, Forest and Climate Change, the institute is playing a pivotal role in implementing the policies and programmes of the Ministry relating to conservation of the country's natural resources, its biodiversity, forests and wildlife and the prevention and abatement of pollution. The Environment unit of the college has several initiatives to its credit. It has created no smoking zones, promoted plastic free campus, organised awareness rallies, created seed banks in villages, popularised the concept of vermi-composting, organised nature camps to make students aware of traditional practices in environment conservation.

- **Ministry of Human Resource Development, Govt. of India (Vittiya Saksharta Abhiyaan):** To promote the 'Vittiya Saksharta Abhiyan', the staff and students of the institution are oriented about various options of digital transactions. They are encouraged to promote a digitally enabled cashless economic system for transfer of funds and to take the lead and act as engines of this transformational shift. Awareness camps were also organised to educate parents of students about the benefits of Digital Transactions under the Digi Dhan Mela Scheme of the J&K Govt. Under this scheme Debit/ATM cards were given to the students and teachers by the Punjab National Bank. The Government has also recognised the contribution of the institution by adjudging it the best under the educational transaction category in the State of J&K.

- **Diabetes Care Foundation, Jammu:** The institution in association with Diabetes Care foundation (DCF), a registered NGO has organised Diabetes Detection Camps so that undetected diabetics can be diagnosed and offered Free medical advice/ treatment. Extension Lectures, slogans and posters making competitions have also been organised to educate public about Precaution, Symptoms, Causes and Cure of Diabetes.

- **Home for the Blind and Orphans, Jammu:** The College organises visits of students and staff to the Home for the Blind and Orphans on regular basis. These visits and interactions have alleviated the feeling of alienation and helped them in becoming a part of mainstream society.

- **Home for the Elderly, Jammu:** The institution has tried to fulfil the social and personal requirements of the inmates of the Home for the Elderly by organising visits of students and staff, interactions, musical programmes and skits on a regular basis. The inmates always look forward to these visits as these initiatives have brought happiness, joy and filled the emotional void in their lives.

- **Vichar Kranti Manch, Jammu:** To inculcate ethical and moral education and to usher a new era of global love, peace, happiness and prosperity, the institution in collaboration with Vichar Kranti Manch has organised seminars and extension lectures for the community. A number of professionals, students and citizens have also joined the course on Human Rights and Values, started by the college.

- **Municipal Corporation of Jammu:** A number of cleanliness drives and awareness programmes for the protection of the environment and promotion of ecological aspects were conducted by the institution in association with the

Jammu Municipal Corporation. The College has also collaborated with the Municipal Corporation of Jammu to implement a Waste Management Project and for beautifying and maintaining the approach road to the college.

- **Centre's for Women Studies:** A number of programmes have been organised by the Smt. Shanti Gupta Centre for Women Studies and has empowered women by educating them about their rights, trained them in Self Defence and organised many capacity building programmes. Many research studies have been brought out by the centre and their results have been shared amongst the women folk.

- **Indian Red Cross Society, Jammu:** The institute has collaborated with Indian Red Cross Society in organising Blood Donation Camps. College has also participated in a Walkathon organised by J&K Red Cross Society in collaboration with National Health Mission to create awareness about the Beti Bachao Beti Padhao scheme.

- **Life Long Learning Deptt. University of Jammu:** Life Long Learning Department has organised many programmes on the issues related to the welfare of youth and emancipation and empowerment of women. These programmes have created awareness about the rights of the youth and women and educated them about various opportunities and schemes launched for their benefit.

- **Viraj Kala Kendra, Jammu:** Many budding artists have benefitted with this association of the college with Viraj Kala Kendra, a premier organisation working for the promotion of art and culture. Students of the college have got the opportunity to participate in a number of competitions on various disciplines of art like painting, sculpture making, print and collage making and compete with the best in the field. This exposure has given them confidence and chance to hone their skills further.

- **Gandhi Global Family:** The college in association with Gandhi Global Family has propagated the ideologies of Mahatma Gandhi, Martin Luther King and Nelson Mandela among youth by organising activities like debates, quizzes and lectures on promoting communal harmony and spreading inter faith beliefs.

- **Sahyog India:** The college seeks to bring a positive change in the lives of children with special needs by organising several programmes for them. Special Educators of the college conducted a number of orientation programmes for the teachers of Sahyog India and helped them in developing special lesson plans to enhance the knowledge and skills of these kids.

- **Bhatyari Village:** The college has adopted Bhatyari village to bring about the meaningful changes in the lives of villagers. A socio-economic survey has been conducted and a series of extension activities have been conducted for their welfare.

3.4.2 *How has the institution benefited from the community? (Community participation in institutional development, institution-community networking, institution-school networking, etc.)*

The participation of community has helped the college both directly and indirectly. The acceptability, reputation and prestige of the college have increased in local community through its extension and outreach activities and a wide publicity through media. As a

result of this the college and the sister institutions are preferred by the new students as their first choice. The students and external stakeholders strongly associate with the community building and social responsibility initiatives. Community involvement and dissemination has helped in Quality maintenance in the following ways:

- The student-teachers are well received by the practice teaching schools during internship /observation.
- The student-teachers are well taken care of by the villagers during rural exposure programme that deepens their social responsibility.
- The Head Master / Principal and the guide teachers in practice teaching schools offer their suggestions for further improvement of student-teachers of MIER College.
- The local community generously donated things of value to the flood affected people of the state through student-teachers of MIER College.
- Headmasters of Schools and Principals of Colleges are invited to create awareness about different programmes.
- Community gives regular feed back to the institution. Feedback from Practice in Teaching schools, Internship schools have helped us to modify our programmes. Feedback from Parents and stakeholders have enabled us to revise or formulate rules and regulations for stakeholders.
- Feedback received from NGO's have initiated us to plan structured outreach programmes.
- The Research data collected from the Community by our students has helped us to plan Community Awareness Programmes.
- The members of the community visit the college on different occasions and have enlightened the staff and students on different issues. Some of the best awareness programmes are: traffic signal awareness, fire extinguishing process, first aid, disaster management, legal rights of women, maintaining compost pit, solid waste management, environmental protection, water conservation, noise pollution, efficient use of LPG gas at home, tree plantation etc. Our students have participated in a number of Community Awareness programmes such as rallies organized on AIDS Awareness Day, World Environment Day, Traffic weak, International Women's Day, Human Rights Day, World Literacy Day, Swachh Bharat Abhiyan, Digi Dhan Yojana, Beti Bachao Beti Padhao etc.
- The projects undertaken by the college are covered widely in the local print, non-print and social media which enhance the impact of these programmes in the community.
- Some of the academic and other programmes organized by the college are supported by the members of the community as sponsors and benefactors through financial assistance as well as by providing expertise for example Punjab National Bank, Rotary Club, Jammu & Kashmir Bank, Department of Information, Cultural Academy etc.
- Prominent members of the local community serve as members in various committees of the college.

3.4.3 *What are the future plans and major activities the institution would like to take up for providing community orientation to students?*

The MIER College of Education, being the oldest private teacher education institution in Jammu, is known for excellence in teacher education for over 35 years now. The college has developed good network and relationship with the community. The future plans of the college are

- Plan to introduce NCC as an elective subject for women students under UGC guidelines for empowering women to serve the communities in a better manner.
- To carry out over all development plans for the adopted village to bring its people at par with urban population through literacy campaigns, women empowerment, eradication of social evils, disability awareness, rehabilitation of persons with disabilities etc.
- To promote human rights and values in community and especially among the youth besides promoting value education through its three months' course on Human Rights and Values.
- To involve students in research projects related to the issues of Right To Education - Sarvashiksha Abhiyan, Environmental Protections, Swachh Bharat, Population Education, HIV/AIDS Control and Prevention of Diabetes and other ailments, Digi Dhan Yojana, Beti Bachao Beti Padhao etc.
- To collaborate with more NGOs and GOs and involve the students in educational upliftment of the disadvantaged sections.

3.4.4 Is there any project completed by the institution relating to the community development in the last five years? If yes, give details.

The institution has completed various projects relating to community development in last 5 years. The following projects regarding community service have been completed:

i.   **Title** - A survey of the people living in slum areas of Kabir Basti, B.C. Road, Jammu
      Year: 2012
      Project Incharge: Mrs. Bharti Gupta
      Project Team: 8 Students of the college

ii.   **Title** - A survey of the people living in slum areas of West Colony, Near Railway Station, Jammu
      Year: 2014
      Project Incharge: Mrs. Suman Devi
      Project Team: 13 Students of the college

iii. **Title** - A Research Project on Attitudes of Female Teachers Working in Colleges and Institutions of Higher Education Towards Technology
      Year: 2014
      Project Incharge: Mrs. Monika Rathore
      Project Team: Dr. Arun K. Gupta, Dr. Renu Gupta, and Dr. Mool Raj

iv.   **Title** - A survey of the people living in village Bhatyari adopted by MIER College
      Year: 2017
      Project Incharge: Mrs. Suman Devi
      Project Team: 20 Students of the college

v.   **Title** - A Research Project on Level of Awareness and Relative Importance regarding Life Skills as Perceived by Young Women in Jammu District
      Year: 2017
      Project Director: Dr. Arun K. Gupta
      Project Team: Dr. Renu Gupta and Mrs. Monika Rathore

3.4.5 How does the institution develop social and citizenship values and skills among its students?

The College, through its different activities, makes efforts to inculcate social and citizenship values namely patriotism, communal harmony, religious tolerance, universal brotherhood, environmental protection, dignity of labour, democracy, social service, human rights, equality, scientific temper, responsible citizenship and life skills. Different channels through which these are cultivated include:

- Classroom teaching and practice teaching in different school situations.
- Participation of trainees in NSS programmes like Swachh Bharat Abhiyan, Civil Defence programmes, Celebration of national integration week, Blood donation camps etc.
- Co-curricular activities such as dramas, songs, fieldtrips, traffic weeks, pollution control campaigns etc.
- Celebration of national and international days and festivals.
- Screening of films of educational, social importance and gender specific.
- Environment and extension activities.
- Organising Awareness and sensitization programmes to keep an eye on atrocities, right abuse, other social evils and malpractices.
- Participation in various college events through its different centres.
- Organisation of seminars, conferences, workshops, rallies, slogan / poster competitions, sharing of experiences, guest lectures and vale added courses etc.
- Visiting the special schools and rehabilitation centres for differently abled
- Gender sensitization programmes.
- Visits to old age homes, orphanages

The institution has also setup a Centre for Human Rights and Value Education in MIER College with the financial assistance of the University Grants Commission (UGC). The centre has also conducted several activities for the promotion of human rights and to develop universal values among students. The centre conducts a 3 Months Value added certificate course on Human Rights and Values and till now four batches have completed the course successfully.

3.5 COLLABORATIONS

3.5.1 Name the national level organisations, if any, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.

The MIER College of Education has established linkages and collaboration with national organisations in different areas of functioning. The college has benefitted from the participation, cooperation, financial assistance and appreciation of these agencies/organisations. The valuable suggestions received from these organisations have helped the college to offer programmes of high quality and impact. These programmes have also brought reputation and prestige to the college at the national level, besides helping the college to grow qualitatively. The National level organisation with which MIER College of Education has established linkages to further its educational objectives are as follows:

1. University Grants Commission (UGC)

2. Ministry of Home Affairs, Government of India
3. National Assessment and Accreditation Council (NAAC)
4. University of Jammu
5. National Institute of Public Cooperation and Child Development
6. Indian National Commission for UNESCO
7. Rehabilitation Council of India (RCI), New Delhi, India
8. Council of Teacher Education (CTE)
9. EDUCOMP Solutions Limited
10. Gandhi Global family
11. All India Association of Educational Research
12. Rotary Club
13. Red Cross Society
14. Sahyog India

In addition, following new linkages has been established by the MIER College during the last five years to further its educational objectives are as follows:

- **Next Education Limited**
  Next Education Limited provides digital classroom solutions by the name Teach Next which makes the end-to-end process of teaching and learning easy and more engaging. These companies have signed contract with college for:
  - Providing digital content mapped to school syllabus.
  - Providing all hardware, equipment and accessories – installation and maintenance
  - Training of teachers/trainees to teach through these technologies enabled classrooms
  - Support and monitoring of usage
- **Serosoft Solutions**
  MIER college adopted a campus management software namely- 'Academia ERP' developed by Serosoft Solutions.
  - This software is being used for the automation Processes of Admission, Academic Registration, Student Information System, Document Management, Timetable Management, Attendance Management, Examination Management, Finance and Account and Library Management.
    The tie up with Serosoft Solutions helped the institution in automating various processes of the college and has improved productivity, increased efficiency, made customer management effective and streamlined the processes of the college. Ease of use and powerful reporting structure is another advantage of this system.
- **EduApps**
  - Leave, Attendance and Payroll system of the college has been automated using EduApps software which is integrated with Biometrics system.
  - This software automatically calculates the salary of each staff member at month end and generates staff payslip using their attendance. This software can also be accessed from mobile platform.
    This linkage has brought accuracy and reliability to the Leave and attendance system. Employee satisfaction has also increased as the process is transparent, easily accessible and cannot be manipulated.

- **Ideogram Technology Solutions Pvt. Ltd.**
  Website of MIER College is redesigned and maintained by Ms. Ideogram Solutions Jammu.
  Ideogram is efficiently maintaining the Website of the college and ensuring that the site remains usable and accessible always.

- **Glitter Solutions Hyderabad:**
  - Mobile App (Tiqbiz) of the college has been developed by Glitter Solutions Hyderabad. This app is available on multiple platforms like Mobile and Desktop.
  - This app sends a push notification, alerts to a select group of people or everyone connected.
    This association has opened the communication channel with parents 24x7 and made it very fast, flexible and direct. The institute can send updates, messages, notifications, photos etc. instantly.

- **Ministry of Environment, Forests and Climate Change**
  Environment unit of the college organises programmes to create awareness about nature conservation, environmental protection and related issues in collaboration with the Nation Environment Awareness Campaign (NEAC) of Ministry of Environment and Forests.
  The benefits of these linkages are far-reaching. They have helped the institution in adopting the latest trends and techniques, enhanced technological capabilities and taken the functioning of the college to the next level by enhancing its quality and capability.

3.5.2 *Name the international organisations, with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.*

The MIER College of Education has formed valuable linkages with various international organisations to further its educational objectives. These are:

- United Nations Educational, Scientific and Cultural Organisation (UNESCO)
- United Nations Children's Education Fund (UNICEF)
- World Wildlife Fund (WWF)
- International Association of Educators for World Peace (IAEWP)
- Curtin University, Perth, Australia

In addition, following new International linkages has been established by the MIER College during the last five years to further for the benefit of its stakeholders are as follows:

- **Asia Pacific Quality Network (APQN)**
  College has active international level linkage with Asia Pacific Quality Network (APQN). Faculty members of our college receive regular communication regarding events and other developments at APQN.
  Association with APQN has provided the college an international platform to interact with the experts on quality issues such as quality assurance and quality assessment in Higher Education. This association has helped in augmenting the process of quality

assurance in college as it is adopting best practices promoted by various Quality Assurance bodies and experts of international repute.

- **Australian Govt. for Endeavour Scholarships and Fellowships**
  Dr. Adit Gupta has been appointed as an Endeavour Awards Ambassador by the Australian Govt. in 2016 to promote study, research and professional development for overseas citizens in Australia.

  The Endeavour Scholarships and Fellowships is an internationally competitive, merit-based scholarship programme. It has provided an opportunity to our staff and students to undertake study, research and professional development in Australia. This association will help our staff to increase their skills and enhance their global awareness in research and innovation.

3.5.3 *How did the linkages if any contribute to the following?*

- *Curriculum Development*
- *Teaching*
- *Training*
- *Practice Teaching*
- *Research*
- *Consultancy*
- *Extension*
- *Publication*
- *Student Placement*

The linkages have contributed in the following manner:

Curriculum Development:

The college has utilized its linkages to frame its own curriculum for B.Ed. and M.Ed. programmes after receiving the Autonomous Status. Some of the initiatives taken in this regard are given below:

- Experts from the University of Jammu, who are members in the Board of Studies and Academic Council of the college, gave valuable inputs for framing the new curriculum.
- Under the MoU signed with the Govt. College of Education, special sessions were organised in which faculty members of both the colleges deliberated on the framing of the new curriculum for the graduate and post graduate programmes.
- Experts from other Universities were also invited by the college to guide the faculty members about the various techniques of curriculum development.
- The faculty members were exposed to various issues on curriculum development through their participation in the seminars and conferences organized in collaborations with various agencies like UGC, NCTE, NAAC and other agencies.

Teaching:

The linkages established by the college strengthened the teaching process in the following manner:

- The seminars, workshops and guest lectures helped the staff to get exposed to the latest trends and development in the field of education for enhancing their teaching skills.
- Under the MOU signed with Govt. College of Education, Jammu, faculty members of both the colleges shared their knowledge and expertise during various workshops / training programmes to enrich their teaching process.

- The linkage with Model Institute of Engineering and Technology (MIET) helped in developing choice based credit systems in the following subjects:
  - Fundamentals of Information Technology
  - Emerging Trends in Educational Technology
  - Professional Growth and Communication
  - Organisational Behaviour
- The linkages with Teach Next and Educomp has made our faculty proficient in using emerging educational technologies for improving the teaching learning process and making it more interesting and lively. Moreover, by integrating technology in classrooms, we are preparing our teacher trainees for future which is moving fast towards e-learning and digital classroom environment.

Training and Teaching Practice:

- The linkages with various educational institutions helped in making the practice of teaching and internship programmes comprehensive and enriching for the trainees. Feedback received from Principals of different schools has helped teacher trainees in improving their teaching and classroom management skills.

Research and Publication:

- University Grants Commission (UGC) has provided financial grant to undertake One Major and One Minor Research Projects during the past five years. Another minor research project has been submitted to the UGC for consideration by the college.
- Dr. Adit Gupta has been conferred with the Adjunct Research Fellowship from the Curtin University, Australia. Under this partnership, Curtin University will promote research related activities in the college by undertaking joint research projects, share research findings and resources. College library has received 243 volumes of international journals and 42 books from Curtin University, Australia.
- Networking with a number of Institutions have enabled our PG students to collect research data, consult experts for statistical data analysis and share research results with various Institutions.
- Faculty members participated in several seminars and conferences sponsored by UGC, CTE, NAAC, RCI and other agencies which enabled them to get up-to-date knowledge of the latest trends in education.
- The faculty publish their research articles in reputed refereed journals on latest topics related to teaching and learning, inclusive education, emotional intelligence, ICT, leadership, environmental concerns, etc.

Consultancy

- The college has provided consultancy to its linkage partner Curtin University by reviewing the research papers of an International Conference for which the college received Rs.60,000/- as remuneration.

Extension Activities:

- The Extension Unit adopted a slum area "Kabir Basti" and a village at Bhatyari, near Bishnah, Jammu to carry out different extension and outreach activities for the development of these areas.
- Through prominent linkages with Health Deptt., Red Cross Society etc., the college has organised various extension and outreach activities for the local community such

as creating awareness about Child Malnutrition, Human Rights, Child Labour, Drug Abuse, Domestic Violence, Child Marriage, Digital Transactions etc.

Student Placement:
- MIER College organised campus interviews for the student-teachers. Reputed schools took part in these events. Several students got placed in reputed schools. In order to do well in the campus interviews, they were trained in soft skills and resume writing. Mock interviews were also conducted.

3.5.4 What are the linkages of the institution with the school sector? (Institute-school-community networking)?

- The institution has a close link with all the schools, specially practice teaching schools in private sector, and School officials like Chief Education Officer, District Education Officer and other officials for Govt. schools.
- The Institution solicits corporation from Private schools, Government / Aided Higher Secondary Schools for practice teaching / block teaching/ internship.
- The Head of different schools are invited during various programmes of the college. They actively participate and make certain recommendations and proposals to improve the quality of practice teaching.
- The discussion with Head masters / Principals helps the management to take remedial measures in order to ensure improvement in the teaching abilities of the student-teachers.
- Representatives from different walks of the community are invited to the college functions to strengthen the college-community relations. Community agencies do seek the assistance from the MIER College and its faculty members in programmes of teacher training, educational improvement and teacher development.

3.5.5 Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching. If yes give details.

The faculty members are always engaged with schools and other school personnel to design, evaluate and deliver practice teaching by following activities:

- Discussion about changes in school practices.
- Various aspects of mastering micro and macro teaching skills.
- Co-operation from school teachers in event organisation.
- Guidance to students and teachers after practice teaching in schools.
- Guidance from the supervisors, head masters etc. to teachers regarding functioning of schools.
- Helping local schools to reframe their academic calendars to promote curricular and student centred activities.

3.5.6 How does the faculty collaborate with school and other college or university faculty?

Our faculty members collaborate with schools, other institutions and university faculty for various activities such as:

Collaboration with Schools:
- Involvement of school teachers in practice teaching.
- Mentoring school teachers and motivating them to undertake researches.

- Motivation to school teachers for further studies.
- Inviting school teachers to participate in institution's seminars, workshops, competitions.
- Faculty of the institute participates in Adolescent Education Programme as resource persons.
- Appointment of school teachers as judges for various events/competitions.
- Faculty of the college / Subject Experts are also invited in the Selection Committee for selecting new teachers in the school.

Collaboration with other colleges:
- Sharing of academic expertise and educational resources with other colleges of education.
- Involvement of eligible teachers from other colleges as external examiners and paper setters for college examinations and for checking internal assessment records, conducting viva voce etc.
- The college faculty regularly participates in the programmes like seminars, workshops, trainings organized by the sister institutions. Similarly, faculty members from other colleges also invited to participate in academic programmes organized by MIER College.
- College faculty also offers consultancy to the faculty of different colleges on different educational issues being faced by them.

Collaboration with University faculty:
- Involvement in various activities like syllabus formation and revision, paper assessment, paper setting, membership in statutory committees of the college.
- The college faculty also involved as External Examiners for other university examinations etc.
- The faculty regularly participates in seminars, workshops and training programmes held in University of Jammu and vice versa.
- University faculty are nominated on different statutory bodies of the college.

3.6 BEST PRACTICES IN RESEARCH, CONSULTANCY AND EXTENSION

3.6.1. *What are the major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years?*

Major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years were as follows:

Research Activities
- Strengthening of Centre for Educational Research under the college by revising the standing and advisory committees, upgrading the brochure and highlighting the activities in media.
- Constant encouragement and support given to the faculty who are pursuing their doctoral studies in Education to complete their Ph.D. successfully. During the last five years 03 Faculty members completed Ph.D. from different Universities. At present 56% faculty members are Ph.D. degree holders.
- Provide free access to institutional facilities like library, Internet, stationery, printing and reprography to staff and students to carry out research.
- Enriching the library with E-Journals and membership of INFLIBNET
- Procurement of Licenced version of latest SPSS software for data analysis.

- The college publishes a peer reviewed international journal since 2011 titled -MIER Journal of Educational Studies, Trends and Practices (MJESTP) ISSN 0976-8203, a first of its kind initiative in J&K which is published biannually and has editorial board comprising top most experts from India and other countries. The journal is indexed with WorldCat, Google Scholar, Educational Research Abstracts and The University of Illinois OAI-PMH Data Provider Agencies. The prestigious Thomas Reuters indexing has also recently included MJESTP in the list of indexed Journals. The impact factor of the journal was 3.375 during the year 2016. 10 issues of the Journal have been published during the last five years. The name of MJESTP has also been sent to the UGC for inclusion in its approved list of journals.
- Completed UGC sponsored Major Research project titled "Educational Facebook: A Community Network for Stakeholder in Education" amounting Rs.5.94 lakhs.
- A research promotion scheme has been initiated by the Centre for Educational Research (CER) of the college which encourages and motivates faculty to publish papers in national and international journals. More than 80 research papers have been published by faculty members in various journals, books chapters and conference proceedings during the last five years. Besides that, 6 books have also been published by the faculty members. For this certificates and cash incentives to the tune of Rupees one lac (approximately) has been given to 12 faculty members during the research awards in 2017.
- The college accords priority to upgrade skills for undertaking research among the faculty and the students. For this training programmes in research methodology, testing and evaluation, computer based data analysis techniques (SPSS) and other emerging areas of specialization are being organised on a regular basis.
- Conferences, workshops, seminars and lectures on important educational themes and issues are organised on regular basis.
- Research colloquia are organized on regular basis in which research scholars from outside and within the college are invited to share their research findings and reports with the faculty and postgraduate students which creates a culture of research among the faculty members.
- Twelve Research colloquia have been organised in the college during the last five years.
- The Centre for Educational Research of the college encourages and motivates teachers to submit research projects to various funding agencies. The college has recently been granted a minor research project entitled "Integration of Information and Communication Technology into Teaching-Learning Processes: Awareness, Attitudes and Impact" by the UGC.
- Faculty members of B.Ed. deptt. are given opportunities to guide students of M.Ed. regarding dissertations.
- The college undertakes the publication of newsletters and the other scholarly publications from time to time such as:
  - A college newsletter, *Prerna.*
  - A newsletter of Smt. Shanti Gupta Centre for Women Studies titled *Nurture.*
  - *Compendium of Research* done by the institution.
  - *Bibliography of Research References in Journals.*
  - *Research Perspectives* summaries of M.Ed. dissertations.
  - *College Magazine - Shreshth*

CONSULTANCY

The college has formed valuable linkages and collaborations with the local, national and international organisations to realise its educational objectives. Most of the senior faculty are on the bodies of these organisations as experts in their own fields.

EXTENSION ACTIVITIES:

The college has adopted following measures to enhance the quality of extension activities:

- Conducted surveys to assess the needs of adopted villages or slum areas so that suitable extension activities can be organised for their socio-economic development.
- Organised training and orientation programmes of its staff by the experts so that they can contribute effectively in creating awareness about various social issues and bring changes in the lives of under privileged sections of the society.
- Broadened the horizon of extension activities by organising special programmes to promote inclusive education and management of various disabilities.
- Established new linkages for organising specialized programmes for youth such as I-Survive Camp for adventure and team building

In addition, the college is also devising new ways to further improve its services as per the suggestions and feedback received from its various linkage partners to have maximum impact on the local and regional community.

3.6.2 What are the significant innovation/ good practices in Research, Consultancy and extension activities of the institution?

The significant innovations / good practices adopted by the institutions in Research, Consultancy and extension activities are as follows:

Research

- Establishment of Centre of Educational Research. This centre is dedicated to research in the field of education.
- Linkage with Curtin University, Australia to give its faculty an opportunity to get international perspective and insight about research.
- Research Promotion Awards
- Publication of peer reviewed International journal MIER Journal of Educational Trends & Practices.
- Publication of Research Perspectives
- Study Leave privilege to pursue research leading to doctoral degree.
- Faculty members are motivated and encouraged to undertake research work on educational themes and to attend and write research papers both with and without external funding.
- Providing facility and best possible infrastructure to research scholars for research studies leading to masters, doctoral and post-doctoral degrees.
- Faculty members are encouraged to take minor projects on environment and community work. The results are very encouraging as it contributes towards sustaining a clean green environment and ensures social responsibilities through community work.
- Organisation of research based workshops, lectures, seminars and training programmes on various educational themes.

- Cash incentives for published research work and other projects.

Consultancy:
- Encouragement to Faculty members to create linkages to share their expertise with other educational institutions.

Extension:
- The college has successfully established linkages with national and international institutions, NGOs and Government organisations.
- Extension programmes like rallies, AIDS awareness programmes, environmental issues, issues related to women empowerment, exhibition, guest lectures, village adoption and camps etc. are regular features of college activities.
- College conducted surveys to devise special programmes as per identified needs of the adopted village.
- Involvement of students to develop a philanthropic attitude in them and sensitize them towards the needs of underprivileged community.

FOR RE-ACCREDITATION

I. *What were the evaluative observations made under Research, Consultancy and Extension in the previous assessment report and how have they been acted upon?*

The Peer Team made the following observation:

Collaboration and networking with other institutions and NGOs may be strengthened.

Compliance:
In light of the observation made by the NAAC Peer team, MIER College of Education has created various new linkages and collaborations during the last five years with NGO's and other institutions to further its educational objectives. For details of these newly created linkages and collaborations please refer **3.5.1 and 3.5.2.**

II. *What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Research, Consultancy and Extension?*

The other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation with regard to research, consultancy and extension are already mentioned under section 3.6.1 of this criterion.

Criteria : III *Research, Consultancy and Extension*

Sharing findings of Major Research Project with the faculty during a Research Colloquium

Experts deliberating on the issues of Strengthening Teacher Education during a national seminar organised by the college

Research Promotion Awards being presented

Apprising faculty members about Australian Govt.'s Endeavour Scholarships and Fellowships to pursue research and higher studies in Australia

Consultancy regarding NAAC Accreditation being provided to one of the Colleges of Education

Dr. Adit Gupta during his visit to Nabagram Hiralal Paul College, Kolkatta as a Member Co-ordinator of the NAAC Peer Team

Criteria :III *Research, Consultancy and Extension*

Promoting the concept of Vermi-Composting amongst students of the college

Students participating in a rally for creating awareness on Beti Bachao Beti Padhao

Enthusiastic participation by the students and the staff in the Swachh Bharat Abhiyan

Doctors checking a slum dweller and distributing free medicines during a Health Check up Camp

Civil Defence pesonnel demonstrating techniques of providing first aid

NSS Volunteers at the Blood Donation Camp

CRITERION – IV INFRASTRUCTURE AND LEARNING RESOURCES

CRITERION IV

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 PHYSICAL FACILITIES

4.1.1. Does the institution have the Physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the master Plan of the building.

Yes, 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 with a seating capacity of more than 150 persons.
2. An air-conditioned multipurpose hall for conducting various day to day activities, teaching workshops, exhibitions etc. with a seating capacity of around 100 persons.
3. An Air-Conditioned fully automated Central Library covering a floor area of 122 sq. mtrs. with a seating capacity for 80 students with adequate space for books and journals, and facilities like Internet connectivity, reprographic and other support facilities.
4. Fully automated library in the PG. department is also available with a floor area of 44 sq. mtrs. with a seating capacity for 30 students equipped with books, journals, dissertations, magazines and newspapers etc.
5. Air Conditioned Principal's Office with attached bathroom, departmental HOD's rooms along with three departmental staff rooms fitted with modern modular cabin furniture and fixtures, individual computers, Internet connectivity intercom and internal email system in all rooms for seamless communication and coordination.
6. Two administrative offices attached with HODs with Computer facilities manned by trained support staff.
7. Twelve air-cooled well-furnished classrooms equipped with modern ICT facilities.
8. Two fully air-conditioned networked computer labs with 65 computers having 50 Mbps Fibre based Internet connectivity manned by qualified staff.
9. High speed Internet (BSNL FTTH and Reliance Jio connections) and Wi-Fi access available for the staff and students on 24 × 7 basis.
10. Two Air-conditioned Conference rooms fitted with LCD projection system audio system and Wi-Fi facility with a seating capacity for 50 persons each for important meetings of various bodies; staff meetings, orientation cum training programmes and holding parallel sessions in seminars/conferences held in the College.
11. Indoor common room for both boys and girls available with facilities like Table Tennis, Carrom, chess and recreation facilities like reading newspapers and magazines etc.
12. Modern toilet blocks one each for male and female faculty and students on each floor of the college.
13. Facilities of water coolers fitted with water purifier systems to provide safe and hygienic drinking water facilities for the faculty and students on all three floors.

14. Psychological lab and Educational technology lab with five desktop computers available for staff and students for research purpose and use of ICT in teaching learning process specially for PG Dept.
15. An air-conditioned visitor's room for the visitors to the College.
16. Partially Air Conditioned hostel with a capacity to cater to 50 boarders meant exclusively for female students with power back up facility.
17. Full-fledged Computerised Branch of Punjab National Bank in the campus for disbursing salary including modern electronic banking facilities for all stakeholders.
18. College dispensary is well equipped with medicines and availability of a van and registered medical practitioner readily available for the staff and students including hostellers.
19. A canteen facility available for staff and students serving hygienic, nutritious food.
20. Adequate parking space for vehicles within the campus.
21. A bore well for uninterrupted supply of water.
22. Firefighting equipment installed at strategic places for safety purposes.
23. Two power generators (75 KVA and 30 KVA) for providing backup electricity.
24. Green lawns in and around the College are well maintained by dedicated gardeners using eco-friendly Vermi compost and fertilizers.
25. Round the clock surveillance through CCTV cameras installed at all strategic locations of the college.
26. Security Room manned by security officer and security guards at strategic places at the main entrance of the campus
27. Separate Examination Cell created after the grant of Autonomous status to the college for the smooth conduct of examinations.
28. Admission cell fitted with LCD display along with a Laptop for playing advertisement and important pictures and notices etc. and comfortable seating capacity for admission seekers with two dedicated officials.
29. Besides the college shares following physical infrastructure with experimental school Model Academy which also provides Inclusive educational services setup under the B.Ed. Special Education department (Located in the Campus).
    - All Science Labs (Physics, Chemistry and Bio)
    - Computer Lab
    - Math Lab
    - Art and Craft Room
    - Music Room.
    - Tablet based Language lab
    - Auditoriums
    - Class room for special students
    - Resource room for special students
    - Physiotherapy unit and occupational unit for special students
    - Banking facility
    - Canteen
    - Playgrounds
    - Parking

30. Barrier free environment has been created in the entire campus by making Ramps at strategic places to get inside the building with provision of a wheel chair and disabled friendly toilets for the use of special children/visitors

Amount Invested for Developing the Infrastructure

S.No	Infrastructure	Amount
1	Land	48,00,000/-
2	Building	1,33,77,257/-
3	Furniture	21,75,769/-
4	Library Books	13,63,017/-
5	Computers Hardware	24,08,516/-
6	Laboratory and Equipment	32,68,379/-
7	Vehicles	7,47,014/-
8	Tube well	1,20,829/-

The Master Plan of the College is enclosed as Annexure No. IV

4.1.2. *How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?*

The management is always proactive to keep the infrastructure of the college up-to-date keeping in view the academic growth.

- College auditorium was renovated with the installation of high quality audio video system, modern fixtures and furniture and LED lighting at an approximate cost of Rs.14 lakhs
- College front ground and stage have been renovated by fixing new tiles at an approximate cost of Rs.3,04,997/-
- The college library and staff rooms were renovated and upgraded with installation of floor tiles and a new photocopier costing Rs.2,42,798/- to modernize the infrastructure of the college.
- Two classrooms have been upgraded with Teach Next Smart Class Setup at an estimated cost of Rs.7,80,000/-
- 400 new Books and Journals were added in the library during the last five years at the cost of Rs.3,70,653/-
- College hostel has been upgraded by installation of 4 AC's and renovation of washrooms at a cost of Rs.1,44,000/-
- Whitewashing of the College building and surrounding areas has been completed at regular intervals to give it fresh look.
- New exit staircase has been created from the science labs which can be used in emergency situations like fire or natural calamities.
- Recently, Experimental School in the campus has been granted Rs.20 lakhs grant for the creation of a new Tinkering lab under the Atal Tinkering Laboratories scheme of Govt. of India.

Future Plans:
- A Proposal has been submitted to the Jammu Municipality for the approval of construction of another floor in the college building.
- College also plans to install lift with capacity of 8 Persons in the college building to make the whole college building disabled friendly at an approximate cost of Rs.10 lakhs.

- College has also sent a proposal to Jammu and Kashmir Energy Development Agency(JKEDA) under the Deptt. of Science and Technology, Govt. of J&K. to get subsidy for the installation of 20 KVA solar power plant in the campus.

4.1.3. ***List the infrastructure facilities available for co-curricular activities and extra-curricular activities including games and sports.***

The infrastructure facilities available for co-curricular and extra-curricular activities including games and sports are as follows:

For Co-curricular activities

- The college has an air-conditioned auditorium capable of seating 150-200 people, which is available for co-curricular activities like debates, quizzes, seminars, lectures, workshops etc.
- College has an open air stage, which can seat more than 1200 people and is used for activities involving larger gathering and audience.
- An air-conditioned multipurpose hall for conducting various day to day activities, teaching workshops, exhibitions etc. with a seating capacity of around 100 persons.
- Two air-conditioned Conference rooms equipped with modern audio visual aids for organising important meetings, orientations etc. with a seating capacity of about 70 persons.
- A well-equipped Music Department with qualified staff.
- Provision of relaying of programmes of academic and curricular simportance from college auditorium has also been made in each classroom for reaching a wider audience.
- College provides display boards where students can show case their creative talents in the rooms and corridors of the College by maintaining these on regular basis.

For Games and Sports

- The college Play grounds provide sufficient space for extracurricular activities and sports program and have qualified PTIs who not only provide equipment for playing cricket, basketball, volleyball, badminton and athletics but also train students for different events.
- The experimental school runs a Cricket Academy for improving the cricketing skills of budding cricketers.
- Facilities for indoor games namely, table tennis, chess, carom board etc. are also provided.

4.1.4. ***Give details on the physical infrastructure shared with other programmes of the institution or other institutions of the parent society or university.***

The common facilities that college shares with the Experimental School- Model Academy with Inclusive educational facilities (Located within the main campus) are already mentioned in **Section 4.1.1.**

Besides that, College also shares physical resources of Model Institute of Engineering and Technology (MIET), Kot Bhalwal Jammu, a flagship institution of parent body in a different location (under the MOU signed) as and when required.

4.1.5. *Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms for women, wash room facilities for men and women, canteen, health centre etc.)*

- The college building has provision of a well-furnished girls' common room for their rest and recreation activities.
- Washrooms exist separately for men and women, students and staff and at all floor levels.
- The college has a canteen facility with adequate sitting capacity to provide hygienic food and refreshment to staff and students.
- The college dispensary has provision for van and medical officer available for the staff and students.
- Sufficient manpower and equipment has been provided for ensuring cleanliness, sanitation and hygiene in the college campus.
- Waste management project has been taken up with Jammu Municipal Corporation for Collection, segregation, transportation, processing and disposal of solid waste.

4.1.6. *Is there any hostel facility for students? If yes, give details on capacity, no of rooms. Occupancy details, recreational facilities including sports and games, health and hygiene facilities, etc.*

Yes, the college provides partially Air-conditioned hostel facilities exclusively for female students. The details are as under:

- Girls' Hostel capacity: 50 boarders
- Occupancy: 46 boarders
- Rooms in the hostel: 16 rooms (3 to 4 persons in one room)

The following facilities are provided in the hostel:
- Television with DTH
- Wi-Fi facility
- Air Conditioners,
- Common Room with the availability of Newspapers and Magazines.
- Intercom and phone facilities
- Clean and hygienic wash room facilities.
- Hygienic food
- Facility of Hot water.
- Electricity and power back up facility.
- First Aid and Health Care facility.
- Water cooler installed with purifier system.
- Facilities for volleyball, basketball, badminton, table tennis, carom, chess and other indoor games in the evening.
- Plans for creating an exclusive washing area with modern gadgets like washing machines and dryers etc.

4.2   MAINTENANCE OF INFRASTRUCTURE

4.2.1. *What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any.*
- *Building*
- *Laboratories*
- *Furniture*

- *Equipment*
- *Computers*
- *Transport/Vehicle*

The college does not allocate a specific budget for the maintenance of its infrastructure. However, the funds are provided by the management for the maintenance of different infrastructure items such as buildings, laboratories, furniture, equipment, computers and transportation facilities as and when required. Every year the management adds 5-7% more funds from previous year towards the maintenance of infrastructure. The details are listed below.

S No.	Infrastructure Items	Amount Spent (in Rs.)				
		2012-13	2013-14	2014-15	2015-06	2016-17
1	Building Maintenance	2,21,524/-	39,622/-	64,913/-	68,196/-	89,932/-
2	Computer and Equipment Maintenance	2,76,648/-	1,67,570/-	2,57,351/-	2,39,460/-	1,58,330/-
3	Furniture Maintenance	4,889/-	1,670	4,295/-	5,853/-	7,427/-
4	Transport/Vehicle Maintenance	2,18,452/-	3,13,774/-	2,97,880/-	2,94,010/-	2,34,835/-

4.2.2. *How does the institution plan and ensure that the available infrastructure is optimally utilized?*
- The physical and instructional infrastructure such as buildings, ICT facilities, laboratories, library and other allied infrastructure of the college are well maintained and strengthened from time to time. It is also ensured that the infrastructure is easily accessible to and utilized by the staff and students on regular basis.
- The infrastructure of the college is optimally used for conducting various curricular, co-curricular and other activities.
- The space is also availed by NGOs for their functions, competitive exams like CBSE NET, Banking, JKCET, and examination centres by the university for its various programmes.
- Campus resources are also shared by Model Institute of Engineering and Technology (MIET), Kot Bhalwal Jammu, a flagship institution of parent body as well as experimental School Model Academy (10+2 Level) during the time of admissions and for the conduct of other programmes subject to the availability of infrastructure.

4.2.3. *How does the institution consider the environmental issues associated with the infrastructure?*
- The college accords top priority to ensuring high standards of environment and has implemented environment friendly policies.
- The college buildings have been constructed according to plan approved by expert architectural engineers with maximum possible windows for proper ventilation and lighting.
- All the lights installed in the college are energy efficient.
- Staff and students are continuously sensitized regarding switching off the fans, lights, AC's, LCDs etc. when not in use to save precious resources.
- The college has installed solar water heaters along with electric water heaters.

- College also sent a proposal to get subsidy for the installation of 20 KVA solar power plant in the campus from Jammu and Kashmir Energy Development Agency(JKEDA) under the Deptt. of Science and Technology, Govt. of J&K.
- The college is also planning for the ISO 14001 certification for Environmental Management.
- The college has adequate support staff, who looks into the maintenance of gardens, lawns and other aspects of environment.
- The college emphasizes a pollution free environment by ensuring placement of dustbins for efficient garbage disposal, adequate water supply (through its own deep bore well) to the toilets and other parts of the building.
- Campus has been declared as "No Smoking Zone" as per UGC guidelines.
- The college also has a dedicated environment unit which organises various programmes related to environmental sustenance and upkeep. The unit also organises outreach programmes for the community and creates awareness and sensitization about various environmental issues to general public.
- NSS volunteers during their special camps work towards cleaning and maintaining the environment of the college infrastructure.
- College has taken a project in collaboration with Jammu Municipal Corporation (JMC) to clean and maintain the approach road of college by planting plants and trees.
- The college has adopted Swachh Bharat Abhiyan to keep the campus and neighbourhood clean.
- College has sent a proposal to Jammu Municipal Corporation (JMC) for Solid Waste Management (Collection, segregation, transportation, processing and disposal) at the college to be implemented shortly.
- Tree Plantation Drive by Students of the college at the adopted village Bhatiyari to conduct outreach programmes.

4.3   LIBRARY AS A LEARNING RESOURCE

4.3.1.   *Does the institution have a qualified librarian and sufficient technical staff to support the library (materials collection and media/computer services)?*

- Yes, the college has three well-qualified fulltime librarians. The librarians hold M.Lib. degrees and are computer savvy. The library also has one Junior librarian who is in process of completing M.Lib.
- Both the libraries are fully automated and computerized. The librarians have the knowhow of managing the library services, documentation and automation of the library.
- Both the librarians are also members of Library Committee of the college. They attend workshops and seminars periodically on e-learning and on latest trends in library science and have several published papers to their credit.

4.3.2.   *What are the library resources available to the staff and students? (Number of books-volumes and titles, journals-national and international, magazines, audio visual teaching-learning resources, software, internet access, etc.).*

- The college has two fully air conditioned computerized and automated libraries for both the undergraduate and postgraduate programmes. There are five (05) computers available in the library exclusively for students for Internet browsing. 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 for all types of printing work. The library collection addresses the needs of teaching learning, research, and preparation of thesis at the PG level, preparation for competitive examinations through its vast collection. The details of library resources are given in the following table:

Total Books	18148	E-Information Resources	
Titles	10874	Online journals/e-journals	6000 + NLIST
Textbooks	15725	CDs/ DVDs	171
Reference books	2423	-Databases	01
Journals subscribed	54	Video Cassettes	170
Indian journals	42	Audio Cassettes	119
Foreign journals	12	Library Automation Software	TLSS
Peer reviewed journals	54		
Back volumes of journals	7250		
Magazines	26		
Donated Books	342		
Donated Journals	234		

- Illustrious and eminent educationists and administrators donate their most valuable treasure in the form of books, magazines, journals etc. to MIER College Library. Approximately three hundred books have been donated by them during the last 10 years.
- Recently, Curtin University, Perth, Australia has donated 234 Journal, 42 Books to the PG Library of the college.

4.3.3. ***Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance, etc. and to make acquisition decisions? If yes, give details including the composition and functioning of library committee.***

To systematically review the various library resources for adequate access, relevance etc. the college has constituted a library committee. The Library Committee is headed by the principal of the college and has participation from all departments of the college comprising of faculty members and students. The library committee holds bi-annual meetings in an academic year. Urgent meetings are also conducted as and when needed. The current Library Committee consists of following members:

Composition of the Library Committee
- Principal of the College (Convener)
- Prof. PG Deptt.
- Head, Centre for Educational Research
- HODs of all departments
- Librarians (Member Secretary)
- One student representative from each teaching department

The major responsibilities of the committee are:

- to formulate annual calendar of activities;
- to ensure that the library rules are properly displayed and followed;

- to ensure that the library functions effectively and provides adequate quality services to faculty, students and scholars as per the ISO standards;
- to ensure proper maintenance, availability and display of books, journals and magazines including new arrivals;
- to ensure that the books/journals/magazines are properly accessioned and verified from time to time;
- to make faculty members and students aware about new arrivals of books and journal on regular basis.
- to organise various book exhibitions for faculty and students.
- to make recommendations for improvement in library services from time to time;
- to ensure the availability of internet access to the staff and students at all times;
- to ensure the proper maintenance of library records/documents as per the Quality Manual and to report loss/damage/theft (if any);
- to send the requirement of new books/journals/magazines from time to time or as and when needed;
- to ensure the relevant record of newspaper cuttings for reference of the staff, students and college authorities;
- to prepare and send the monthly /annual reports to the IQAC;
- to conduct stock verification of library on yearly basis;
- to give training to staff and students regarding various Online Library resources. and
- any other as per the orders of the Principal;
- to undertake repair to the damaged books and other learning resources.

4.3.4. *Is your library computerized? If yes, give details.*
- Yes, both the libraries are fully computerized and automated. The library software (TLSS) generates different reports like book outstanding report, book issued and return report on daily, monthly and yearly basis.
- Every Book in the library is bar-coded and is issued and returned through the library management software through barcode scanner.
- Students can also reserve the books and also check their location using the system.

4.3.5. *Does the institution library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.*
- There are five (05) computers in the library exclusively for students for Internet browsing. Also, there are two separate computers for librarians with bar-code readers.
- All the computers have Internet facility and these are fully networked. Two quality network printer/reprographic machines with scanning facilities are available in the library for all users. The library also has a high-speed photocopier.
- Faculty and students are given a time bound access to use the computing facilities in the library. On an average, half an hour is allocated to an individual to use the computers in the library.
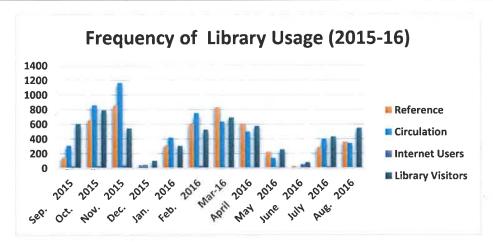
Frequency of Library Usage (2015-16)

S.No.	Month	Reference	Circulation	Internet Users	Library Visitors
1	Sep. 2015	143	307	26	606
2	Oct. 2015	652	860	29	791
3	Nov. 2015	855	1165	40	544

4	Dec.	2015	49	52	10	102
5	Jan.	2016	301	419	11	306
6	Feb.	2016	606	754	31	526
7	March 2016		830	634	13	692
8	April	2016	608	500	14	575
9	May	2016	222	138	15	254
10	June	2016	28	10	50	81
11	July	2016	282	400	20	431
12	Aug.	2016	358	339	07	547
Total			**4934**	**5578**	**266**	**5455**

Frequency of Library Usage (2015-16)

4.3.6. Does the institution make use of INFLIBNET/DELNET/IUC facilities? If yes, give details.

- Yes, the college is paying Rs.5725/- annually for the subscription N-LIST scheme of INFLIBNET services offering over 6000 +Journals and over 135000 e-books.
- The password of INFLIBNET is provided to staff and students for the access to various Online Library Resources.

4.3.7. Give details on the working days of the library? (Days the library is open in an academic year, hours the library remains open per day etc.)

The college libraries remain open on an average of 300 days in a year.
Working hours of the Library
- On working days   From 9:00 AM to 6:00 PM (9 hrs)
- On Examination days   From 9:00 AM to 6:00 PM (9 hrs)
- Summer/Winter Vacation From 9:00 AM to 6:00 PM (9 hrs)

4.3.8. How do the staff and students come to know of the new arrivals?

Staff and Students know about the new arrivals in the library through:

- Display of jackets and books on the monthly basis displayed on the library board.

- Emails to faculty members
- Posts on the Mobile App and Social Media pages of the college.

4.3.9. *Does the institution's library have a book bank? If yes, how is the book bank facility utilized by the students?*

Yes, both the libraries of MIER College of Education provide book bank facility.

Criteria for availing Book Bank Facility:
- The Book Bank Facility shall be available to those students whose Parents/ Guardians income from all sources does not exceed one lakh rupees per annum.
- Library Committee shall select 10% of total students applying for Book Bank Facility.
- Each student shall be provided with a set of four books at a time for a period of one month which can be further replaced by another set of four books and so on upto the end of the session.

Year wise record of book bank facility availed by students:

Year	No of Students
2013-14	27
2014-15	33
2015-16	11

4.3.10. *What are the special facilities offered by the library to the visually and physically challenged persons?*

Following facilities are provided to visually and physically challenged persons admitted in the institution.
- Availability of visual magnifiers and other assistive devices for students with low vision.
- Junior Librarian helps them with reading material and procuring books.
- Besides peers help such students to have access to the learning resources.

4.4 ICT AS LEARNING RESOURCE

4.4.1. *Give details of ICT facilities available in the institution (Computer lab, hardware, software, internet connectivity, access, audio visual, other media and materials) and how the institution ensures the optimum use of the facility.*

ICT facilities available in the college:

Lab1	40 Computers	All networked and connected to high speed Internet
Lab2	25 Computers	
Educational Technology Lab	05 Computers	
Total no. of computers & Laptops	114	
Internet Connectivity	FTTH Connection (50 Mbps) & Reliance Jio	

Licenced Software:

Microsoft Windows 10 & Microsoft Office 2016	Rs. 4,06,000/-
TLSS – Library Software	Rs. 70,000/-
Academia ERP	Rs. 300000 + Rs 96,000/- AMC
SPSS Software	Rs.1,50,000/-

Details of Audio-Video Equipment:

S. No.	Item	Qty.	S. No.	Item	Qty.
1	Digital Interactive Board System	3	21	Video Cassettes	170
2	Smart Class System	1	22	Compact Disks	75
3	Multimedia Projectors	6	23	DVD's	41
4	42" Plasma TV	1	24	Microphones	9
5	29" Television CTV s	3	25	Speakers	8
6	EDUSAT Set Top Box	1	26	Mike Stands	2
7	EDUSAT Dish	1	27	Headphone	1
8	OHP s	5	28	Slides	1065
9	VCD Player	1	29	Strips	39
10	VCR	1	30	Posters	30
11	Video Camera	1	31	Home Theatre Speakers Set	1
12	Tape Recorders	2	32	Visual Magnifier	1
13	Slide Projectors	2	33	Classroom Talky	1
14	Strip Projector	1	34	Tablet Computers	2
15	Screens	9			
16	CCRT Kit	1		**Other Equipment**	
17	Digital Cameras	2	1	Attendance Machine	1
18	PA System Amplifiers	3	2	Digital Copy Printer	1
19	Audio Video (DVD) System	1	3	Digital Photocopiers	2
20	Audio Cassettes	120	4	Document Binders	2

- In an effort to encourage the use of modern information and communication technologies for staff and students, lecture rooms in the college building have been converted into 'Smart Classes' to enable teacher educators to use ICT in their day to day teaching schedule. For this purpose, 29" colour televisions have been installed and technical support by way of hardware and software have been provided to enable outputs from audio, video, cable, Internet and computer to be received as per requirement of the teacher and students in the classroom teaching learning situations. In some classrooms, facilities have been provided for LCD projection systems also.

- There are two computer labs and one Educational Technology Lab. in the college, which are available to the staff and students of the college. Both staff and students use this facility to access the Internet and also for other academic/administrative work.

- All the Offices, Staff rooms and computer labs are equipped with high end computers and are connected to the central server of the college through LAN with data backup facility.
- There is also a provision of broadcasting the programmes being organized in the college to individual classrooms through video cameras and 29" televisions and Projectors fitted in the classrooms.
- Both the faculty members and the students are oriented to make use of new technologies in the practice of teaching and in content creation. The use of ICT in the college has already been identified by the NAAC as one of the thrust areas and has been appreciated at the national level.
- The entire operation is supervised by a team of specialists under the Head of Centre for Education Technology.
- One System Manager and two computer engineers are functional in the IT department for the regular maintenance of the computers and other equipment.
- A rich repository of educational and video content has been created in the central server for which a MOU was signed with M/s Next Education Limited. The smart class project has enabled the teacher educators to make classroom teaching learning process livelier and interactive.
- Besides that, 15 Smart Classes in the experimental school Model Academy located in the campus are also used by student teachers during the teaching practice.

4.4.2. Is there a provision in the curriculum for imparting computer skills to all students? If yes give details on the major skills included.

Yes, there is provision in curriculum to impart computer skills to all student and adequate facilities exist in the college to provide basic computer skills for all the students of the college.

- At B.Ed. level one compulsory subject titled *"Educational Technology and ICT"* is introduced for enhancing the computer and ICT skills of teacher trainees.
- At B.Ed. Spl Edu. (ID) level there is one Compulsory subject titled *"Technology and Disability"* & One subject *"Application of ICT in Classroom"*.
- At M.Ed. two Compulsory subject titled *"Educational Technology"* & *"Applications of Educational Technology"* and two Optional Subjects titled *"Elementary Education: ICT in teaching-learning process"* & *"Secondary: ICT in teaching-learning process"* have been introduced.
- At M.A. Education one Compulsory Subject titled *"Computer Awareness"* have been introduced.
- During the Computer Awareness Programme students are provided training on MS Office, the use of Internet and Email.
- Post graduate students are also given training on computers to analyse and interpret research data using Excel and SPSS in their dissertation programme
- Students are also oriented on how to use online Library resources, e-resources and they are oriented about the access to similar websites.
- During college hours, separate timings are allocated to the students to acquire knowledge and skills in computers.

4.4.3. ***How and to what extent does the institution incorporate and make use of the new technologies/ICT in curriculum transactional processes?***

MIER College of Education faculty makes extensive use of ICT for updating the teaching content, teaching learning process, conducting tests and preparing academic plans. The use of ICT in the college has been mostly in the curriculum transaction. ICT usage is emphasized in the curriculum to such an extent so that use of ICT in teaching process becomes a habit with faculty and students in their daily routine. The main aim of the college is to teach at least 30% curriculum using ICT to that extent the faculty have prepared PowerPoint presentations, in their subjects.

The faculty adapts ICT in the valuation of assignments, preparation of question papers, correction of seminar write-ups and assessment of research projects. Students make use of the computer for preparing assignments, note taking, web evaluation and seminar presentation. Research scholars are trained in data entry and analysis of data using relevant computer packages (MS-Excel and SPSS). They make use of ICT for gathering information, related to the theoretical framework of their area of research and collection of relevant related literature based on the major variables of their investigation.

4.4.4. ***What are major areas and initiatives for which student teachers use /adopt technology in practice teaching? (Developing lessons plans, classroom transactions, evaluation, preparation of teaching aids)***

The major areas and initiatives for which student teachers use /adopt technology in practice teaching are as follows:
- The student teachers are given ample opportunities to become technology savvy as the college has well-furnished computer laboratories with high-speed broadband connectivity.
- The faculty members always encourage the student teachers for using new technologies in practice teaching.
- The teachers guide them for selection of media, teaching aids as per the needs of content and infrastructural facilities available in the schools. Some of the student teachers who are computer savvy are trained in the use of ICT for developing lesson plans through the Centre for Educational Technology.
- They deliver lessons and assess the students in the experimental school Model Academy and Inclusive School through smart class. The student teachers make use of Internet, computers, L.C.D projector, Over Head Projector, Laptop, DVD Player, Audio-Visual aids, Models, Tape recorder etc. in their teaching practice.
- Video recording of lessons delivered during teaching practice is done and shown to the students for feedback and improvement.

4.5   OTHER FACILITIES

4.5.1. ***How is the instructional infrastructure optimally used? Does the   institution share its facilities with others for e.g.: serve as information technology resource in education to the institution (beyond the programme), to other institutions and to the community?***

- The instructional infrastructure is optimally utilized for meeting diverse objectives of the different courses offered by the college.

- In addition, some facilities of the college are also being offered to sister institutions and departments of the parent body MIER depending upon their availability.
- Sometimes, government departments and NGO's are also permitted to make use of some of the facilities like conference room, auditorium, projection system, computer labs and open-air stage etc. for conducting cultural and recreational programme which are mutually beneficial.
- Research scholars and teachers from Jammu University and other institutions are allowed to access the institutions libraries and Internet facilities to meet their scholastic requirements and also collect data from staff and students for their dissertation and doctoral work.
- Besides, the college infrastructure is also made available to the University of Jammu and other public examination bodies like Board of Professional Entrance Examination (BOPEE) as an examination centre.

4.5.2. *What are the various audio-visual facilities/materials (CDs, audio and video cassettes and other materials related to the programme) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?*

The details of the audio-visual facilities / equipment are given under section 4.4.1 of this criterion.
- The student teachers are encouraged to optimally use these audio-visual material and other new technologies for learning including teaching practice.
- Proper demonstration and training is given for the effective use of audio visual teaching equipment through workshops and hands on experiences.
- The teachers guide student teachers for selection of media and teaching aids as per the needs of content and infrastructural facilities available in the schools.
- The trainees also made aware of the do's and don'ts regarding the use of different types of technology aids and materials so as to develop competence and confidence in their use.

4.5.3. *What are the various general and methods Laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?*

MIER College of Education has following general and methods laboratories available:
1. Two Computer Labs
2. Educational Technology Lab
3. Educational Psychology Lab
4. 3 Science Labs (Physics, Chemistry and Biology)
5. Tablet based Language Lab
6. Math Lab
7. Art and Craft Room facility
8. Music Room

Note: Physics, Chemistry and Biology labs, Math Lab, Music Room, Tablet based Language Lab and Art and Craft Room facility are located in the experimental school situated in the Campus.

- The equipment/items are added from time to time when the need arises. The college has rich repository of digital content, which enable computers to be used as methods lab tools.
- There is provision in the budget for maintenance of equipment. The expenditure is made as per the requirements or on priority basis.
- One System Manager and two computer engineers have been employed in the IT department for the regular maintenance of the computers and other equipment.

4.5.4. ***Give details on the facilities like multipurpose hall, workshop, music and sports, transports etc. available with the institution.***
For details please refer to section 4.1.1

4.5.5. ***Are the classrooms equipped for the use of latest technologies for teaching? If yes give details. If No, indicate the institutions future plans to modernize the classrooms.***

- Yes, in an effort to encourage the use of modern information and communication technologies for staff and students in the college, lecture rooms in the college building have been converted into 'Smart Classes' to enable the faculty and trainees to use ICT in their day to day teaching and training schedules.
- A rich repository of educational and video content has been maintained in a central server for which a MOU was signed with M/s Next Education Limited. The smart class project has enabled the teacher educators to make classroom teaching learning process livelier, interactive and more effective.
- 29" Colour televisions have been installed and technical support by way of hardware and software have been provided to enable outputs from audio, video, cable, Internet and computer to be received as per requirement of the teacher and students in the classroom situations.
- In some classrooms, facilities have been provided for LCD projection systems and Digital Interactive Boards.
- Laptops, Tablet Computers, Smart Phones, Video Cameras and Digital Cameras are also used by the faculty and students as part of teaching learning strategy in the classroom both in the college, during practice in teaching and during internship.
- Provision of relay of programmes of academic importance has also been made in each classroom for reaching a wider audience.
- The future plan of the institution is to equip all the classrooms with Interactive Boards.

4.6   BEST PRACTICES IN INFRASTRUCTURE AND LEARNING RESOURCES.

4.6.1. ***How does the faculty seek to model and reflect on best practice in the diversity of instruction, including the use of technology?***
- The institution provides ample opportunities and facilities for the teacher educators to have diversity in instruction and use of technology.
- The teacher-educators are encouraged to use and adopt the latest technology for effective teaching learning and evaluation.
- The teacher-educators are given training in the use of Smart Class, Internet, MS Office, Email etc. so that they can use these devices for a meaningful curriculum transaction with effectiveness.
- The teacher-educators are provided with internet and Wi-Fi connection to access to web based resources.

- The teacher-educators are given an opportunity to attend a workshop on SPSS software and to get initiated into the use of SPSS software for research purpose.
- All faculty members are provided individual computers, Internet and Internal Email system in all rooms for better connectivity networking, accessibility and seamless communication and coordination.
- The teacher trainees are encouraged to prepare PowerPoint presentation and teach through ICT during their teaching practice.
- Teacher trainees are encouraged to present seminars and viva voce through PowerPoint presentation to make them tech savvy.

4.6.2. *List innovative practices related to the use of ICT, which contributed to quality enhancement.*

MIER College of Education has a unique distinction of establishing a full-fledged Centre for Educational Technology in the year 2006 with specific aims and objectives. It has a standing committee and an advisory committee which meets regularly to chalk out the future plans as per latest trends and implement the same. All faculty members are provided individual computers, Internet and Internal Email system in all rooms for better connectivity networking, accessibility and seamless communication and coordination.

As educational technology happens to be an emerging area for making teacher education an effective tool for educational transformation, this centre is devoted to planning, development and utilization of various systems of Educational Technology in the areas of teaching, learning, evaluation and feedback, testing and research. Some of the innovative practices of the Centre of Educational Technology, which helped the college to enhance quality, are as follows:

- Introduction of the following ICT based subjects at B.Ed., B.Ed. Spl. Education (ID), M.Ed. and MA (Education) levels after attaining autonomous status.
  - Educational Technology and ICT
  - Technology and Disability
  - Application of ICT in Classroom
  - Educational Technology
  - Applications of Educational Technology
  - Computer Awareness

- Under the Choice Based Credit System (CBCS) following ICT based subjects have been introduced at M.Ed. and M.A. Education level in 3rd and 4th semesters from the session 2016-18.
  - Fundamentals of Information Technology
  - Emerging Trends in Educational Technology.
  - Professional Growth and Communication
  - Organisational Behaviour

- **Academia ERP** a campus management software procured at cost of Rs.3 lakhs, is being used for the automation of administrative and academic tasks of the college. Processes of Admission, Academic Registration, Student Information System, Document Management, Timetable Management, Attendance Management, Examination Management, Finance and Account and Library Management were automated with this software.

- **PI360** analytic software which is developed by a software development team of our sister institution Model Institute of Engineering and Technology (MIET), is being presently used for the performance of faculty and students.
  - 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. The report is shown to each faculty member for further improvement and is a part of service file of employees for performance appraisal.
  - **PI360** software tracks and benchmarks the performance of students on various parameters like Academics, Cocurricular activities. This software also generates automatic profiles of the students. A detailed email on relative performance of the students is evaluated automatically is sent every 2 months to students. This provides the students a transparent performance feedback and motivates them to enhance their performance further.
- Leave, Attendance and Payroll system of the college has been automated using **EduApps software** which is integrated with Biometrics system. This software automatically calculates the salary of each staff member at month end and generates staff payslip using their attendance. This software can also be accessed from mobile platform.
- Use of **Google Classrooms** by students and teachers for posting Announcements, Bulletin board and Assignments. These assignments can be peer reviewed and the teachers can grade their assignments too.
- Online 360-degree feedback from stakeholders through Survey Monkey software.
- Use of Mobile App and Social Networking pages of College (Facebook, WhatsApp and LinkedIn) for 24*7 connectedness among the stakeholders.
- Complete automation of Financial management of the college through Tally Software.
- Use of Interactive Boards, Smart Classes and LCD Projectors in the classroom.
- The teacher educators can obtain proper references from online and digital resources for their teaching and to enhance their content knowledge enrichment. As a result of this, they could provide better and latest instructional inputs to teacher trainees.
- Organisation of workshops and training programmes in the use of various ICT tools in education.
- Organisation of computer awareness programmes for trainees and teacher educators.
- Video recording teaching practice sessions for providing effective feedback.
- ICT is used for enhancement of library holdings and services. TLSS software is used for complete automation of libraries. There is provision for online references through N-LIST service.
- Use of internal Email system for all administrative tasks.
- Personal Computers with high-speed internet and network printer have been provided to all administrative and teaching staff for their efficient working.
- Rich repository of pictures of all events are stored on a Network accessed storage accessible to the faculty.
- Installation of CCTV cameras at strategic places in college campus for 24*7 surveillance.
- The advisory committee of the centre advises on adopting latest innovations in the field of technology that impact education in general and teacher education in particular.

4.6.3. *What innovations/best practices in 'Infrastructure and Learning Resources' are in vogue or adopted/adapted by the institution?*
For details please refer section 4.1.2 and 4.6.2

FOR RE-ACCREDITATION / RE-ASSESSMENT

1. **What were the evaluative observations made under *Infrastructure and Learning Resources* in the previous assessment report and how have they been acted upon?**

   No suggestions made by the NAAC Peer team under the criterion *Infrastructure and Learning Resources* in the previous assessment report. On the other hand, the NAAC peer team has recorded highest appreciation to the college for its innovative practices in using modern ICT facilities at all level.

2. *What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?*

   The quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation with regard to infrastructure and learning resources have already been given under sections 4.1.2 and 4.6.2.

An Overview of the MIER College Main Building

Practicing School of MIER College of Education

Principal's Office

Faculty Room

Acoustically Designed College Auditorium

Conference cum Seminar Room

Criteria : IV *Infrastructure and Learning Resources*

Fully Air Cooled Classrooms for UG and PG Classes

Well Stocked & Fully Automated B.Ed. and M.Ed. Libraries

Trainees of B.Ed. Special Education (MR) being trained
in the resource room

Psychological Testing Lab

Criteria : IV   *Infrastructure and Learning Resources*

Computing Facilities in the College

Technology Supported Classrooms with Interactive Board, LCD projector, Television & Laptop

Educational Programmes being relayed through the Classroom Broadcast System

Educational Technology Cell of the College

CRITERION – V

STUDENT SUPPORT

AND

PROGRESSION

CRITERION V

STUDENT SUPPORT AND PROGRESSION

5.1 STUDENT PROGRESSION

5.1.1. How does the institution assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advise through the commencement of their professional education programme (students pre-requisite knowledge and skill to advance) to completion?

- The college assesses the student preparedness during the induction cum orientation programme organized by the college at the start of the new session every year. Some students are nervous, anxious and worried at the beginning of the session and in such situations the teachers give due support, guidance and confidence to the students so as to make them feel stress free.
- The teachers make the students aware of the curriculum and overall functioning of the college. The teachers assure the students that they will receive appropriate academic and professional assistance and support for completing the course.
- Students are asked to introduce themselves and also fill a proforma stating their hobbies, talents and expertise in different areas of interest, qualifications, subjects taken, strength and weaknesses. This helps the college to know the students' current status and preparedness for the programme.
- The previous knowledge and training needs of the students are assessed during the induction programme through a written proforma on training needs analysis. This assessment enables teachers to plan strategies so that students can complete their professional training with adequate teacher and college support.

5.1.2. How does the institution ensure that the campus environment promotes motivation, satisfaction, development and performance improvement of the students?

The MIER College of Education is one of the oldest and well-known colleges of teacher education in J&K state. The college is known for its discipline, high quality of instruction, qualified and experienced staff, rich libraries, laboratories, infrastructure, research achievements and high traditions of education. The college has several healthy traditions, which contribute to the creation of a campus environment that promotes motivation, satisfaction, development and improvement in the performance of the students. Some of these are given below:

- Inclusive and Disciplinary nature of the institution.
- State of the art Infrastructure facilities provided to the student-teachers.
- Learner-centred approach adopted by the institution.
- Technology-Enabled Learning.
- Committed and Experienced Staff of the college.
- A cordial relationship with the student-teachers is maintained by the staff and easy accessibility to the Management, the Principal and the college authorities exists.
- A systematic feedback mechanism to attend to the needs, problems and grievances of the students.
- Facilities of library, computer labs enhance learning opportunities and effectiveness.

- Consistent high pass percentage in the University examination.
- 24*7 internet connection and Wi-Fi.
- Providing Scholarship to the deserving poor students.
- Offering counselling and mentoring services to the student-teachers.
- Organisation of year round rich curricular activities, events and sports to develop personalities and multifaceted talents.
- Conduct of Workshops, seminars and Value added courses on Human Rights and Values, ICT, Life Skills, Communication Skills, Career Guidance etc.
- Arrangement of Guest Lectures by eminent educationists/ personalities on current topics.
- Interaction with Alumni, Celebrities, Academicians and Foreign Educationists.
- Transport, Banking and medical facilities on the campus.
- Participation of Students in the Seminars and cultural competitions organised by other institutions both at local, regional and national level.
- Organisation of Educational Tours, Field visits and 'I Survive' adventure camps.
- An intensive training in the Skills of Microteaching and in the preparation of Teaching Learning Materials.
- Visiting the various special schools in the city enables the student-teachers to learn different teaching methodologies to effectively teach the differently abled children.
- An Anti-Ragging, Anti-Sexual Harassment committee in place and emphasis on moral values and Ethical behaviour.
- A well-equipped air conditioned and modern hostel facilities for the non-local students.

5.1.3. *Give gender-wise drop-out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?*

Gender wise Dropout of students:

Session	Total Students Enrolled B.Ed.	Dropouts		Total Students Enrolled B.Ed. Spl. Edu (ID)	Dropouts		Total Students Enrolled PG Deptt.	Dropouts	
		M	F		M	F		M	F
2012-13	293	(2) 0.68%	(6) 2.04%	25	0	0	29	0	(1) 3.44%
2013-14	250	(3) 1.2%	(6) 2.4%	10	0	0	29	0	(1) 3.44%
2014-15	285	(2) 0.70%	(4) 1.4%	30	(2) 6.6%	0	29	0	0
2015-16	100	0	(3) 3%	9	(1) 11.1%	0	35	0	(1) 2.85%
2016-17	83	(1) 1.2%	(11) 13.25%	8	0	(1) 12.5%	66	(1) 1.51%	(3) 4.54%

The students generally leave the course due to following possible reasons:
- Joining service/job
- Marriage fixed by parents during the course
- Health and Maternity problems

- Parental / family problems
- Getting admission in the institutions of their hometown
- Getting admission in the Govt. Institutions

Note: These problems have been profounded due to two years of B.Ed. and M.Ed. programmes since 2015-17 session.

The dropout rate is marginal during the last five years of the college. The college provides greater academic flexibility and support to the trainees which help maximum number of students to complete the course.

Specific measures adopted for reducing dropout rate and retaining the students:

- A good number of optional subjects are made available as per the choice of the students
- Choice in medium of examination
- Provision of remedial and enrichment classes
- Provision of supplementary reading course materials
- Provision of tutorial classes
- Facility to deposit the fees in instalments.
- Provision of re-examination in genuine cases
- Special Counselling sessions are arranged for the student-teachers by the Institution to address their personal problems by suggesting feasible suggestions followed by meeting guardians to minimize dropout rate.
- Organising student-centred programmes to keep up the morale of the students.

5.1.4. *What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/qualified in SLET, NET, Central/State services through competitive examination in the last two years?*

The additional services provided to students for enabling them to compete for the jobs and progress to higher education are:

- The placement committee of the college provides information about job opportunities. It trains the students regarding resume writing, facing interviews etc. The committee has created the database of the outgoing students on the basis of teaching subjects, qualifications, location, special achievements and strengths of the students etc. The committee maintains a network with important schools of the city. The committee also organises campus interviews for the placement of the students.
- Further value added programmes are initiated to help them develop their competencies through personality development programmes, life skills programme, communication skills, computer skills programme and research skills respectively.
- B.Ed. and M.Ed. students are also encouraged to pursue higher studies by doing M.Ed., M.Phil. and other professional programmes like MBA etc. on completion of their courses.
- Information about NET, SLET, CTET is provided and students are encouraged to give NET/SET. The NET/SLET preparation is thoroughly carried out through well chalked program wherein the faculty orients the students regarding the pattern of the exams. Previous years papers are discussed.

- 12 students and 2 faculty members of the college had cleared NET/SLET examination during the last two years.
- Details of Students selected in Central/State services through competitive examination in the last two years:
  a) 2 Students got selected as Assistant Police Inspector in J&K Police Deptt.,
  b) 1 Student got selected as Asst. Professor in Govt. Degree College Udhampur, J&K.
  c) 1 Visually Challenged student got selected as Probationary Officer Bank of Baroda.
  d) 6 Students of B.Ed. Education Deptt. got selected as Special Educators in different school under Sarv Shiksha Abhiyaan (SSA) , Govt. of India.

5.1.5. *What percentage of students on an average go for further studies/ choose teaching as a career? Give details for the last three years?*

Following are the details of the students who have chosen Teaching as a profession and have opted for Higher studies in the last three years:

Department	B.Ed. General			B.Ed. Special Education (ID)			M.Ed.		
Year	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Higher Studies	11%	18%	18%	28%	40%	10%	4%	4%	7%
Teaching Profession	22%	32%	27%	32%	50%	13%	54%	11%	21%

5.1.6. *Does the institution provide training and access to library and other education related electronic information, audio/ video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution? If yes give details on the same.*

- There is no provision in the college to provide training to the student teachers by the college after completing their courses.
- However, the college makes resources like library and books available to the student teachers after completing any teacher-education course from the college on receiving specific request from them.
- The other electronic resources like computers, printers, Internet, audio-visual aids are made available to the ex-students with prior permission from the management.
- All former students are admitted as members of the Alumni Association of the college and are free to share their experiences with the faculty members and students from time to time. They can also receive guidance of the faculty members with regards to their career and specific needs.

5.1.7. ***Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.***

Yes, the college has a placement committee. The functions of the committee are as follows:

- Interact and know from the students on a regular basis to know their career preferences so that they can be helped out with appropriate information and guidance.
- Arrange for regular and timely dissemination of career information.
- Invite experts to inform students on available career options and also guide them in their choices.
- To provide assistance to communicate with potential employers.
- The library subscribes to 'Employment News', 'Yojana' and other magazines to help the students develop their core knowledge about the scope of employment.
- Newspaper cuttings, information brochures etc. are displayed on the notice board informing the students about the job recruitment and admission for higher studies in, colleges and universities.
- Various employment notices are also posted on the website of the college.

The activities undertaken in the last two years by the placement committee includes the following:

- Organised career guidance programmes like 'How to make Resume', 'How to face Interviews' and 'Mock Interviews'.
- Creation of social media pages (LinkedIn and Facebook) for tracking and 24*7 connectedness with students.
- Preparation of database of the outgoing students.
- Classification of students on the basis of their teaching subjects, qualifications, location, special achievements and talents etc.
- Organisation of alumni meets to interact with alumni for opening up new job opportunities for the fresher's through their potential references.
- The college has developed a network with secondary schools.
- Need based counselling sessions have been organized for the students for their better adjustment.
- Career information has been provided to the students through the counsellor.

Number of Students Benefitted by the College Placement Services:

	2012-13	2013-14	2014-15
B.Ed.	70	81	87
B.Ed. Special Education (ID)	8	5	4
M.Ed.	15	11	6

5.1.8. *What are the difficulties (if any) faced by placement cell? How does the institution overcome these difficulties?*

Difficulties faced by the placement cell:
- Students especially the women students are not interested in going to hilly/ remote areas situated far from their homes to work.
- Students are not interested to work in different districts other than their home districts.
- The timing of result declaration in B.Ed., B.Ed. Spl. Education (ID) and M.Ed. classes of the students' do not match with the recruitment drive of schools.
- The salary package of schools specially in private sector is not commensurate with the qualification and abilities of the prospective teachers.
- Schools in general are reluctant to furnish sufficient information about them and so the prospective teachers are in a state of dilemma.
- Some student-teachers realise their inadequacy in the communication skill in English and hence shy away from facing interviews.

Efforts to overcome the difficulties:
- The placement committee of the college has created a database of the outgoing students to effectively manage placements as per the requirement of local schools.
- The institution makes efforts to gather all necessary information about the schools that are willing to offer recruitment to our student-teachers and put them on the notice board for the benefit of the students.
- Effort have been made by the placement cell to extend the circle of networking with important schools of the city.
- To increase the market value of the students and equip them with latest skills and knowledge, the college has introduced value added programmes in which the students are given training related to ICT, personality development, communication skills, life skills etc. and preparing them for CTET, NET/SLET to become eligible for entry into central schools and colleges.
- The social networking pages (Facebook and LinkedIn) of the college are being used to contact old students and have their information updated.

5.1.9. *Does the institution have arrangements with practice teaching schools for placement of the student teachers?*

- The college does not have any formal agreement with practice teaching schools (both govt. and private schools) for placement of the student teachers as yet. However, the college provides opportunities to promising students to be absorbed into its own practicing school i.e. Model Academy (10+2).
- The Principals of various practicing schools are always in search of good teachers and they sometimes offer jobs to most capable student teachers usually after they have completed their practice teaching and internship in their institutions.

5.1.10. *What are the resources (financial, human and ICT) provided by the institution to the placement cell?*

Following resources are provided by the institution to the placement cell:

- The faculty in-charge of placement committee is provided with a computer, printer, internet access and telephone facility.

- The cost of maintaining the display board and organizing campus interviews etc., is borne by the institution.
- Paper clippings of job requirements, notices and circulars on vacancy in schools are documented and displayed on the notice board in the Job Placement Corner.
- Students are communicated through e-mail/post card/ telephone and they are advised to get in touch with the College immediately after securing the permanent job.

5.2   STUDENT SUPPORT

5.2.1. How are the curricular (teaching- learning processes), co-curricular and extracurricular programmes planned, (developing academic calendar, communication across the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?

- The calendar of curricular, co-curricular and extracurricular activities are framed, executed and assessed periodically so as to achieve the programme objectives.
- The activities are planned at the beginning of the academic year. Curricular activities are planned through an academic calendar by the respective heads of the department in consultation with the Principal with active involvement of four centres, three units and committees of the college. Academic calendar is prepared with tentative dates of all activities.
- Most of the committees have student representation to involve them in the process of self-governance.
- The college has a 360-degree feedback mechanism under which feedback from students, teachers and management are taken into consideration and changes are made in calendar to achieve effective implementation of the same.
- The college keeps track of all the difficulties, obstacles faced during implementation of various programmes and activities through its programme of quarterly review meetings as well as term end reviews. The problems are discussed and rectified. The possible solutions are also taken into consideration while planning of activities for the next year. This helps the college in smooth functioning and implementation of various activities.

5.2.2. How is the curricular planning done differently for physically challenged students?

Physically challenged students who apply for admission are given preferential treatment in MIER College of Education. The physically challenged students are assisted with scholarships and fee concessions as per schemes of the state government. The number of such applicants is however meagre. For physically handicapped students, the institution makes special academic arrangements. Some of these are

- Arranging classes on the ground floor.
- Providing special attention to them through mentoring and counselling
- Conducting practice teaching lessons in the school based on campus at the ground floor.
- The peers are encouraged to help them in every possible way and treat them with courtesy and empathy.

- Writers are provided to the visually challenged students to write their scripts in the examination.
- Availability of visual magnifiers and other assistive devices for students with low vision.
- Hearing impaired students are made to sit in the first rows of the class for better audibility.
- Availability of a physiotherapy unit and a resource room have been ensured in the college to help individuals with special needs.
- The institution encourages the participation of individuals with special needs in different cultural and sports events.

5.2.3. *Does the institution have mentoring arrangements? If yes, how is it organised?*

- Yes, the college offers provision for mentoring of students. The college has a practice to divide students in small groups (consisting of 10-12 student teachers) with a faculty as a mentor. For the whole year, this group remains with the mentor. The mentor is like a counsellor, advisor, friend, and guide to the student teachers. The mentors and the groups meet regularly often informally. They have amicable relationship with each other and many a time they frankly discuss their personal problems. The mentoring system helps trainees to resolve professional and individual problems.
- Students with low marks are identified and suitable suggestions are given to them individually for their improvement. Also, students with irregular attendance are identified and counselled about their irregularities. Sometimes reports about the students' performances are also brought to the notice of the parents.

5.2.4. *What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?*

- The college provides necessary infrastructure, ICT support, books, instructional material and allied resources, required by the faculty members for the enhancement of effectiveness of teaching and mentoring of the students.
- Various in house training programmes and courses are also conducted from time to time on the basis of needs identified after administering the online Training Need Analysis (TNA) Questionnaire and conducting the SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis of the faculty.
- The faculty members are also motivated to take-up research and attend workshops, seminars, and lectures in and outside the college to keep themselves updated for effective teaching and mentoring of the student teachers.

5.2.5. *Does the institution have its website'? If yes, what is the information posted on the site and how often is it updated?*

Yes, the college has a website **www.miercollege.in**. The following information is given and is updated from time to time.
- About the college
- Faculty information
- Admissions
- Publications
- Examinations
- Programmes Offered
- Special centres
- Alumni activities
- Linkages
- Innovative Practices

- News and Events
- Infrastructural Facilities
- Downloads
- Date of Last Updated
- Links of Social Media Pages

- Learning Resources
- Job vacancies
- Contact information
- PI 360

5.2.6. Does the institution have a remedial programme for academically low achievers? If yes, give details.

- Yes, the college organizes remedial classes for students who do not perform well in the internal examination.
- The main purpose of these classes is to help students understand difficult topics and in organising their subject matter in a better manner.
- Remedial classes are held for low achievers to improve their comprehension level, speed and skill of organising the content meaningfully and enhancing their language proficiency.

5.2.7. What specific teaching strategies are adopted for teaching (a)Advanced learners and (b) Slow Learners

SPECIFIC STRATEGIES FOR ADVANCED LEARNERS

- Organisation of tutorial groups led by a tutorial in charge with 10-12 students for academic support and counselling.
- Scheduling of extra classes for identified students after class work.
- Encouraging the identified students to adopt Self Study methods for enrichment and remediation
- Exposing the students to both digital as well as library resources for enrichment.
- Providing computer and Internet facilities as well as training in the use of the same for enriching learning.
- Nurturing of creative abilities of students through brainstorming, projects, presentations and discussions etc.
- Arranging training programmes on developing creative lessons for teaching practice.
- Peer group learning, where the advanced learners are put together.
- Organising assignment preparation sessions on current and latest topics.
- Conducting student seminars on selected topics.
- Providing encouragement to take part in activities such as quizzes, essay writing, competitions and seminars.
- Participation in problem solving and decision-making exercises.
- Assigning student project work based on various educational themes.
- Projecting advanced learners as "Team Leaders", of groups comprising fast, medium and slow learners.
- Encouraging students by rewarding them with prizes, certificates and cash incentives.

STRATEGIES FOR SLOW LEARNERS

- Mixed ability learner-groups are formed on the basis of their understanding and abilities of comprehension and performance in oral/written tests, assignments and seminars.

- Additional help is rendered through remedial teaching, easier assignments, problem-solving sessions, and interactive discussions and through personal mentoring, guidance and counselling by the teachers concerned.
- The students are also given advice after class hours and motivation through providing simple and direct learning material.
- Clarifying concepts through revisions, bilingual explanations and discussions.

5.2.8. *What are the various guidance and counselling services available to the students? Give details.*

- The Guidance and Counselling work of the college is being looked after by a trained psychologist/counsellor, who is assisted by a committee of teachers.
- The committee identifies students who require services on priority along with their areas of deficiency and suggests the improvement required.
- One of the activities of the guidance and counselling committee is to administer psychological tests and tools and other proformas to collect data from students for improving pupil support/ guidance services.
- As far as academic counselling is concerned, topics on 'How to study and write in the examinations to get good marks" and "How to cope up with Exam Phobia", How to conduct yourself in 'Viva-Voce' and about 'Reflective Journal' are discussed with students.
- The committee also conducts individual as well as group counselling. The guidance and counselling committee deals with personal problems with adjustment in college or issues related to peer and teacher problems.

5.2.9. *What is the grievance redressal mechanism adopted by the institution for students? What are the major grievances redressed in last two years?*

The college has a Grievance Redressal mechanism under the student support committee which helps the students to resolve their grievances and problems. The process of Grievance Redressal is clearly laid out in the Quality Policy Manual (ISO 9001:2008) of the college. Major grievances of the students redressed during the last two years are given in the following table:

S.No	Grievance	Action taken
1.	Less number of desired books in the library	Grievance was taken care of by ordering more books which are in high demand.
2.	Relaxation in college timings	Relaxation for 30 minutes was given for the month of January, due to severe winter.
3.	Relaxation from wearing sarees	- Female students were exempted from wearing sarees in the month of January due to severe cold but they were required to wear blazers on uniform days. - Muslim girls had requested for wearing suits which was granted.
4.	Behaviour of the canteen Vendor is not courteous and food items available in the canteen are not good	The canteen contractor was changed and a new vendor was placed to maintain the cleanliness in the canteen. A student's committee was formed to visit canteen to check the freshness of the eatables.

5.	Functioning of the hostel - Change in menu, Quality of Bakery Distribution of the food	A committee of senior faculty members visited hostel to review its functioning and some problems were highlighted. Instructions were given to the hostel committee to solve the problems of the boarders. All the problems were sorted out to the satisfaction of the boarders.
6.	Rude Behaviour of few teachers	Teachers were instructed to be kind with the students and treat them in friendly manner.
7.	Organisation of Classes for students who are in family way on the ground floor of the college	Classes were organised at the ground floor.
8.	Relaxation in timing to students who are in family way	Relaxation provided
9.	Shortage of cold water during summer season.	A new water cooler was installed in the first floor of the college.
10.	Air Colling system in the college not functioning properly.	New motor was procured to make the cooling system effective.
11.	Frequent voltage fluctuation	A new transformer of higher capacity was installed.

5.2.10. *How is the progress of the candidates at different stages of programmes monitored and advised?*

- The progress of the students at different stages of the programmes is monitored continuously through constant observation and timely advice given as per requirements. The curriculum is transacted in such a way that the students develop cognitive, affective and creative abilities.
- Each student-teacher is periodically given feedback about his/her progress by the staff and the principal. Parents are kept informed of the progress of their wards by the principal.
- Staff has been mentoring the students who are weak in studies and provides remedial programme and motivation to do better. Special attention is also paid to the slow learners.
- The institution also monitors the attendance of the students regularly. The irregular and habitual absentees are advised to be regular to the classes. The parents are also informed regarding the irregularities and non-seriousness of their wards.
- The Principal, HoD and faculty visit the practice teaching schools during internship to monitor the progress in their teaching competency.
- Each of the teaching stage has periodical reflection and feedback given by peers, stakeholders, supervisors, cooperating teachers in the practice teaching schools, mentor teachers and headmaster/mistress, which is collected with the help of a Performa, which is prepared for the purpose.
- At the end of the year IQAC collects both online and offline feedback in all the subjects from each student orally as well as written one. Hence the progress of the students at different stages of the programmes is monitored from time to time and the students are appropriately advised.

5.2.11. *How does the institution ensure the students' competency to begin practice teaching (Pre-practice preparation details) and what is the follow-up support in the field (practice teaching) provided to the students during practice teaching in schools?*

Details of Pre- practice teaching preparation:

- Before sending the student teachers for practice teaching, the student teachers are oriented on various teaching skills conducted over period of one week in which they are trained on the usage of various components of teaching skills namely
  - Skill of introducing a lesson.
  - Skill of questioning and probing.
  - Skill of reinforcement.
  - Skill of stimulus variation.
  - Skill of using audio visual aids.
  - Skill of classroom management.
  - Skill of using black board.
  - Skill of closure.
- Demonstration classes by experienced teachers are also arranged to give them an exposure of effective teaching in different subjects.
- Teacher Trainees are also required to undergo a preparatory phase in which they conduct teaching in simulated conditions under the supervision of the assigned supervisor.
- Student teachers are divided in a number of teaching groups. Each group is supervised by a designated supervisor.
- Since teaching practice in the real classrooms is done in two phases, the student teachers are given the benefit of experiencing the educational climate of both government as well as private schools. For this, thirteen schools both in the government and private sectors have been identified. The student teachers are required to deliver their lessons in both the types of schools.
- Student teachers are also taken on field visits to Anganwadi centres, State Institute of Education (SIE) and District Institute of Education and Training (DIET), Nursery, Primary, Middle, Secondary, Inclusive and Innovative schools for developing better understanding of the existing education status in the society.
- Student teachers are provided full support during teaching practice by providing regular feedback at the end of delivering the lesson everyday by their supervisors. The Principal and the subject teachers of the particular school also observe the teaching of student teachers and give feedback on the basis of which the student teachers modify his/her teaching.
- Student teachers also participate in the activities at their respective schools which includes conduct of morning assembly, co-curricular activities, attending meetings and record keeping etc. to gain an insight and first-hand experience of organizing such activities when they become actual teachers.
- Student teachers also observe the lessons of their Peers to know the strengths and weakness of delivering a lesson.
- The HoD makes it a point to visit all schools to ensure that teaching practice is being conducted properly as per guidelines.

5.3 STUDENT ACTIVITIES

5.3.1. Does the institution have an Alumni Association? If yes,
>   *(i)   List the current office bearers*
>   *(ii)   Give the year of the last election*
>   *(iii)   List Alumni Association activities of last two years.*
>   *(iv)   Give details of the top ten alumni occupying prominent position.*
>   *(v)   Give details on the contribution of alumni to the growth and development of the institution.*

Yes, the college has an alumni association. Recently college has applied for formal registration of Alumni Association under the name *"MIER @ Connect"*. The following are the office bearers of the alumni association at present.

Sr.	Full Name & Address	Occupation	Designation
1	Dr. Renu Gupta	Teaching	Patron
2.	Dr. Adit Gupta	Teaching	President
3.	Ms. Rupa Gupta	Teaching	Committee Member
4.	Ms. Ruchika Gupta	Teaching	Committee Member
5.	Ms. Mamta Rattan	Teaching	Committee Member
6.	Dr. J.N.Balia	Teaching	Committee Member
7.	Dr. Vikram Gulati	Teaching	Committee Member
8.	Dr. Rohnika Sharma	Teaching	Committee Member
9.	Ms. Amarjot Kour	Teaching	Committee Member
10.	Ms. Ruchi Sharma	Quality Assurance	Committee Member

There is no formal process of election. However, the alumni are nominated in the association on rotational and voluntary basis as the alumni association is awaiting formal registration certificate.

Activities

- Alumni committee organizes a number of activities for the benefit of the students such as Alumni meet, Alumni interactive sessions, in which Alumna of the college are invited to share and motivate students with their valuable experiences.
- Alumni meet provides an informal platform to the students to interact with their counterparts and gain from their experiences.
- The committee also conducts different Orientation programs on the themes related to Work Ethics, guidelines for preparing effective resume, Tips to face interview fearlessly, training programmes on preparation for competitive exams like CTET, life skills and training on MS office 2010.
- Besides this the committee is actively engaged in upgrading students profile from all the departments of the college, updates Alumni Directory and promotes linkages through college website, official page LinkedIn.
- The committee takes active initiative in organizing campus interviews and placement drives for the students.

- College make use of social media platforms like Facebook and LinkedIn for 24*7 connectedness with stakeholders and tracking their progression. This platform provides 24*7 access to them to share their ideas, experiences, and updates. (About 1100 followers are on Facebook and 200+ on LinkedIn on official pages of the college.)
- Students of MIER College is enrolled as a member of the Alumni Association. This association meets from time to time and arranges get-togethers, functions and other events involving the alumni.
- An Alumni database is also maintained in the college office.
- Alumni are encouraged to visit the college and maintain their links with the staff and colleagues. They are encouraged to work towards college development. The alumni provide inspiration and motivation for trainees to do well during the training period.

Top 10 Alumni

S.No.	Name	Designation
1.	Dr. Renu Gupta	Vice Chairperson, MIER and Principal MIER College of Education, Jammu (J&K)
2.	Dr. Adit Gupta	Director, MIER and Vice-Principal, MIER College of Education, Jammu (J&K)
3.	Dr. J.N. Baliya	Asstt. Prof. P.G. Deptt. of Education, Central University of Jammu (J&K)
4.	Dr. Vikram Gulati	Principal, Shivalik College of Education Udhampur, (J&K)
5.	Mrs. Renu Mehta	Senior Teacher in Amity School, Delhi
6.	Mrs. Rupa Gupta	Principal, Model Academy, Residency Road, Jammu (J&K)
7.	Mrs Ruchika Gupta	Project Director, Humming Buds, A Pre-School of MIER Jammu
8.	Mr. Rajesh Bhardwaj	Managing Director, Shaheed Bhagat Singh Group of Educational Institution, Taran Taran, Punjab.
9.	Ms. Meenakshi Bhat	Sr.Manager-Centre for Business Management- Birla Institute of Management Technology (BIMTECH) Greater Noida, U.P.
10.	Dr. Anju Bala	Associate Prof. Govt. College of Education Jammu (J&K)

Contribution of Alumni to the growth and development of the institution:

- Some of our illustrious Alumni are members of Governing body, Academic Council and Board of Studies of the college.
- Some 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.

- Alumni conduct guest lectures for students, which lead to productive interaction and experience sharing.
- Alumni interact with the students on regular intervals for directing them for developing professional competencies and also for career guidance.
- Alumni also strengthen the placement cell of the college for job opportunities and for generating references in the job market for the placement of the students.

5.3.2. *How does the institution encourage students to participate in extracurricular activities including sports and games? Give details on the achievements of students during the last two years.*

- The college encourages the participation of students in extracurricular activities by organising institutional sports and cultural competitions and by sending college contingents to inter-collegiate, university competitions.
- Students from the college have also represented the affiliating University in Inter-University meets. The college ensures that adequate funds are available to support the extra-curricular activities of students.
- The college organizes a variety of co-curricular activities and provides incentives to outstanding sports persons in the form of merit certificates and refreshments. Outstanding students are honoured on the Foundation Day and annual award ceremony of the college.
- The college holds an annual prize distribution function at the end of the session to award the achievers in various activities.

Achievements of Students:
The achievements of the students in various co-curricular activities are attached as
Annexure No XI

5.3.3. *How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the major publications/materials brought out by the students during the previous academic session.*

The college involves the students in the following publications related activities.
- The students have representation in the editorial board of the publications committee of the college magazine *'Shresht'*. For this, a test is held to identify students with a flair for creative writing.
- The annual college newsletter entitled *'Prerna'* has been published with the help of the students and the staff members.
- Students are encouraged to participate and present papers in seminars & conferences.
- Smt. Shanti Gupta Centre for Women Studies brings out a newsletter *'Nurture'* which highlights the activities and achievements of the centre. The students are actively involved in maintaining the wall magazine of the centre by putting newspaper clippings on issues related to women empowerment, women equality, women education, women and leadership, gender sensitization etc.
- The students also bring out wall magazines, posters, handouts and other campaign material to address issues like Water Conservation, Women Empowerment, Pollution Control Measures, Energy and Environment Conservation, Swachh Bharat Abhiyan, Population Management, Human Rights, Sexual Harassment of Women and impact of Drugs and Alcoholism etc. The college funds these initiatives to encourage students to publish.

- Newspaper clippings on various topics are maintained in the college library, which are generously used by the students.
- Students are encouraged to publish their research work in the Bi Annual Journal of the college *MIER Journal of Education Studies Trends and Practices (MJESTP).*

5.3.4. Does the institution have a student council or any similar body? Give details on – constitution, major activities and funding

The institution does not have a student Association/council.

5.3.5. Give details of the various bodies and their activities (academic and administrative), which have student representation on it.

Following are the committees and their activities which have student representation on it.

- **Library Committee:** To make recommendations for improvement in library services and give requirements of new books/journals/magazines from time to time or as and when required.
- **Students Welfare Committee:** To provide student support services such as Transport, Banking, Canteen
- **Extra-Curricular Activities Committee:** To enable students to participate in various intra and inter college Co-curricular activities for their overall development.
- **Grievance Redressal Committee:** To address the issues raised by students regarding various facilities and to ensure timely redressal of their grievances.
- **Anti-Ragging Committee:** To implement and coordinate anti-ragging measures and take cognizance of any breach of discipline and suggest immediate disciplinary action in such cases.
- **Examination & Evaluation Committee:** To report about issues related to question papers, functioning of examination centres, malpractices if any and evaluation process and declaration of results.
- **Media & Publication:** To contribute to the publication of College magazine and newsletter and ensure proper coverage of the events in the press.
- **Alumni & Placement:** To help in organising alumni and placement activities, be a part of alumni association and establish contacts with alumni and schools for placements opportunities.
- **Leave & Attendance:** To ensure that the leave rules are being properly followed and reporting of shortage and irregular cases for disciplinary action.
- **Infrastructure & Maintenance:** To identify maintenance needs in the College premises and reporting damages/repairs to be done and maintaining records thereof.
- **Hostel Committee:** To ensure the smooth functioning and maintenance of the Hostel and to supervise and monitor the proper maintenance of hygiene and nutrition standards in the hostel.

5.3.6. Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?

The college has not yet developed a formal mechanism to collect information and feedback from its graduates and employers. However, information from the alumni is

collected on the occasion of alumni meet. The management and the staff members receive informal feedback from the employers during events when heads of other institutions attend such events. In any case, the feedback whether received directly or indirectly, is discussed in the management review meetings and necessary steps are taken to improve the functioning of the college in the light of feedback received informally.

5.4   BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION

5.4.1.   *Give details of institutional best practices in Student Support and Progression?*

The best practices of MIER College of Education in student support and progression are as follows:

- Implementation of 360-degree feedback mechanism with the chief objective of student support and progression. Under this, the college receives feedback from students, teachers, parents, alumni, and management, who are the main stakeholders. The feedback provides major inputs for perspective planning and assessing the programme quality. These responses are carefully analysed by IQAC Incharge, Manager HR and Quality Assurance, Principal and Senior faculty members and a road map is developed for quality improvement. The developed system provides far more accurate and useful insights into the strengths and weaknesses of the faculty, prescribed courses, college facilities and indicates scope for further development.
- Transparent student information system available to students regarding detailed information on the programmes on offer, availability of choices, minimum entry requirements, admission policy, fee structure, refund policies, examination system, and avenues for financial support available to students. This information regarding all aspects mentioned above is made available in the form of the prospectus, on the college website and also in the students' hand book.
- Financial support for students' participation in inter-institutional events and other competitions.
- Value added programmes like Human Rights and Values, Computer skills, Communication skills and Life skills for students.
- Career guidance programmes like Preparation of Resume, How to face interviews, and avenues for higher studies.
- Organisation of various programmes and competitions for imparting social, cultural and ethical values in students.
- Encouragement to students to publicise scholarly papers and research work and to participate in Seminars and Conferences and present papers.
- Quick Grievance redressal system for the students.
- 24x7 access to high speed Internet and Wi-Fi.
- Air Conditioned hostel with a capacity to cater to 50 boarders meant exclusively for female students with power back up facility.
- Canteen facility available for staff and students.
- Group accidental/disability insurance scheme for students.
- Participation of students in the governance of College.
- Full-fledged Computerised Branch of Punjab National Bank in the campus.
- Provision of Online Admission and Online fee payment
- Recognizing talented students and highlighting their achievements is a regular practice in the college.
- Alumni are invited for lectures and for interaction with the students.

- Use of Social Media pages (Facebook, LinkedIn) to connect and track the professional Journey of Students and Alumni.
- Provision of book bank facility to students from economically backward classes.
- Enrichment and Remedial classes for Slow and Advanced learners.
- Free Medical Facility for staff and students.
- Organisation of Alumni Meet.
- Two more committees namely, Anti Ragging Committee and Committee against Sexual Harassment (CASH) have been constituted during the last two years and have been functioning smoothly.
- Awards have been initiated for students in the following categories:

  - Best student of the year
  - Most dedicated NSS volunteer of the year
  - Students with 100% attendance
  - Best maintained classroom of the year
  - Best performance in co-curricular activities
  - Best Teaching Aids prepared by the student
  - Most Avid Reader award for students

- The college also instituted gold medals for rewarding students who secure the first rank in the annual examinations of B.Ed. B.Ed. Special Education (ID), M.Ed. and M.A. Education courses respectively.

FOR RE-ACCREDITATION / RE-ASSESSMENT

1. *What were the evaluative observations made under Student Support and Progression in the previous assessment report and how have they been acted upon?*

    The Peer Team made the following observation:
    Placement cell to function more effectively.

    COMPLIANCE
    In the light of observation made by the peer team, alumni and placement committee of the MIER College of Education organised following activities for effective functioning of placement cell:

    - Sent invitation letters to prospective leading schools and Teacher training colleges in and around Jammu region for campus placements. (39 Schools and 20 Colleges).
    - Organised Career Guidance Programmes like How to Prepare CV, how to face Interviews and Mock Interviews for students.
    - Organised orientation programmes on NET, SLET and CTET for UG and PG students of the college.
    - Posted job advertisements and notifications related to teaching and non-teaching from local newspapers on Alumni and Placement notice boards.
    - Created a LinkedIn Page for creating professional networking and tracking alumni of the college.

- Kalgidhar Educational Trust Himachal Pradesh and Model Academy School Jammu organised campus placement drive and selected 13 and 5 students respectively for teaching posts with annual pay package ranging from 1.2 lakh to 1.5 lakh.

2. *What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression?*

The MIER College of Education has taken following quality enhancement measures regarding 'Student Support and Progression' since the previous assessment and accreditation:

- Institute has initiated means cum merit scholarship for students from the session 2016-18 after attaining autonomous status.
- Students are helped by the college authorities to pay tuition fee in easy instalments.
- College created a LinkedIn page to connect with the alumni so that their whereabouts and professional Journey can be easily tracked. Approximately 200 alumni have been connected through this page. They are actively promoting the achievements of the college and proving effective online ambassadors of the institute.
- About 1000+ stakeholders (Students, faculty, Non-Teaching Staff, Alumni, Management Representatives etc.) of the college are also connected with the MIER College's official Facebook page. They express their opinions and feelings on the different activities, updates and events posted on the page.
- Introduced mobile App of the college.
- College has also applied for formal registration of Alumni Association under the name "MIER @ Connect".
- Organised Career guidance programmes like "How to prepare Resume and How to face Interviews" for all students.
- Complete automation of 360-degree feedback from stakeholders through Survey Monkey Software.
- Organised orientation programmes on NET/SLET and CTET for students.
- Use of **Google Classrooms** by students and teachers for posting Announcements, Bulletin board and Assignments. These assignments can be peer reviewed and the teachers can grade their assignments too.
- Introduced Group accidental/disability insurance scheme for students.
- Involvement of students in the governance of the college by appointing them as members in several college committees.
- Encouraged SC/ST and OBC students to excel in different fields through individual counselling.
- Organisation of different value added programmes like Life Skills, Computer Awareness Programme, Communication Skills and UGC sponsored Certificate course on Human Rights and Values for students.
- The students are encouraged to pursue higher studies by joining P.G. programmes. They are also provided training in terms of personality development, career planning, preparation for competitive examinations etc.
- Students are also helped to sort out their personal and academic problems through group and individual counselling sessions by the guidance and counselling committee.

- Prepared a documentary highlighting the college's salient features and activities/programmes.
- Management is also planning to start M.Phil. Programme and Two Diploma courses on Guidance and Counselling and Educational Management and Planning from the session 2017-18 to improve the professional skills and employability prospects of future teachers to be.

Criteria : V *Student Support and Progression*

Meritorious student being honoured by the management

Alumni Meet in progress

A view of Mock Interview Session and Placement Drive on Campus

Glimpses of Personality Development Programmes

Criteria : V *Student Support and Progression*

A Group Counselling Session in Progress

Students participating in "I Survive" Adventure Camp

Students presenting a dance performance on the
Foundation Day of the Institution

Students competing in the Annual Sports Meet

Air Conditioned Hostel Facility within the Campus

Experienced Doctor in the Dispensary

Criteria : V *Student Support and Progression*

Students utilizing Reprographic Services

Automated Fees Collection Centre

Bank Facility available within the Campus

Students enjoying themselves in the College Canteen

Fleet of Vehicles for Transport Facility

75 KVA Generator for providing Power Backup

CRITERION – VI

GOVERNANCE AND

LEADERSHIP

CRITERION VI

GOVERNANCE AND LEADERSHIP

6.1   INSTITUTIONAL VISION AND LEADERSHIP

6.1.1. What are the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?

Following are the stated Vision, Mission and Values of the college:

VISION:
To serve the cause of education and, to that end, prepare high quality teachers in different fields of education, teacher educators, specialists and professionals equipped with necessary knowledge, abilities and skills to effectively operate in an evolving global environment by integrating research, emerging pedagogies and technologies, creativity, values, ethics and professional practices.

MISSION:
To ensure that MIER College of Education (Autonomous) and its associated centres/departments function as leading institutions for preparing high quality specialists and professionals in the field of education and allied areas by providing facilities and institutional environment congruent with global trends based on excellence, experimentation, research, self-reliance, collaboration, extension and service to the society.

PURPOSE/OBJECTIVES:
- To impart high quality education, training and specialized knowledge to different target groups including teacher trainees, educators, research scholars and other key change agents to develop their competencies in accordance with the best emerging trends on the principles of autonomy, excellence, self-sufficiency, collaboration, innovation and service to the society.
- To promote and develop multifaceted abilities, skills, capacities and values so as to promote optimal human resource development among individuals by way of arranging special programmes and thereby open new avenues of employment and professional development.
- To evolve and adopt modern, innovative and diverse strategies imparting and promoting high quality learning, training, new pedagogies and technologies in diverse fields of education and other related disciplines.
- To promote and undertake research and publications, using multi-media and also to participate in collaborative programmes with other institutions and agencies for achieving desirable goals.
- To provide consultancy services on resource generating basis to the institutions, agencies and individuals in those areas in which expertise is available in the institution and to establish linkages with institutions having similar goals.
- To offer facilities and programmes for specialization, continuing education and open learning, extension education, special education, women empowerment, environment and moral education and research etc. in diverse areas including interdisciplinary programmes using formal and non-formal techniques to benefit different segments of society including vulnerable and neglected sections.
- To set up specialized units / centres, training centres etc. to extend education, training and research programmes/activities.

VALUES

The college endeavours to inculcate the following values among its students through the various academic programmes offered under its auspices.

Truth and Honesty, Punctuality and Sense of Responsibility, Regularity, Hard work and Discipline, Patriotism, Secularism, Communal Harmony and National Integration, Democracy and International Understanding, Tolerance, Cooperation, Respect for people's rights and Legitimate Authority, Sportsmanship, Character Building, Human Dignity and service to the society. This is adequately reflected in the college "Mantra" for faculty and students which is displayed at prominent places in the staff rooms and classrooms.

The vision and mission of the college are communicated to the students, teachers, and other stakeholders in the following manner:

- The college handbook contains statements regarding vision, mission, values along with objectives of the college.
- College website **www.miercollege.in** gives publicity to the vision, mission, values and objectives of the institution.
- Boards and posters have been displayed prominently to highlight the vision and the mission statements throughout the college.
- The college Principal and faculty members during the orientation programmes and other important events highlight on the vision, mission, values and objectives of the institute.
- All the students and faculty members are made familiar with the vision and mission at the time of their recruitment under induction and orientation programmes.
- Activities organized in the institution reflects the vision, mission, objectives and values of the college.
- The college brings out a newsletter *Prerna* every year. It contains activities based on the mission and vision statement of the college. This has a wide circulation among students and outsiders.

6.1.2. *Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations?*

Yes, the mission statement of the MIER College of Education reflects the distinctive characteristics of the college in terms of addressing the needs of the society and of the students. It seeks to reinforce the above statements in keeping with the institution's traditions, values and vision for the future in accordance with the National Policy on Education.

- The 'Mission' of the college provides the basis upon which the institution identifies its priorities, plans its future and evaluates its activities and programmes. It provides a basis for self-appraisal of the institution against quality standards.
- The objectives of the college are concrete and realistic and further define its educational activities and programmes. Consistent with its mission, the college endeavours to enhance the quality of life in general and that of prospective teachers in particular.
- The college upholds rich traditions of value-based teaching, which is manifested in the educational and cultural activities organised in the college.
- The training and academic activities in the college prepare students to imbibe scientific temper and life skills, to negotiate the challenges of modern world. The

college is committed to establish linkages between scientific knowledge and societal development through educational activities, which emphasize harmonious development of human personality.

- The college endeavours to promote different values as enshrined in the value statement.
- Mission statement of the college endorses the "Code of Ethics and Professional Standards" which set the standards for professional conduct.

6.1.3. *Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.)*

The top management of the MIER College of Education consists of its Board of Directors of the parent body i.e. the Model Institute of Education and Research (MIER) which includes well known and reputed educationists of all India fame. The Management is committed to:

- To create and provide clean, safe, vibrant learning and working environment conducive to the attainment of institutional goals focusing on the Vision and Mission of the institution.
- To provide best possible infrastructure, learning resources and work culture which foster the academic and professional excellence in efficient transaction of teaching learning process.
- Contribute to growth and development of its staff and students towards qualitative enhancement through providing avenues and opportunities for professional development.
- To identify, implement, internalise and institutionalise best practices in all areas of the functioning of the college and finally the dissemination of the best practices.
- To adopt transparent and decentralized administration through the use of ICT enabled management.

In addition to the Board of Directors, the college has constituted four statutory bodies as per UGC's guidelines for autonomous colleges in 2014 for proper academic, administrative and financial management of the college. These are:

- Governing Body
- Academic Council
- Board of Studies
- Finance Committee

COMPOSITION OF THE GOVERNING BODY

Number	Category	Nature	
Five members	Management	Trust or management as per the constitution or byelaws, with the chairman or president/director as the chairperson	Dr. Arun K Gupta **(Chairman)** Prof. R.G. Kothari Dr. Meenakshi Kilam Dr. Adit Gupta Dr. Ankur Gupta
Two members	Teachers of the College	Nominated by the Principal based on seniority.	Dr. B.L. Raina Dr. Annie Koul
One member	Educationist or Industrialist	Nominated by the Principal based on seniority	Prof. Lokesh Koul

One member	UGC nominee	Nominated by the UGC	Dr. Madhav N. Welling
One member	State Government nominee	Academician not below the rank of professor or state government official of Directorate of Higher Education/State Council of Higher Education	Director Colleges, Higher Education Department
One member	University nominee	Nominated by the university	Director Colleges Development Council
One member	Principal of College	Ex-officio	Dr. Renu Gupta
One member	Special Invitee	Nominate by Chairman	Prof. G.S. Sambyal (Deptt. of Computer Sciences, MIET Jammu)

COMPOSITION OF THE ACADEMIC COUNCIL

1	The Principal (Chairperson)	Dr. Renu Gupta
2	All the Heads of Dept. in the college	HODs - P.G. Deptt., B.Ed.,B.Ed. Spl. & Heads - CER & CET
3	Four teachers of the College representing different categories of teaching staff by rotation on the basis of seniority of service	Ms. Angela Gadroo, Dr. Rohnika Sharma, Dr. Nishta Rana and Ms. Komal Sharma
4	Not less than four experts from outside the College representing such areas as Industry, Commerce, Law, Education, Medicine, Engineering etc., to be nominated by the Governing Body	Prof. A.G. Madhosh (Former Dean, Faculty of Education, Kashmir University, Srinagar), Prof. Amit Kauts (Dean faculty of Education, GNDU, Amritsar), Prof. Mubarak Singh (Deptt. of Education. University of Jammu), Prof. Renu Nanda (HOD Deptt. of Education, University of Jammu)
5	Three nominees of the University	Prof. Rajni Dhingra, Prof. Naresh Padha & Prof. Neelu Rohmetra
6	A faculty member nominated by the principal (Member Secretary)	Dr. Adit Gupta
7	Special Invitee	Prof. G.S. Sambyal (Deptt. of Computer Sciences , MIET, Jammu)

COMPOSITION OF THE BOARD OF STUDIES:

1.	Principal (Chairperson)	Dr. Renu Gupta
2.	All the Heads of Department in the college	HODs - P.G. Deptt., B.Ed., B.Ed. Spl. & Heads - CER & CET
3.	The entire faculty of each specialization	All Faculty Members
4.	Two experts in the subject from outside the College to be nominated by the	Prof. Sushama Sharma (Deptt. of Education, Kurukshetra

	Academic Council	University) Prof. Rajeev Rattan Sharma (Deptt. of Education, University of Jammu)
5.	One expert to be nominated by the Vice-Chancellor from a panel of six recommended by the College Principal	Dr. Madhu Singh (Principal, MC Khalsa College of Education, Jammu)
6.	One representative from Industry/Corporate Sector/allied area relating to placement	Prof. S.K. Sharma (Director Academics, MIET Jammu)
7.	One postgraduate meritorious alumnus to be nominated by the principal. The chairman, Board of Studies, may with the approval for the principal of the college, co-opt: a) Experts from outside the college whenever special courses of studies are to be formulated	Dr. Vikram Gulati (Principal Shivalik College of Education, Udhampur)
8.	b) Other members of staff of the same faculty	Dr. N.R. Sharma Dr. Annie Koul Dr. Rohnika Sharma Dr. Adit Gupta (Member Secretary)
9.	Special Invitee	Prof. G.S. Sambyal (Deptt. of Computer Sciences, MIET, Jammu)

COMPOSITION OF THE FINANCE COMMITEE

1	The Principal (Chairman)	Dr. Renu Gupta
2	One person to be nominated by the Governing Body of the College for a period of two years	Shri Deepak Sehgal (Chartered Accountant)
3	One senior-most teacher of the college to be nominated in rotation by the principal for 2 years.	Dr. Annie Koul
4	Special Invitees	Dr. Adit Gupta Dr. NR Sharma

Note:
- *Reconstitution of these statutory bodies is under process.*
- *The college has also constituted a planning and evaluation committee for assisting the top management in the smooth panning and organisation of activities.*

6.1.4. How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

- College happens to be an ISO 9001:2008 certified institution where under a quality policy of the college has been enunciated and processes defined for attaining quality objectives in approved quality manual. The detailed roles, responsibilities and Job profiles of all Management Representatives, Heads of Departments, Centre Heads, Committee Conveners and different Units are well defined in the quality manual.
- An Organisational chart is also available for the perusal of faculty to work like a coordinated team.

- The Management and head of the Institution ensure that responsibilities are communicated to the staff of the Institution by providing code of Ethics and Service regulations to the staff during the time of appointment.
- All the Departments, Centres, Units and Committees adopt a systematic process approach as per ISO 9001:2008 standards to maintain requisite records and information and also effectively communicate the activities to the Principal.

6.1.5. *How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?*

- Management review meetings are held on regular basis to share the information about the functioning of the college through the activities of centres, units and committees and the feedback generated through IQAC. Through the management review meetings the members discuss ways and means for continual improvement and follow-up action and resources required for accomplishing the same.
- Results of internal and external audits are reviewed from time to time and processes towards quality policy and objectives are translated in terms of annual results, admission, significant achievements, technology usage, infrastructural development, publications, faculty and student achievements, trainings and workshops and customer feedback.

6.1.6. *How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?*

- In the process of achieving the mission, vision and goals some academic, administrative and financial barriers are encountered by the management from time to time.
- The barriers are reviewed at different levels through management review meetings, statutory bodies meetings and the apex body. These barriers are also drawn from the feedback given by the major stakeholders of the institution.
- Once the barriers are identified the same are addressed by prioritising and classifying into short term and long term goals and included in perspective plan. These are gradually taken up keeping in view the availability of financial and human resources.

6.1.7. *How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?*

- The management of MIER College plays a proactive role. It encourages the participation of all staff members, students and other major stakeholders in process of decision-making in the functioning of the college.
- The institution has well defined organisational chart which delineates the roles and responsibilities of all staff members.
- Different centres, units and committees of the college have well defined objectives, standing and advisory committees to guide them in improving the effectiveness of institution functioning.

6.1.8. *Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.*

- The Principal is the academic and administrative head of the institution. The ultimate responsibility for the smooth running of the college rests upon him/her. The role of the Principal is multi-dimensional and multifaceted and has been clearly defined in the UGC guidelines for autonomous colleges.

Academic /Administrative Roles:

- The Principal being Chairperson of Board of Studies has an important role to play in framing the syllabi and courses of study, reviewing and updating syllabi from time to time, introducing new courses of study, determining details of continuous assessment, recommending panels of examiners of the courses. The Principal as Chairperson of the Academic Council has responsibilities such as preparation of proposals, framing of academic policy, approval of courses, regulations of courses, academic calendar for all courses etc.

- The Principal submits the recommendation of the Board of Studies and Academic Council to the Governing Body for approval. After their approval he/she issues minutes of the meeting and notifies the decisions taken by the Statutory Body for implementation.

- The Principal involves all the faculty of the college at all levels in smooth functioning of the College. Arrange seminars, workshops, Guest lectures/extension lectures, group discussions etc.

- The Principal monitors the functioning of the other committees of the college like Planning and Evaluation Committee, Library Committee, Students Welfare Committee, Academic Audit Committee, Examination and Evaluation Committee, Anti-Ragging committee, Sexual Harassment Committee (CASH) and other committees constituted for the welfare of the institution.

- The Principal being the administrative head of the institution plans all the activities like the planning for new session. He/she plans advertisements for admissions constitutes committees for admissions, fixation of fee structure etc.

- The Principal being Chief Controller of Examinations has also the responsibilities to conduct the internal assessment tests, field visits, teaching practice, conduct of examinations and declaration of results and issuance of marks certificates to the students.

- The Principal has to liaise with the Parent University, UGC, State Govt. and other agencies like NCTE, RCI etc.

Allocation and utilization of resources

The head of the institution performs the following activities in order to allocate and utilize resources:

- Principal heads the Finance Committee of the college and conducts statutory meetings of this committee which advises the Governing Body on financial matters of the college. He/ She
  - ensures that resources of the college are utilized economically and efficiently.
  - ensures that required materials are purchased without delay.
  - ensures that necessary infrastructure facilities are available for the smooth running of teacher education programmes.
  - ensures that maintenance and repair works are done regularly with the help of the infrastructure and maintenance committee and other supporting staff.
  - ensures that Stock registers, books and equipment are maintained and checked periodically.

6.2 Organisational Arrangements

6.2.1. *List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.*

The college has constituted the following statutory bodies as per the UGC guidelines for Autonomous Colleges for proper management of academic, financial and general

administrative affairs. These have stipulated representation of experts representing the J&K State Govt., University of Jammu, University Grants Commission(UGC) and experts from other institutions/universities.

- Governing Body
- Academic Council
- Board of Studies
- Finance Committee

Details of the bodies have been given in the section 6.1.3

In addition, following Non-Statutory Committees have been constituted:

- Planning and Evaluation Committee	- Grievance Redressal Committee
- Admission Committee	- Anti-Ragging Committee
- Academic Audit Committee	- Media & Publication
- Examination and Evaluation Committee	- Alumni & Placement
- Committee Against Sexual Harassment	- Leave & Attendance
- Library Committee	- Infrastructure & Maintenance
- Students Welfare committee	- Hostel Committee
- Extra-Curricular Activities Committee	

Minutes of meetings of various bodies are attached as Annexure No.XII

6.2.2. Give the organisational structure and the details of the academic and administrative bodies of the institution.

The organisational structure of the college is given in the **Annexure XIV.**

6.2.3. To what extent is the administration decentralized? Give the structure and details of its functioning.

- The administration of the college is totally decentralised. The functions of the institution and its academic and administrative units are in accordance with the principles of participation, accountability and transparency. Decentralization has been effected in such a manner that responsibilities are shared by all and the members contribute towards efficient functioning of the college.

6.2.4. How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?

- 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 programmers being offered in the college according to the activity calendar can be executed efficiently with their cooperation and support.
- The college collaborates with the teachers and students of practice schools (Model Academy) and utilizes some of facilities as well as teachers in programme like cultural shows, sports, debates, symposia, demonstration, micro teaching and practice teaching, Use of computer labs and accommodation for conducting examinations etc.
- The faculty of the college provides consultancy to teachers and students of Model Academy and other sister institutions as and when they require.
- Guest Faculty from Model Institute of Engineering and Technology (MIET), are invited to teach some subjects/topics in M.Ed. and MA Education (2016-18) programmes under the Choice Based Credit System. The syllabi for these courses has been framed by the department of Management Studies and Computer Applications of MIET.

- Smt. Shanti Gupta Centre for Women Studies (SSGCWS) of the college organises Adolescent Education Programme for the students of experimental school Model Academy.
- Eligible and qualified faculty members of B.Ed., B.Ed. Spl. Education (ID) deptt. are given opportunities to guide students dissertations and even take classes occasionally.
- The practice teaching sessions/plans are developed in partnership, cooperatively involving the school staff and mentor teachers.
- College also has signed an MOU with Govt. College of Education Jammu for promotion of education, training and extension activities in the areas of mutual interest.

6.2.5. *Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.*

Yes, the information gathered from the students, teachers, alumni, and management provides major inputs for the decision-making and performance improvement. These inputs are carefully analysed by the authorities in different meetings and a road map is developed. *For details, please refer to Section 5.2.9. Page No.129.*

6.2.6. *What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/providing conducive environment).*

A conducive environment prevails in the campus for sharing of knowledge between the faculty, non-teaching and other stakeholders at various levels of their participation. The college takes initiatives for promoting co-operation, sharing of knowledge, innovation and empowerment of the faculty in the following manner:

- The faculty members are encouraged to do research in co-operation with other departments. Facilities are provided to the faculty members to acquire higher qualifications and to attend seminars, workshops, refresher or orientation courses etc.
- Faculty members are encouraged to share information and experiences, which they have gained while participating in any event outside the college with their colleagues.
- Research colloquia are organized where the research scholars and experts share their research findings with the faculty members and Post Graduate students.
- Four centres, three units and different committees have been setup in the college which helps in empowering the faculty in use of technology, research output, gender sensitization and improving quality management system.
- Delegation of responsibility in various college functions allows for collective inputs and co-operative action.
- Extension and Guest lectures are also organised in the college by inviting eminent educationists, scholars, alumni and other famous personalities for sharing their knowledge and expertise.

6.3 STRATEGY DEVELOPMENT AND DEPLOYMENT

6.3.1. *Has the institution MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?*

Yes, college has two MIS software namely Academia ERP and PI360 for effective functioning of academic and administrative tasks.

- **Academia ERP** a campus management software procured at a cost of Rupees Four lakhs, is being used for the automation of administrative and academic tasks of the college. Processes of Admission, Academic Registration, Student Information System, Document Management, Timetable Management, Attendance Management, Examination Management, Finance and Account and Library Management were automated with this software.
- **PI360** an analytic software is being presently used for the annual performance appraisals of faculty.
    1. 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. The report is shown to each faculty member for further improvement and is a part of service file of employees for performance appraisal.
    2. PI360 software tracks and benchmarks the performance of students on parameters like Academics, Co-curricular activities. This software also generates automatic profiles of the students. A detailed email on relative performance of the students is evaluated automatically and sent every 2 months to students. This provides the students a transparent performance feedback and motivates them to enhance their performance further. The college takes follow-up steps to boost the performance of week students who require improvement while the high achievers are encouraged to achieve even higher level.

6.3.2. *How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?*

Human Resources
- The human resources are allocated as per requirements of the college.
- If any new requirement arises during the academic session due to illness, long absence or non-availability of the staff, a suitable person is deputed to carry out the desired responsibility.
- Sometimes if an additional hand is required for a job, a candidate of desired qualifications is appointed through the well-defined recruitment process. In this way, the human resources are allocated to accomplish and sustain the changes.

Financial Resources
- The annual financial allocations under different heads and the total budget are determined through the statutory finance Committee of the college which meets twice in a year or as and when required.
- However, the college authorities are free to make adjustments under different heads depending upon the requirements and get them approved subsequently through the different committees as well as the Finance Committee.
- In case of major requirement of funds, the college management are approached for allocating additional funds from the college reserves.

6.3.3. *How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?*

For details kindly refer to Section 6.3.2.

6.3.4. Describe the procedure of developing academic plan. How are the practice teaching school teachers, faculty and administrators involved in the planning process?

Academic Plan:

- Academic plan (Calendar) is developed according to the feedback given by IQAC, the staff, student-teachers and the practice teaching schools. This is discussed in meeting of Planning and Evaluation committee before it is sent for approval through the Board of Studies and the Academic council of the college.
- Before being considered by the planning and evaluation committee, the principal convenes a staff meeting in which general outline of the academic calendar is finalised.
- The Principals of the practice teaching schools are fully involved in the practice of teaching sessions both while planning and transacting the teaching practice programme. After finalising the list of practice teaching schools, teachers of those schools are involved for successful implementation of teaching practice sessions.

6.3.5. How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

The objectives of the institution are communicated at all levels of the organisation in order to assure the contribution of all stakeholders for the development of the institution. The institution communicates with its employees in the following ways:

1. **College Website:**
   The college website (www.miercollege.in) is used as an important instrument to effectively communicate college objectives to all the stakeholders.

2. **Posters and Banners:**
   College objectives are also displayed in the form of poster and banners at various places in the college for effective communication and information.

3. **Induction Programme:**
   - The college Principal and faculty members, during the induction programme for students, and other important events throw ample light on the vision, mission and objectives of the college.
   - All faculty and Non-teaching staff are made familiar with the vision and mission at the time of their recruitment under induction and orientation programmes.

4. **Handbook/ Newsletter:**
   The college handbook contains vision, mission, values and objectives along with objectives of the college. Similarly, college annual newsletter *Prerna* also contains information on the activities and programmes which amplify college objectives.

5. **Through Activities:**
   Activities organized in the institution are centred on the theme of college vision, mission, values and objectives.

6. **Other Mediums:**
   College objectives are also communicated to stakeholders through Official Mobile App of the college, Social networking Pages of College (Facebook, LinkedIn), Academia ERP and PI360 software.

6.3.6. *How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?*

The vision, mission and objectives are revised once in five years or earlier if required. However, these are implemented through the college activities and programmes years after year.

6.3.7. *How does the institution plan and deploy the new technology?*

- The Centre for Educational Technology (CET) plays a leading role in the integration of new technologies with teaching and learning activities carried out in the college.
- The major thrust areas of the college are technology driven mainly relating to academic, administrative and evaluative processes for effective functioning of the college and maximizing benefits to the staff and students.
- The college has state of the art hardware and software for this purpose. The teacher educators, administrative staff and the students are always encouraged for making the use of technology in their day-to-day activities.
- In the yearly budget, provision is made for additions of latest technologies in the field. Once the budget is passed, the new technologies are adopted in phased manner.

   Details of new technologies adopted by college since last five years are already provided in the Section 4.6.2. at page No.117

6.4   HUMAN RESOURCE MANAGEMENT

6.4.1. *How do you identify the faculty development needs and career progression of the staff?*

- Identification of the faculty development needs is done through a specially developed proforma for "Training Needs Analysis". Through this exercise the faculty becomes aware of its strengths, weaknesses, opportunities and threats and provides the areas where the faculty needs to be trained further.
- The career progression of the college faculty is ensured under College Career Advancement Scheme (CAS) in accordance with the UGC Guidelines in vogue.
- The Principal keeps continuous track of the performance of the staff and conducts annual performance appraisal before releasing annual increments. Further, API Scores with respect to teaching related activities, domain knowledge, participation in examination and evaluation, contribution to innovative teaching, publication of research papers, research projects under taken etc. are also considered for staff mobility from one to another level.
- The needs of faculty development are assessed, keeping in view the changes taking place in higher education, changes in curricula, changing needs of the society and also as per institutional requirements.

6.4.2. *What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self–appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?*

- The performance appraisal is done by the management with the help of the self-performance appraisal system for enhancing quality and effectiveness of employees 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 HOD and the Principal also appraise the faculty and staff according to their achievements and shortcomings during an academic year. This is used as the reference point by the management at the end of the review period and is a part of making objective assessment of the faculty and staff performance. It also serves as a valid tool for awarding incentives, promotions and increments to staff members.
- The emphasis of the programme 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 appraiser ensures that the evaluation process is conducted objectively.
- The performance appraisal includes self-appraisal, student assessment of teachers, and feedback from academic peers, faculty and management respectively. Each employee is made to 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. The report is shown to each faculty member for further improvement and is a part of service file of employees for performance appraisal.

6.4.3. *What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)*

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, medical leave, study leave, CPF, gratuity, Employee State Insurance Scheme (ESI).
- The working environment in the college is congenial. The Faculty and other staff members are provided with spacious and well-furnished office space, conference room, rest room and modern ergonomic furniture besides air cooled and climate controlled working environment and facilities like filtered cold water, tea coffee dispensers, microwave etc.
- As part of regular faculty development programmes, events such as seminars, symposia, conferences, orientation programmes, and refresher courses are organized and sponsored by the college. Training office staff for effective performance and working with computers are steps towards increasing their productivity.
- Faculty members are also given individual computers and laptops for doing their day today work more efficiently.
- Under the Research Promotion scheme awards and certificates are also given to staff members for their published research work in journals and seminar proceedings.
- Financial incentives are provided by way of promotions and increments to the teaching faculty as prescribed in keeping with the Career Advancement Scheme of the UGC.

- Staff members are allowed to use the earnings through consultancy and undertaking research projects for their personal use and professional development.
- Policy of giving advances from CPF for the purpose of marriages, medical/ health care, house renovations, purchase of vehicles and computers etc.
- Group accidental/disability insurance scheme for teaching and non-teaching staff.

6.4.4. *Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.*

The college accords priority to the development of staff and faculty members. The college conducts an annual training needs analysis exercise for the capacity building and to assess the needs for skill upgradation of faculty members. The following training / orientation programmes for skill up-gradation and training of the teaching faculty, non-teaching and sub staff employees have been undertaken:

Details of Trainings/Orientations for Faculty:

S.No	Trainings/Orientations	Date
Quality Assurance		
1.	Orientation on ISO 9001:2008 standards Orientation on ISO 2015 standards	■ 25-27/08/2012 ■ 8/10/2015
2.	Orientation cum workshop on Preparation of Perspective Plan of MIER College	13/6/2013
3.	Orientation programme on preparation of 3rd Cycle of NAAC accreditation	■ 8/12/2016 ■ 17/01/2017 ■ 15/02/2017 ■ 1/03/2017 ■ 24/03/2017
4.	Orientation on New College Committees	24/05/2016
Computer and ICT Skills		
5.	Orientation on Presentation Skills	4/6/2013
6.	Training programme on MS Office	15-17/09/2014
7.	Training programme on Computer Fundamentals, Troubleshooting, Internet, Email.	13-18/09/2014
8.	Training programme on Email Etiquettes	28/08/2014
9.	Training programme on using **Technology Enabled Classrooms (*Educomp Classroom*)**	18/9/2014
10.	Training programme on **PI360** software	■ 14/2/2014 ■ 06/02/2015 ■ 06/05/2016
11.	Training programme on **Academia ERP** Software	■ 2/2/2016 ■ 6/5/2016
12.	Training programme on using **Technology Enabled Classrooms (*TeachNext Classroom*)**	23/05/2016
13.	Orientation cum training on *Mobile App* of the College.	14/10/2016
14.	Orientation cum training programme on Online Leave, Attendance and Payroll system *(EduApps software)*	10/02/2017
Teaching Learning		
15.	Workshop on Different Methods of Teaching	9-12/09/2014
16.	Workshop on Preparation of Teaching Plans	17-23/ 05/2016
17.	Orientation on UNESCO free online Courses	11/05/2016

	(MOOCS)	
18.	Training programme on use of Online Library Recourses (Books, Journals, Magazines and other educational Materials).	20/05/2016
Research Skills		
19.	Training programme on **SPSS software**	▪ 15-16/01/2013 ▪ 12-16/02/2015
20.	Orientation on *"How to Write a Good Research Paper"*	18/10/2013
21.	Orientation on *"How to make Research proposal for Funding?"*	1/11/2013
Life Skills		
22.	Orientation on Time Management	4/01/2013
23.	Orientation on Work Ethics	6/6/2013
24.	Orientation on Life Skills	12/08/2015

Details for Trainings/Orientations for Non-Teaching Employees:

S.No	Trainings/Orientations	Date
Quality Assurance		
1.	Orientation regarding the quality management system of the college under ISO 9001:2008 and 9001:2015 standards	25-27 /08/2012
2.	Orientation regarding the quality management system of the college under ISO 9001:2015	8/10/2015
3.	Orientation programme on preparation of 3rd Cycle of NAAC accreditation	8/12/2016
ICT Skills		
4.	Training programme on MS Office (Advance Level)	7/11/2013
5.	Training programme on Academia ERP Software	▪ 9/02/2015 ▪ 9/04/2015 ▪ 19/-5/2015 ▪ 26/05/2016
6.	Training programme on using Online Leave, Attendance and Payroll system *(EduApps software)*.	6-7/03/2017
7.	Training programme on Computer Fundamentals, Troubleshooting, Internet, Email	1-25 /03/2017
Life Skills		
8.	Orientation on Stress Management	2/04/2013
9.	Orientation on Work Ethics	18/05/2013
10.	Training programme on Email Etiquettes	28/08/2014
11.	Orientation on Life Skills	12/08/2015

Besides, various orientations are also organised by IQAC of the college for Drivers, Sweepers, Gardeners, Peons and Security personals to acquaint them about their job profiles and improve the quality of services provided by them.

Details Trainings/Orientations for Sub-Staff of the College:

S.No	Trainings/Orientation	Date
1.	Orientation programme for Drivers	16/07/2016
2.	Orientation programmes for Sweepers, Gardeners,	20/07/2016
3.	Orientation programme for Peons and Security Staff	28/07/2016

6.4.5. *What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?*

- The institution has its own Service and Leave rules framed as per University/ Govt. pattern.
- Recruitment Policy for staff appointments are in accordance with the UGC and University of Jammu norms.
- Whenever there is a vacancy, the post is advertised in the newspaper and applications are invited.
- The applications are scrutinized and the eligible candidates are interviewed by a duly constituted selection committee as per college statutes approved by the statutory bodies of the autonomous college.
- Salaries to the teaching staff, stipulated number of working hours, leave provisions and work load are also decided upon in keeping with UGC guidelines and University of Jammu norms.
- Faculty appointed with diverse qualifications are encouraged to pursue online/Distance Education courses that facilitate their professional growth.
- Non-teaching staff are appointed by the management as and when required.
- Candidates from outside the state having desired qualifications specially from the Army backgrounds are also recruited to create a cosmopolitan environment.

6.4.6. *What are the criteria for employing part-time/Adhoc faculty? How are the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specialisations).*

- The college authorities appoint faculty members on part time and adhoc basis as per the procedure defined under the college statutes duly approved by the statutory bodies of the college.
- The desired qualifications, ICT capabilities and other skills are considered while making the selection.
- The minimum eligibility conditions for such employees remain the same as for regular faculty. However, such appointments are made for specific duration of time.

6.4.7. *What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).*

- The college management, as a matter of policy, encourages programmes that lead to professional development, career development and personal development of the faculty members.
- The college promotes academic and research activities among the faculty members by granting permission and financial sponsorships to attend workshops, seminars and conferences at the state, national and International levels.
- All infrastructural facilities like library, computers and Internet access are freely made available to the faculty for academic, professional and career development purposes.

- The college has sponsored life memberships for the permanent faculty members in the All India Association for Educational Research (AIAER) and the Council of Teacher Education respectively.
- Under the Research Promotion scheme, awards and certificates are also given to the faculty members for their published research work in journals and seminar proceedings.
- Study leave for the faculty for pursuing M.Phil. / Ph.D. study is granted.
- After the conferment of Autonomous status to the college, the college has added financial provisions for several of the above activities as approved by the governing body and finance committee of the college. The college has also submitted its proposal to the UGC for financial allocation of grants for the above activities.

6.4.8. *What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).*

The facilities made available to the faculty by the college include the following:

- Each teaching department in the college has its own staff room with modern modular furniture, computers with Internet and network printer, intercom and internal email system.
- Two administrative offices attached with HODs with Computer facilities provided by trained support staff.
- Departments which have syllabi incorporating practical components also have well-equipped computer lab, psychological laboratory and library resources. All these facilities are made available to the faculty for use.
- Departments are provided with required stationery material and can put in requisitions for any additional material. New books are also added in the libraries from time to time on the recommendations of the faculty.
- The faculty has access to free Internet and Wi-Fi facility and internal email system for doing their day-to-day work efficiently.
- Better infrastructure in classrooms in the form of modern furniture, digital boards, audio-video systems and projection equipment has been provided. Air-cooled rooms, air-conditioned library, canteen, faculty common room and banking facilities in the campus are also available for the faculty.
- Two Air-conditioned Conference rooms fitted with LCD projection system, with a seating capacity for 70 persons for important meetings of various bodies.
- The faculty has been provided a Microwave oven, tea / coffee making facility and a vending machine, filtered cold water facility for their daily use.

6.4.9. *What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?*

- Grievances and their redressal form a very important process of the quality management system in the college.
- The employees (teaching and non-teaching) and students of the MIER College can get their grievances redressed by approaching Grievance Redressal Committee of the college for any problem that they may be facing.
- The stake holders are free to approach the Principal and College office frequently to seek clarification and information on any matter.
- A "Suggestion Box" has also been installed in the college for the purpose of receiving suggestions/complaints by the stakeholders. They are free to give suggestions anonymously.

- The college has a 360-degree feedback mechanism, which is used to carry out proper and timely analysis of feedback obtained from different stakeholders.

6.4.10. *Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.*

The workload policies and practices that encourage the faculty to be engaged in wide range of professional and administrative activities have been given shape in accordance with the stipulations and guidelines provided by the UGC, University of Jammu and J&K Government. Every year the work load is assigned to the individual staff members at the beginning of the academic year keeping in mind the need of the institution, qualification and area of specialization of the staff, their special aptitude and experiences. Before finalizing the workload, other than teaching, the principal consults the staff concerned regarding their preference, health condition and availability to carry out major responsibilities related to co-curricular activities. Some of these practices are as under:

Teaching:
- The expertise of the faculty is utilised to the maximum level by proper human resource management. As per the weightage given for the theory and practicum components, the work load of the faculty is allotted almost equally.
- While allotting the curricular, co-curricular and extra-curricular activities, the experience, specialisation of the subject and the involvement of the faculty are duly considered.
- The faculty members are given the responsibility to head or participate as members in the different Centres, Units, and Committees that are functioning in the institution. This is done on a rotation basis, so that everyone can learn and excel in the assigned jobs and contribute to the growth of the institution.

Research:
- A Centre for Educational Research (CER) acts as catalyst for promoting research culture in the college.
- The staff are encouraged to get involved in research activities by the management.
- Faculty members are given relaxation in their teaching load so that they can devote their time towards research work.
- Under the Research Promotion scheme awards, certificates and cash incentives are given to staff members for their published research work in journals and seminar proceedings.
- The college provides incentives and financial assistance to teachers presenting papers at national and international seminars by reimbursing the registration fee and travel costs.

Assessment:
- Since the grant of Autonomous status, the college has created a separate examination cell with the appointment of Controller of Examination and Asstt. Registrar Examinations.
- The Controller of Examination, plans, executes and supervises the entire assessment/ examination process.
- It also monitors the smooth and prompt conduct of mid-term tests and semester end examinations.
- Result analysis is done of all the results of different courses.

- The eligible faculty members are actively involved in conduct of examination both in theory as well as practice of teaching.
- Results are declared for all courses within the stipulated time.

Mentoring:
- The faculty acts as mentors and carry out mentoring service throughout the year. A group of 10 -15 students is assigned to each staff member who are attached with them for the entire teaching practice, field visits and writing of reflective journal. Through personal contact a bond is created which leads to better understanding and retention of students.
- The mentor understands students behavioural and emotional problems, their socio-economic condition, their involvement in curricular, co-curricular and extra-curricular activities, their progression in academics, physical and mental health problems.
- Accordingly, the mentoring teacher educator offers his/her guidance and helps the student-teacher to sort out their problems and to overcome the difficulties.

Working with Schools:
- The Principal with the help of HOD's identifies practice teaching schools for internship programme.
- Observation of the teaching of students is done by the supervisors.
- The guide teachers in the practice teaching schools play a vital role in accompanying the student teachers during internship programme.
- Helping local schools to reframe their academic calendars so as to cater to multisided development of learners through curricular and student centred activities.

Community Engagement:
- The cocurricular committee under its three units (NSS, Environment and Extension) conducts different extension and outreach activities with the active participation of faculty and students.
- Learning through projects, field trips to rural areas, visits to special schools are carried out with proper planning, execution and evaluation by faculty members.

6.4.11. *Does the institution have any mechanism to reward and motivate staff members? If yes, give details.*

Yes, the college rewards its faculty members by way of appreciating their work as well as by providing ample opportunities to implement their innovative ideas in the day-to-day functions of the college. Details are as under:

- Faculty members are motivated to participate in different college programmes, in which they share their responsibility so that they can have sense of achievement, participation and satisfaction.
- The college involves the faculty members in decision making and functioning of the college. This recognition to faculty members is a motivating factor.
- On annual day of the college or during different functions and events the Principal highlights the achievements of faculty/staff members. This gives motivation to other faculty to work hard for enhancing their efficiency and performance levels.
- Under the research promotion scheme, awards and certificates are given to faculty members and research scholars for their published research work in journals and seminar proceedings.
- In addition to Cash incentives, special increments are given in favour of the faculty members on obtaining Ph.D. degrees.

- Awards and rewards are given to the faculty members for their good work in the field of teaching, research, extension etc.

6.5 Financial Management and Resource Mobilization

6.5.1. *Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated.*

- Although, the college has been brought under the Grant-in-Aid as per the scheme of J&K State Govt., Department of Higher Education since 2014, the college is yet to receive any financial grant from the government of J&K till date.
- College has applied for funding from the UGC under the provision of Autonomy Grant and College with Potential for Excellence (CPE). The college is yet to receive grants on the above accounts.
- However, the college has received some funding for specific projects from different agencies. The details of grants received under the different heads during last three years are given below:

S.No.	Funding Agency	2014-15	2015-16	2016-17
1.	NAAC (for organising seminar)	Rs.95,000/-	--	--
2.	RCI (for organising seminar/workshops)	--	Rs.2,35,675/-	--
3.	National Environmental Awareness Campaign (NEAC) (for Awareness programmes)	Rs.19,000/-	--	--
4.	Curtin University Australia (For Consultancy)			Rs.60,000/-

The college generates all its revenues through the tuition fees and other charges from the students enrolled in different courses. The income generated during the last three years is given below:

Year	2014-15	2015-16	2016-17
Income from Tuition Fee etc.	Rs.1,14,67,770/-	Rs.55,63,907/-	Rs.1,13,47,343/-

6.5.2. *What is the quantum of resources mobilized through donations? Give information for the last three years.*

NIL, the college does not collect any donations.

6.5.3. *Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?*

- The day-to-day expenses are not met with the income received from student's tuition fees and other charges. However, in case of deficit, arrangements are made by the college management to meet the financial requirements from the reserve funds of the institution.
- The college has qualified for receiving grant in aid on account of staff salaries both teaching and non-teaching. The amount released by the govt. shall help in meeting deficits of funds if any.

- The college stands approved for receiving yearly autonomous grants for specified purposes from the UGC under specific heads.
- The college is also approved for receiving developmental assistance as it has been declared as College with Potential for Excellence by the UGC.
- The funds received under these schemes shall be sufficient for meeting deficits if any.

6.5.4. *What are the budgetary resources to fulfil the mission and offer quality programmes? (Budget Allocation over the past five years, depicted through Income Expenditure Statements, future planning, resources allocated during the current year, and excess / deficit).*

The budgetary resources to fulfill the institutions mission are met by the management through college funds. Details are given below:

YEAR	BUDGET ALLOCATED (in Rs.)	INCOME (in Rs.)	EXPENDITURE (in Rs.)	EXCESS/ DEFICIT (in Rs.)
2012-13	1,60,00,000/-	1,40,63,856/-	1,53,27,341/-	- 12,63,485/-
2013-14	1,50,00,000/-	1,25,70,317/-	1,45,16,930/-	-19,46,613/-
2014-15	1,60,00,000/-	1,54,20,004/-	1,59,16,181/-	- 4,96,177/-
2015-16	1,55,00,000/-	95,55,831/-	1,55,23,074/-	- 59,67,243/
2016-17	1,80,00,000/-	1,76, 35,007/-	1,90,72,472/-	-14,37, 465/- (Till 15th March, 2016)

Audited balance sheets are given in Annexure No.VI

6.5.5. *Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).*

- Yes, The College has a mechanism for regular internal and external audit by statutory auditors.
- The Finance Committee of the college is entrusted with the task of monitoring all financial transactions of the College and periodically reviews the receipts and expenditures in the College.
- A statutory and certified Charted Accountant conducts annual financial audit of the college.
- The audits are conducted as per standard procedures prescribed for the purpose. No audit objections have been raised during the last two years.

6.5.6. *Has the institution computerized its finance management systems? If yes, give details.*

The financial management system of the college is fully computerized. The details are as follows:

- Salary which is generated through financial accounting software is disbursed through Punjab National Bank (PNB) branch located in the MIER campus.
- Student can deposit their fees through various modes of online transactions like Net Banking, Credit Card, Debit Card, Mobile Wallets etc.
- Tally accounting software (ERP 9 Version) is used for accounting purposes and generation of financial reports. The college has approved CPF, Gratuity and ESIC schemes, which are also computerised.

6.6   BEST PRACTICES IN GOVERNANCE AND LEADERSHIP

6.6.1.   *What are the significant best practices in Governance and Leadership carried out by the institution?*

1. Successful functioning of the college as an autonomous college strictly in accordance with the UGC guidelines from the session 2014-15.
2. Decentralised governance through the formation of statutory bodies and committees of the college as per UGC's guidelines.
3. Participatory and self-governance through active involvement of all stakeholders i.e. students, faculty, parents, alumni and experts in decision making process.
4. Well defined organisational chart and college statutes duly approved by the statutory bodies.
5. Academic freedom to design, develop, modify, revise and update the curricula for different courses run by the college to suit the local needs.
6. Administrative freedom to
    *   prescribe rules for admission in consonance with the reservation policy of the J&K Govt.,
    *   evolve methods of assessment of students performance, the conduct of examinations and notification of results.
    *   Use modern tools of Educational Technology to achieve higher standards and greater creativity.
    *   Promote healthy practices such as community service, extension activities, projects for the benefit of society at large, Neighbourhood programmes etc.

FOR RE-ACCREDITATION / RE-ASSESSMENT

i)   What were the evaluative observations made under Governance and Leadership in the previous assessment report and how have they been acted upon?

The Peer Team made the following observations:

i)   *Preparation of perspective plan with specific time frame.*

COMPLIANCE
In accordance with the observations made by the Peer Team, the college took the initiative and created a five-years (2012-2017) perspective plan of the college with specific time frame on the parameters of NAAC.
Detailed perspective plan of the college has been given under Annexure No.XIII

ii)   *Staff development programs for non- teaching staff may be conducted on regular basis.*

COMPLIANCE
Being aware of the fact that skilled and professionally sound employees are a necessary input for the development of any institution, the staff development programmes have been given highest priority. In-house training programmes / workshops / capsule courses have been conducted on the basis of needs identified after administering TNA (Training Need Analysis) Questionnaire and SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis. *For details of these programme please refer to Section 6.4.4. on page No.153.*

Following Non-teaching staff have also upgraded their qualifications since 2nd Cycle of NAAC accreditation:

S.No.	Name	Designation	Completed	Pursuing
1.	Ms. Rohini Sharma	Computer Lab Incharge	B.Ed.	-
2.	Mr. Tarsem Kumar	Assistant Librarian	M.Lib.	M.A. Sociology
3.	Monika Rathore	Centre Head CWS	MA Psychology	-
4.	Mr. Naveen Gupta	Office Assistant	-	M.Com.

2. ***What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership?***

The quality sustenance and enhancement steps taken by the MIER College of Education since the previous assessment and accreditation with regards to governance and leadership are as follows:

- The College started functioning as an autonomous college from academic session 2014-15. In Order to facilitate the college to function effectively under autonomy, the management took productive and progressive measures to translate the guidelines given by the University Grants Commission (UGC) into practice in letter and spirit.
- A separate examination cell was constituted headed by controller of examination nominated by principal. Principal of the college was nominated as the chief controller of examination. Under this cell:
    - College conducted examinations under its banner for all the courses being offered from the session 2014-15 on wards and declared results within the stipulated time in the shortest possible duration without any delays.
    - Issued marks card, migration and provisional certificate to the students.
    - Introduced barcode system.
    - The college also introduced computerised process for result generation and purchased a software Academia ERP for the purpose at cost of Rs.4 lakhs.
    - Introduced table evaluation for B.Ed. Course.
    - The college is under negotiation with University of Jammu for granting degrees to the successful candidates and process has been set in motion for the same.
- **Appointment of Dean Academics** - This position was created to provide academic leadership to the faculty to prescribe own courses and syllabi and to restructure the courses and introduce value added programmes to suit the local needs as per requirements of the college as an Autonomous institution.
- The four statutory bodies namely Governing Body, Academic Council, Board of Studies, and Finance Committee of the college were formulated as per the guidelines of UGC. ***For details please refer to Section 6.1.3. on Page No.142.***
- The meetings of all bodies have been duly held and decisions taken have been successfully implemented. Following are some of the decisions taken by these bodies:
    - Framed own statutes to govern the institution as per the resolution passed in these bodies.

- Framed syllabi and Courses of B.Ed., B.Ed. Spl. Education (ID), M.Ed. and M.A. (Education) Courses
- Framed regulation with respect to admissions of different courses.
- Institution of scholarships, medals, prizes, trophies etc.
- Regulations governing college convocation.
- Regulations governing discipline of students in the college., college library, college hostel etc.
- Regulations relating to evaluation of answer scripts, conduct of examinations, unfair means / misconduct etc.
- Revaluation of answer scripts

- College being first private college of education in J&K to be awarded with the prestigious status of *"College with Potential for Excellence"* by the UGC in 2016.

Digital Initiatives taken since last 5 years:

- Adoption of **Academia ERP** a campus management software for the automation of administrative and academic tasks of the college.
    - Use of **PI360** an analytic software for the annual performance appraisals and tracking the of faculty and students. PI360 software tracks and benchmarks the performance of students on various parameters like Academics, Cocurricular activities. This software also generates automatic profiles of the students. A detailed email on relative performance of the students is evaluated automatically and sent every 2 months to students. This provides the students a transparent performance feedback and motivates them to enhance their performance further.
    - Use of social media pages (*Facebook, LinkedIn*) for 24*7 connectedness with the stakeholders of institutions.
    - Use of the **Mobile App** of the college for effective communication.
    - Leave, Attendance and Payroll system of the college has been automated using **EduApps software** which is integrated with Biometrics attendance system. This software automatically calculates the salary of each staff member at month end and generates staff payslip using their attendance. This software can also be accessed from mobile platform.
    - Complete automation of 360-degree feedback from stakeholders through **Survey Monkey Software.**
    - Installation of *CCTV cameras* at strategic places in college campus for 24*7 surveillance.
    - Use of *Google Classrooms* by students and teachers for posting Announcements, Bulletin board and Assignments.
    - Campus wide Wi-Fi connectivity by **Reliance Jio.**

Meetings of the Governing Body and other Statutory bodies in progress

A view of the Advisory Committee meetings of the various Centres of the college

A college committee presenting its report during the quarterly review meeting

Experts deliberating on various college issues during the Planning & Evaluation Committee meeting

CRITERION – VII

INNOVATIONS &

BEST PRACTICES

Criterion VII

INNOVATIONS AND BEST PRACTICES

7.1 Internal Quality Assurance System

7.1.1. Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

Yes, the MIER College of Education had established an Internal Quality Assurance Cell (IQAC) in the year 2006 as per the guidelines of NAAC with an aim to identify, implement and disseminate best practices and to develop a system of constant quality improvement in the performance of the institution.

Composition of IQAC Cell

S.NO	MEMBERS	DESIGNATION
1	Dr. Renu Gupta	Principal
2	Dr Adit Gupta	Vice Principal
3	Mrs. Angela Gadroo	Senior faculty/Incharge, IQAC
4	Dr. N.R. Sharma	Dean Academics /HOD PG Deptt.
5	Dr. Annie Kaul	HOD B.Ed.
6	Dr. Rohnika Sharma	HOD B.Ed. Special Education (ID)
7	Mrs. Poonam Soni	Senior Faculty MIER College
8	Mr. Pranav Gandotra	Manager HR Training & Quality Assurance officer
9	Mr. Shafqat Shamim	System Manager, MIER
11	Dr. J.N.Baliya	Asst. Professor, Deptt. of Education, Central University of Jammu, (Alumni)
12	4 Students	One each from all Deptts.

MAJOR ACTIVITIES UNDERTAKEN BY IQAC

The major activities undertaken by IQAC are:

- Identifying training programmes for the students, faculty and non-teaching staff members on the basis of on-line Administration of Training Need Analysis (TNA).
- Conducting orientation programmes for students, faculty members and non-teaching staff.
- Collecting and analysing the feedback from all stakeholders under PI 360-degree feedback mechanism of the college.
- Improving the academic and co-curricular activities on the basis of the feedback provided by the stakeholders.
- Organizing workshops, seminars on quality related themes and promotion of quality circles.

- Conducting periodical internal audits and external audits as per ISO standards 9001:2008 to keep track of all the academic events of the college and maintaining records and ensuring documentation of the college activities.
- Conducting Management Review Meetings.
- Conducting review meetings with different centres, units and committees of the college to monitor the maintenance and up keep of college facilities and infrastructure, ensure speedy grievance redressal process, ensure student support through counselling and ensuring capacity building and professional development of teaching and non-teaching staff.
- Benchmarking of the students.
- Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC for submission to NAAC.

7.1.2. *Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.*

College being an Autonomous Institution, regular meetings of Finance Committee, Board of Studies, Academic Council and Governing Body are held. During these meetings the external members also participate in evaluating the goals and objectives of the college and give concrete suggestions towards imparting qualitative teacher education.

The management is fully committed to pursue the progress of the college towards achievement of quality goals and objectives. Major objectives of the college include provision of opportunities for education and employment so that the nation and society get the service of high quality teachers. The Principal of the college monitors the academic programmes carefully and guides, assists and inspires the faculty and students in the implementation of various programmes.

The college aligns its goals and objectives with national frame work of core values given by NAAC. The management gives its full support towards achieving the goals and objectives through the following mechanisms.

- Annual calendar of all departments, centres and committees are prepared at the beginning of the year and is implemented in true letter and spirit.
- Monthly calendar is also drawn out of the annual calendar which helps the faculty and students achieve the different goals and objectives through activities performed. Each activity is followed by report writing and press release wherever necessary to see the impact factor.
- Faculty meetings are arranged from time to time to evaluate the achievements of the goals and objectives through sustained programmes.
- IQAC members conducts SWOT analysis of the college in the light of the goals and objectives of the college and try to develop a perspective plan to achieve short term and long term goals and objectives.
- Evaluation of student feedback on their courses of study, college facilities and performance of teachers under the 360-degree feedback mechanism is reviewed. This mechanism also includes the feedback of peers, parents and management through which a comprehensive and objective assessment of the college is made possible. The assessment helps the college authorities to improve difficult areas in different criterion.

- All faculty members do continuous evaluation and assessment of student teachers throughout the year.

7.1.3. How does the institution ensure the quality of its academic programmes?

To ensure the quality of academic programmes the college has adopted various quality enhancement measures, which are as follows:

- The "Academic Calendar" sets the annual schedule for all academic and co-curricular activities of the college.
- Recruiting qualified faculty for different programmes offered by the college.
- Organizing a series of staff enrichment programme to update their knowledge and to enhance the quality of teaching
- Encouraging the teaching staff to attend refresher courses, seminars, present papers and publish articles in leading research journals.
- Providing training to the staff and students in the use of latest technology in the field of education in order to promote technology enabled learning
- In cases of underperformance and unsatisfactory attendance, faculty members and mentors offer appropriate guidance to students to promote regularity.
- Conducting result analysis after each test and providing enrichment remedial coaching to both the slow and advance learners.
- Introducing new and student centred teaching methodologies like constructivist approach, cooperative learning, problem solving, panel discussions, and seminars to enhance the quality of academic programmes.
- The college has a mechanism for internal quality checks, unit tests, home assignments, internal examinations etc. for continuous evaluation and assessment of the students.
- A rich repository of educational and video content has been stored in the central server, which make classroom teaching learning process livelier and effective.
- The college gives emphasis on organising co- curricular activities. These are aimed at all-round development of students.
- Student feedback on their courses, college facilities and performance of their respective faculty under the 360-degree feedback mechanism is undertaken to ensure comprehensive and objective assessment of the quality standards.

7.1.4. How does the institution ensure the quality of its administration and financial management processes?

ADMINISTRATIVE PROCESS

As an autonomous college, the college is governed by the following four Statutory Bodies to ensure proper management of academic, financial and general administrative affairs:

i)   Governing Body
ii)   Academic Council
iii)   Board of Studies; and
iv)   Finance Committee

All administrative and academic discussions are reported to the College Bodies for approval. The meeting of each of these Bodies are held twice in a year.

In addition at the college level, there are several other committees to facilitate smooth administrative and academic functioning. These are;

i)   Planning and Evaluation Committee

ii)   Admission Committees for respective courses
iii) Library Committee
iv)   Students Support Committee
v)   Co-curricular Activities Committee
vi)   Academic Audit Committee
vii) Examination and Evaluation Committee
viii) Grievance Redressal Committee
ix)   Anti-Ragging Committee
x)   Committee Against Sexual Harassment (CASH) for proper management and efficient administration in decision making processes.

Teachers, administrative staff and students are involved in the smooth functioning of the committees to ensure the administrative and academic efficiency.

FINANCIAL PROCESSES

- There is a Statutory Body namely 'Finance Committee' of the College which has been formed as per the UGC guidelines for autonomous colleges for governance of its finances.
- The Finance Committee is an advisory body to the Governing Body and meets twice a year
- The Finance Committee considers budget estimates relating to the grant/s received / recoverable from the UGC and income from fee etc. and the audited accounts of the nominated college.
- The Statutory Auditor of the Institution is also a member of the finance committee nominated by the Governing Body.
  Thus, high quality is ensured in all the administrative and financial management processes of the college.

7.1.5. *How does the institution identify and share good practices with various constituents of the institution?*

The Institution shares and identifies the good practices in the following manner:

- The Principal and the members of IQAC committee identify the best practices of the college after conducting periodical reviews. A SWOT (strengths, weaknesses, opportunities and threats) analysis of the college is done to know its strengths, weaknesses, opportunities and threats. The strengths are converted into healthy practices by identifying, implementing and internalising through constant use and finally institutionalising it to be show cased.
- The practices are shared with all the stakeholders in meetings and during different events organised in the college from time to time. These are also covered through the college newsletter published annually.
- The college organises seminars and conferences related to its best practices from time to time to share them with stakeholders and even with local institutions.
- All the major activities and achievements of the institution are also uploaded regularly and periodically on the college website and social media pages of the institution and local newspapers and channels.
- The Principal and faculty regularly visit other universities and educational institutions as Chief Guest, Resource Persons, Inspecting Authorities, Special Invitees etc. They use these occasions to share the good practices of our college with

authorities, faculty and students of these institutions and also emulate the best practices observed in other institution.

- Former Faculty and Alumni of the Institution who serve as teachers and teacher educators also encourage to share the good practices of our institution at their work place.
- The healthy and innovative practices are shared across all the sister institutions of MIER Group to strengthen and enhance the quality and standards.

7.2   INCLUSIVE PRACTICES

7.2.1. *How does the institution sensitise teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?*

- The salient features of MIER College of Education is the adoption of principle of inclusiveness. The College admits all students from diverse needs and diverse social, religious and economic backgrounds to safeguard the secular nature of our country and to promote national integration and cooperation.
- One of the biggest advantages of the college is having a B.Ed. Special Education department running a B.Ed. course in Intellectual disability recognised by Rehabilitation Council of India.
- The department trains special educators to teach special children in special schools and also regular students in inclusive set up. The department has set up a special school with inclusive set in the experimental school of the college as per RCI norms.
- The special teacher trainees are taken on Educational tours to visit special schools in the National capital and our state, become aware about the different equipment, methodology and facilities being provided for such children and how to deal with them.
- The college spreads the message of unity in diversity, peace and progress, harmony and brotherhood, equal rights of individuals regardless of caste, creed, language and social disparity and disability through celebration of various national and religious festivals.
- All issues related to women empowerment such as welfare, gender sensitization, prevention of exploitation, inequality, harassment, marginalization and degradation of women in general are extensively dealt through the activities of Smt. Shanti Gupta Centre for Women Studies.
- Teachers are told to be sensitive to the students of disadvantaged sections and differently abled students so as to deal with them with empathy.
- Lectures are organized on Inclusive Education for parents of children with special needs and school teachers by the faculty of B.Ed. Special Education department.
- The college runs a UGC sponsored three months' certificate course on Human Rights and Values for its students and outsiders for sensitizing them about equal rights of all and practice inclusion.

7.2.2. ***What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?***

As an autonomous college, the curriculum and syllabi have been developed, modified and revised as per new NCTE norms and duly approved through Board of Studies, Academic Council and Governing Body of the college.

Ample provision has been kept in the academic plan for inclusion and exceptionalities as well as gender parity and their impact on learning by including these subjects in different courses. Following compulsory courses has been designed for B.Ed. Special Education (ID), B.Ed., M.Ed. and M.A. Education programmes of study:

- Course title "Introduction to Sensory Disabilities" in B.Ed. Special Edu. Semester 1
- Course title "Introduction to Neuro Developmental Disabilities" in B.Ed. Special Edu. Semester 1
- Course title "Inclusive Education" in B.Ed. Special Edu. Semester II
- Course title "Technology and Disability" in B.Ed. Special Edu. Semester III
- Course title "Management of Learning Disability" in B.Ed. Special Edu. Semester IV

Besides these, the courses related to inclusive education have also been incorporated at B.Ed., M.Ed. and M.A. Edu. Level. These are:

- Course title "Inclusive Education" in B.Ed. Semester I
- Course title "Inclusive Education" in M.Ed. Semester IV
- Course title "Special Education" in M.Ed. and M.A. Education Semester I
  In addition to above, please refer to section 7.2.1 on Page No.168.

7.2.3. ***Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.***

There are numerous activities in the curricula, which help to create learning environments that foster positive social interaction, active engagement in learning and self-motivation to the students. Some of these activities include:

- Organisation of social service camps under NSS unit.
- Participating in blood donation camps, environment and road safety rallies, AIDS awareness programmes etc.
- Celebration of national and international days
- Participation by the students in various workshops like preparing models of teaching, microteaching and internship etc.
- Practice teaching lessons in different schools through new approaches in like constructivist approach, power point presentation etc.
- Preparation of teaching aids, ICT presentations and instructional material.
- Administration and interpretation of psychological tests and organising guidance, counselling and motivational programmes.
- Participation in various internal and external competitions such as games, sports, quizzes, debates etc.
- Organisation of Extension activities
- Conducting field trips and visits to the institutions like DIET, SIE, Anganwari centres, primary and higher secondary schools, Innovative centres and Inclusive school.

- Providing the opportunities to students to reflect on these visits and prepare a reflective journal.
- Adopting a village and generating awareness about Digitization like Pay TM, E-Vault to the people.
- Visit to other special schools.
- Observation of support services.
- Developing IEPs (Individualised Educational Programme) for Children With Special Needs (CWSN).
- Practice Teaching in Inclusive School.
- Resource Room Teaching.
- Skill Training in Additional Disabilities
- Developing IEP kits for assessment.
- Orienting students to prepare art and craft activities like earthen pots, glass/tile painting, candle making etc. as per their interests.
- Preparing flash cards for CWSN.

The activities mentioned above help to create a proper learning environment, which ensures pupil motivation and active engagement in the college.

7.2.4. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

The college has devised the following ways and practices for the student teachers to develop proficiency for working with children from diverse backgrounds and exceptionalities:

- Student teachers are trained to overcome the disparities such as gender, caste, creed, religion, etc. through ice breaking session, induction programme and college fellowship.
- They are trained to accept diversities in views and different socio-economic strata among children by engaging them in activities like debates and discussions that promote social value.
- Visits to homes of under privileged and special schools develop competency among the student teachers to work with those children, who come from diverse backgrounds and suffer from different kinds of deprivations and disabilities.
- The student teachers of B.Ed. Special Education are trained to assess and identify CWSN with the help of standardized tools like Madras Developmental Programming Scale (MDPS), Behavioral Assessment Scale for Indian Children with Mental Retardation (BASIC) – MR, Vocational Assessment and Programming System for persons with Mental Retardation (VAPS) and Great Level Assessment Device (GLAD) etc.
- They are also trained to work with children with disability through first hand practical experience in the Inclusive school where by they plan and implement Individual and Educational Programme (IEP) and conduct group teaching and resource room teaching.
- To have cordial relationship during teaching practice, our teacher trainees are expected to come down to the level of children hailing from diverse backgrounds, studying in different types of schools such as Government schools, Government-aided schools and private schools.
- Student teachers receive practical training in finding solutions to various problems of the children, by conducting action research and case-study during practice teaching.

7.2.5. How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

Physically challenged students who apply for admission are given preferential treatment in MIER College of Education. The physically challenged students are assisted with scholarships and fee concessions as per schemes of the state government. The number of such applicants is however meagre. For physically handicapped students, the institution has tried to create a barrier free environment by creating the following facilities;

- Construction of ramps at strategic places to get inside the building,
- Provision of Disabled friendly wash rooms.
- Provision of a wheel chair.
- Availability of a physiotherapy unit in resource room.
- Conducting practice teaching lessons in the school on the ground floor.
- Writers provided to the visually challenged students to write their answers in the examination
- Availability of visual magnifiers and other assistive devices for students with low vision
- Providing special attention to them through mentoring and counselling
- Providing opportunities for attending rallies, street plays etc. by taking into consideration the type of disability.
- The institution ensures that the physically challenged and the differently abled student-teachers take part in cultural competitions and sports events.
- College has planned to install a lift with a capacity of eight persons in the college building to make the college disabled friendly with an approximate cost of 15 lakhs.

7.2.6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

- Smt. Shanti Gupta Centre for Women Studies approved by UGC under the XI Plan provides a platform to study, understand and develop strategies to resolve the pandemic issues concerning women in society.
- Issues related to women empowerment such as welfare, gender sensitization, exploitation, inequality, harassment, marginalization and degradation of women in general are addressed through the activities of the centre. This centre happens to be the only centre under the UGC in any private college in J&K state.
- The college holds the distinction of having trained nearly 12000 women key change agents who are now serving the society in various capacities. Moreover, the college is an equal opportunity employer with women comprising 60% of its work force and has adopted a 'Zero Tolerance' policy towards harassment of women at workplace.
- The college organizes workshops, orientation programmes, lecturers, film shows, nuked nataks, counselling sessions, camps, field visits and capsule courses from time to time to promote women empowerment.
- It has also constituted an "anti-ragging committee" as per UGC directive which plays an active role during new admissions in semesters.
- Women students and teachers are represented in all the committees and special centres constituted by the college.
- The centre conducts research projects on important women issues and brings out annual newsletter *Nurture* highlighting the various activities conducted under its

aegis. Till date it has completed 4 to 5 research projects on relevant women related themes and issues.

- The centre has the proud distinction of bringing out a book on "Women Achievers of J&K State".
- The centre has a "Committee against Sexual Harassment" CASH as per UGC norms in place to provide a safe and congenial working environment for all women employees.

7.3 Stakeholder Relationships

7.3.1. *How does the institution ensure the access to the information on organisational performance (Academic and Administrative) to the stakeholders?*

The college has always been striving for developing an honest and transparent relationship with the students and stakeholders for their satisfaction. The college ensures access of information to the stakeholders about the academic and administrative performance of the college and solicit their support and participation and support for quality enhancement. Access to information is provided in the following manner:

- The college website (www.miercollege.in) is used as an important mouthpiece to effectively communicate highlights of the performance of the college to all the stakeholders.
- College has also developed Mobile App and Social Networking pages of College (Facebook, WhatsApp and LinkedIn) which ensures the 24*7 access to the information among the stakeholders.
- Attractive brochures of the college have been published along with brochures of all its centres for disseminating information to all the stakeholders. These serve as a guide for the action plan towards fulfilment of the set objectives. The brochures also serve to create awareness among students, staff and other stakeholders regarding the activities and objectives of different centres functioning in the college.
- The MIER Group very recently released a documentary on the journey of the different institutions under its banner since 1936 named as-"Saga of 80 years of Educational Journey" which showcases the achievement of the institutions including MIER College of Education.
- The annual college newsletter, *Prerna* also reports on student achievements in various spheres. Further, it disseminates information on the achievements and activities organized in the college throughout the year involving students, teachers and other stakeholders.
- Reports about college activities are widely covered in local newspapers. The best performers are felicitated at the time of annual prize distribution function.
- The meetings of alumni take place formally/informally. Opinions and feedback received from them are taken into consideration in all academic transactions. Alumni also help indirectly in placement services.
- During the Annual Day, the Principal presents a report about the various activities that took place in the College through the year to the various stakeholders, eminent educationist, members of civil society, parents, guests and other dignitaries.
- The IQAC cell also sends a comprehensive report of the year's activities and future plans of the Institution annually as the Annual Quality Assurance Report to NAAC.

- Information about the college is regularly uploaded and shared with the Government of J&K, University of Jammu, Rehabilitation Council of India, University Grants Commission, Ministry of Human Resource Development, National Institutional Ranking Framework and other agencies through their filled proformas every year.

7.3.2. *How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?*

The college shares and uses the information/data on the success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvements by way of different activities and mechanisms.

- The 360-degree feedback from the students, teachers, alumni, parents and management, are analysed in the light of course content, curriculum, examination methods, teachers' involvement and their performances, quality of teaching, facilities provided by the college etc. The dissatisfaction and failures pointed by the major stakeholders are immediately addressed by classifying these into short term and long term goals and management constantly strive to increase the level of satisfaction among the stake holders. This is shared among teachers and students both formally and informally.
- "Alumni Meets" are organized during each session. The opinions and feedback received are taken into consideration for improving academic transactions.
- Quarterly review meetings are held to review different processes and corrective measures are taken as a follow up of such reviews.
- The annual results shown by the college are qualitatively superior and the dropout rate is negligible. The satisfaction/dissatisfaction of students and other stakeholders is measured informally and formally through the outgoing students' feedback, suggestions, complaints etc. The college uses this feedback for quality improvement.
- The performance of the college is individually discussed in the meetings of the committees, staff meetings and meetings convened by the management review meetings, Board of Directors and Management Committee Meetings.
- Regular updating the college website (www.miercollege.in), Social Media Pages of the college, Mobile App act as an important tool to effectively communicate highlights of the performance of the college to all the stakeholders.

7.3.3. *What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on programme quality? How does the institution use the information for quality improvement?*

- The IQAC collect the feedback from trainees, faculty and non-teaching staff under the PI 360-degree feedback mechanism of the college.
- Survey Monkey Software is used for complete automation and real-time analysis of PI 360-degree feedback.
- The trainees give their feedback regarding curriculum, teachers and various services and facilities provided by the college.
- The Faculty members give their feedback about the different aspects of college functioning and their academic peers.

- The feedback collected through a proforma developed by NAAC provides inputs for perspective planning and assessing the quality of the programme. These responses are carefully analysed by IQAC Convener, HR Manager, Quality Officer and Departmental Heads and a road map is developed for quality improvement.
- The developed system provides far more accurate and useful insight into the strengths, weaknesses, opportunities and challenges faced by major stake holders in prescribed courses, college facilities and indicates scope for further development.
- The collected feedback helps in mobilization of resources to strengthen the planned activities. The recommendations of the IQAC are considered for further action through the college management.

FOR RE-ACCREDITATION

1. **How are the core values of NAAC reflected in the various functions of the institution?**

The NAAC has enunciated five core values under its accreditation framework. These are:
- Contributing to National Development.
- Fostering Global Competencies among Students.
- Inculcating a Value System among Students.
- Promoting the Use of Technology.
- Quest for Excellence.

The MIER college has initiated and effectively implemented a number of measures that reflect these core values to the maximum extent possible.

I. Contributing to National Development
- The college has promoted and provided higher education by offering graduate, postgraduate and research programmes to satisfy the needs of higher education keeping in view the local, regional, national and international requirements.
- The college strictly adheres to the reservation policy laid down by the state government to provide access for students from SC/ST/OBC/Minorities in admissions to all its programmes in accordance with the quota fixed by the J&K Government.
- The college provides free ships and Scholarships to meritorious students.
- The college significantly contributes to women educational development through the activities of the Smt. Shanti Gupta Centre for Women Studies. The women outnumber men in all the courses offered by the college.
- The college empowers students (especially from the marginalized sections) through quality teacher education enabling them to become expert human resources, which is significant to national development.
- The programmes of the college contribute towards meeting the shortage of trained teachers and specialists in the areas of school education, teacher education and special education (ID).
- The college, through its various sensitization programmes, aims to produce key change agents for building a modern India.
- The college offers a certificate programme on Human Rights and Values which is UGC approved and which enables individuals to be aware of their rights and values and to pave the ways to promote the same in society.

II.   Fostering Global Competencies among Students

- The college offers programmes that are based upon globally and nationally relevant curricula, revised and modified from time to time.
- The college provides practical training, which includes experiments, field visits, project work, assignments, surveys and internships etc. These help students to find placements in global work situations.
- Adoption of ICT enabled learning strategies, use of Internet and ICT tools in the college enables prospective teachers and teacher educators to develop skills which are valued globally among educators.
- Emphasis on the development of soft skills, communication skills, and creative thinking skills etc. at the college enhance individual competencies of students enabling them to have an edge in the job market both in and outside the country.
- Exposure to special lectures, seminars, workshops, symposia, exhibitions etc. in the college ensures that the trainees are well aware of the latest trends and developments at national and international levels. This gives our trainees an edge over their counterparts.
- Exposure to placement and career guidance helps students to gain confidence and competence to stand on their feet and pursue teaching as a career both in and outside the state and also outside the country.

III.   Inculcating a Value System among Students

The MIER College inculcates value system among students by:
- Encouraging interreligious harmony and peace through the meaningful celebration of all major religious festivals.
- Organising programmes that promote national values like patriotism and secular values like liberty, equality and fraternity.
- Celebrating national festivals and observing national and international days of importance.
- Organizing Cultural Festival, Sports Meet and other competitions that would promote values like team spirit, self-motivation, mutual understanding, respect for others, responsibility, spirit of collaboration and cooperation, etc.
- Our college is known for traditional values like punctuality, regularity, discipline, cleanliness and inculcating dress sense among the learners to carry themselves confidently.
- Arranging visits to Homes for the Differently Abled, the Aged and Street Children to inculcate the values of compassion and commitment.
- Encouraging the staff and the student-teachers to nurture their social responsibility by reaching out to the disadvantaged and needy through campaigns like adopting village, environment conservation, Swachh Baharat Abhiyan. DIGI Dhan Yojana and other activities.
- Conducting environmental awareness programmes to infuse in the student-teachers a sense of cleanliness and of nature.
- Providing Guidance & Counselling and mentoring service to the student-teachers to boost their courage and confidence.
- Promoting human values among the youth by offering a UGC approved certificate programme on Human Rights and Values conducted by faculty of experts.

IV. Promoting the Use of Technology

The college has taken a lead by large-scale adoption and utilization of ICT by:

- Creating State of the Art and Modern ICT infrastructure for adopting different methods of effective teaching and assessing learners.
- Providing a personal computer along with Internet facilities to each faculty member.
- Providing high-speed Internet access through 50 Mbps BSNL FTTH Connection.
- Automation of both college libraries.
- Computerization of administration and accounts section.
- A full fledge centre for Educational Technology has been created for this purpose.
- Setting up of computer laboratories with access to all students according to timetable with WIFI facilities and connection with a central high end server.
- Conducting computer awareness programmes for the teaching, non- teaching staff and students.
- Facilitating seminar presentations through PowerPoint.
- Use of equipment like OHP, LCD projectors, laptops, and wide screen T.Vs, digital interactive boards and digital content.
- Use of **Academia ERP** a campus management software for the complete automation of Processes of Admission, Academic Registration, Student Information System, Document Management, Timetable Management, Attendance Management, Examination Management, Finance and Account and Library Management.
- Use of **PI 360** an analytic software is used for the annual performance appraisals of faculty.
- Use of Google Classrooms by students and teachers for posting Announcements, Bulletin board and Assignments.
- Online 360-degree feedback from stakeholders through Survey Monkey software.
- Use of Mobile App and Social Networking pages of College (Facebook, WhatsApp and LinkedIn) for 24*7 connectedness among the stakeholders.

V. Quest for Excellence

The MIER College of Education (Autonomous) has demonstrated a continuous quest for excellence in its policies and programmes in a significant manner. The logo of the College also includes the word *"Shreshth"*, thereby, signifying Excellence in every aspect of functioning.

The different achievements through which this quest is manifested includes the following:

- The college has made quality assurance an integral component of the mission and vision statements of college.

- The college has established an Internal Quality Assurance Cell (IQAC) to promote and implement quality awareness and assurance in teacher education.

- The college maintains transparency in all aspects of college functioning through a process of broad-based consultation and involvement of stakeholders in implementation.
- The college has established linkages and collaborations with national and international agencies including the membership of the prestigious Asia Pacific Quality Network (APQN).
- The college has recruited high quality faculty, which is fully conversant with the learning needs of students.
- The college has upgraded its infrastructure facilities to keep pace with new developments and trends.
- The college is committed to the promotion of educational research and has successfully created an environment for teachers and students to undertake research projects. A full-fledged Centre for Educational Research has been established for this purpose. The college also brings out an International Peer Reviewed Bi-annual Journal entitled "MIER Journal of Educational Studies, Trends and Practices" which has a high impact factor.

- The *Quest for Excellence* can also be depicted through the journey of many *"First"* achievements of the college as given below:

  - The first college in private sector in Jammu Province to impart instruction in B.Ed. Course (1981)
  - The first college to offer Post Graduate Diploma in Computer Science & Applications (PGDCA) (1991)
  - The first College of Education in the State of Jammu and Kashmir to offer B.Ed. Special Education (Mental Retardation) programme (2005)
  - The first B.Ed. college in the state of Jammu and Kashmir to have acquired ISO 9001:2000 certification for its Quality Management System
  - The first private College of Education in the State of Jammu and Kashmir to have been accredited by NAAC with 'A' GRADE (2006)
  - The first College of Education in the Jammu region to start the Centre for Women Studies with the assistance of UGC. (2006)
  - The first college to become Partner Institution of IGNOU to run programmes under Convergence Scheme (2008)
  - The first College of Education in the Jammu region to offer the M.Ed. programme. (2008)
  - The first college of education to be recognized by the IGNOU as a Centre for Research (2010)
  - The first College of Education in the state of Jammu and Kashmir to have been conferred with the Autonomous Status by the UGC and University of Jammu (2014)
  - The first college of education to be granted the status of *College with Potential for Excellence by the UGC* (2016)

Historic MoU signed with the Govt. College of Education, Jammu for promoting Innovative Practices in Education

Keeping faculty members abreast with latest trends in Quality Assurance

Awareness Sessions on Performance Insight 360 (Pi360) and the College ERP System 'Academia'

Students creating awareness on the use of Seed Bank in the Village adopted by the college

College taking initiatives for promoting Digital Transactions

POST ACCREDITATION INITIATIVES

Post Accreditation Initiatives

Criterion I: Curricular Aspects

1. The College started functioning as an Autonomous College from the session 2014-15 as per the guidelines of the UGC.
2. After conferment of Autonomy, the college decentralised its governance, created a well-defined organisational chart, various statues for governance of the college were duly approved by the statutory bodies, initiated participatory and self-governance through active participation of all stake holders.
3. Academic freedom to design, develop, modify, revise and update the curricula for different courses run by the college to suit the local needs.
4. Administrative freedom to prescribe rules for admission, evolve methods of assessment, conduct of examination and notification of results.
5. Creation of a separate examination cell headed by a controller of examination.
6. The college conducted examinations for all the courses from the session 2014-15, declared the results, issued marks cards, migration and provisional certificates to students. The whole process of examination was computerised.
7. Appointment of Dean Academics to provide further academic leadership and help in undertaking various processes as per the UGC guidelines for autonomous colleges.

Criterion II: Teaching – Learning and Evaluation

1. Introduced the revised two-years UG and PG programmes in education as per RCI and NCTE norms for from the session 2015-17.
2. Adopted the syllabi of the parent university for the session 2015-17 and modified and revised the syllabi from the session 2016-18. The modified curriculum includes both theory as well as the practical component.
3. The curriculum is transacted through student centric learning like student presentations, panel discussions, seminars, group discussions etc.
4. Hands on learning is encouraged through internships, field visits, laboratory work and writing reflective journals.
5. Effective implementation of teaching plans, annual and monthly calendars.
6. Enriched the content of the new curriculum through internet and digital resources.
7. Introduced choice based credit system at the PG level and Started value added programmes for the students.
8. Augmented the teaching learning process by ICT based resources and modern educational technology.

Criterion III: Teaching – Research, Consultancy and Evaluation

1. Completed a major research project sponsored by the UGC entitled "Educational Facebook- A Community Network for Stake Holders in Education".
2. More than 80 research papers published by the faculty in various journals, book chapters and conference proceedings during the last five years. Besides, six books have also been published.
3. Research Awards to the tune of Rs.100,000/- have been given to the faculty members in the last five years.

4. A licenced version of the latest SPSS Version 24 has been procured for data analysis purposes.
5. The college was recently granted a minor research project by the UGC entitled "Integration of Information and Communication Technology into Teaching-Learning Process: Awareness, Attitudes and Impact"
6. The college has published over six volumes of its peer-reviewed international journal entitled "MIER Journal of Educational Studies, Trends and Practices" having a high impact factor of 3.375 for the year 2016. The college also brings out a Compendium of Research, Bibliography of Research References and Research Perspectives- A Summary of M.Ed. dissertations.
7. The College has earned a Consultancy honorarium of Rs.60,000/- for editing the papers for an international conference.
8. For promoting extension and outreach activities the college has adopted a village to carry out activities for the benefit of the community through its three units namely, NSS, Environment and Extension.
9. The college has forged new linkages with the Asia Pacific Quality Network (APQN) and with the Australian Government for promoting the Endeavour Scholarships and fellowships.

Criterion IV: Infrastructure and Learning Resources

1. Infrastructure and learning resources have been renovated, upgraded and modernised during the last 5 years with major thrust on Library and ICT resources. These facilities have been strengthened and enhanced to make the functioning, teaching learning and evaluation processes technology enabled.
2. The college MIS has also been enhanced by the procurement of "Academia ERP" a campus management software.
3. CCTV cameras have been installed at strategic locations in the campus for providing 24x7 surveillance.
4. Personal computers have been provided to all the teaching and administrative staff for effective working.
5. Auditoriums and libraries have been air-conditioned to provide a conducive learning environment.

Criterion V: Student Support and Progression

1. The college has initiated means cum merit scholarships for the students.
2. The college has provided online admission and fee collection facilities for the students.
3. A LinkedIn page has been created to connect with the Alumni and track their where about and professional journey.
4. The 360 degree feedback has been completely automated using the Survey Monkey software.
5. Introduced group Accidental insurance scheme for students and teachers.
6. Organised numerous career guidance, value added and personality development programmes for the students.
7. Organised placement drives both on and off the campus.

Criterion VI: Governance & Leadership

1. Framed Statutory bodies of the college after being conferred the Autonomous status by the UGC and the University of Jammu.
2. Regular meetings of the statutory meetings have been organised to take important academic and administrative decisions.
3. Key positions have been created and experienced people have been appointed for ensuring the smooth functioning of the college such as Dean Academics, Controller of Examination etc.
4. Many digital initiatives have been taken during the last five years such as adding new technology-enabled classrooms, use of PI360- an analytics software, created a vibrant profile of the college using various social media like Facebook and LinkedIn, Launching the Mobile App of the college for effective communication, Automated Leave and Attendance system using Eduapp software, Setup of Google Classroom project and campus wide high speed Wi-Fi Connectivity.
5. The college has been awarded with the status of "College with Potential for Excellence" by the UGC in 2016.

DECLARATION

BY THE

HEAD OF THE

INSTITUTION

MIER COLLEGE OF EDUCATION
Autonomous

College with Potential for Excellence Status by the UGC

Recognised by the J&K Government
Permanently Affiliated to the University of Jammu
Recognised by the UGC under Section 2(f) & 12(B)
Accredited by the NAAC with 'A' Grade
ISO 9001:2008 Certified

Declaration by the Head of the Institution

I certify that the data included in this self-study report (SSR) are true to the best of my knowledge.

The SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

Renu Gupta

Signature of the Head of the Institution
Principal with seal
MIER College of Education
B. C. Road, Jammu

Place: Jammu
Date: 27th March 2017

B.C. Road Jammu
180 001

Ph.: 0191-2546078,2565098
Fax:0191-2548239

Email:principal@miercollege.in
Website: www.miercollege.in

COMPLIANCE CERTIFICATE

MIER COLLEGE OF EDUCATION
Autonomous
College with Potential for Excellence Status by the UGC

Recognised by the J&K Government
Permanently Affiliated to the University of Jammu
Recognised by the UGC under Section 2(f) & 12(B)
Accredited by the NAAC with 'A' Grade
ISO 9001:2008 Certified

Certificate of Compliance

This is to certify that **MIER College of Education (Autonomous)** fulfils all norms

1. Stipulated by the University of Jammu, Jammu

2. Regulatory Council/Body (such as **UGC**$^{\checkmark}$, NCTE, AICTE, MCI, DCI, BCI, etc.)

3. The affiliation and recognition is valid as on date.

In case the affiliation / recognition is conditional, then a detailed enclosure with regard to compliance of conditions by the institution will be sent.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

Renu Gupta

Principal

Date: 10th April, 2017

Principal
MIER College of Education
B.C. Road, Jammu

Place: Jammu

(Name and Signature with Office seal)

B.C. Road Jammu
180 001

Ph.: 0191-2546078,2565098
Fax:0191-2548239

Email:principal@miercollege.in
Website: www.miercollege.in

AQAR RECEIPT CONFIRMATIONS FROM THE NAAC (2012-16)

AQAR RECEIPT CONFIRMATIONS
FROM THE NAAC (2012-16)

AQAR –Session 2012-13

From: Naac Office <naac.aqar@gmail.com>
Date: Fri, Dec 27, 2013 at 12.24 PM
Subject: Acknowledgement of AQAR
To: principal@miercollege.in

Principal MIER C...
Follow
Show details

NAAC/AQAR ACK/F 2.33/105/39-140

Dear Sir/Madam,

                    Subject: Acknowledgement of AQAR
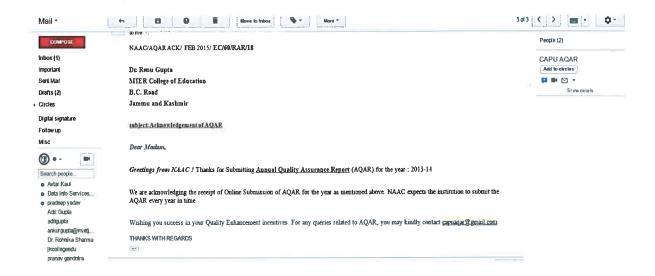
Greetings from NAAC!

We acknowledge the receipt Online Submission of Annual Quality Assurance Report (AQAR) of your college.
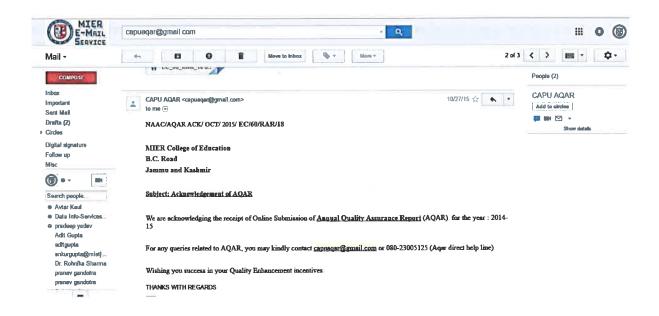
The philosophy of NAAC is ameliorative and enabling rather than punitive or judgmental, so that all constituencies of institutions of higher learning are empowered to maximize their resources, opportunities and capabilities. In this respect we appreciate your efforts of establishing the IQAC in the institution. One of the important functions of IQAC is to develop realistic and attainable quality benchmarks for each of the academic and administrative activities, means fixing standards for all activities on the basis of its own practices and experiences. The most critical functioning of IQAC's is to keep the institution abreast and abuzz with latest developments in Higher Education and quality sustenance activities. The college may organize workshops, seminars, case studies, multi-disciplinary activities. These activities would expose the students and teachers to new frontiers of knowledge. NAAC is striving its best to promote the quality culture through IQAC in accredited institutions. NAAC has brought out several publications. Some of the Best practices series books are mentioned below:

1. Best Practice Series in Internal Quality Assurance Cell
2. Best Practice Series in Student Feedback and Participation
3. Best Practice Series in Library and Information Services
4. Best Practice Series in Community Engagement

AQAR Session 2013-14

Mail ▼   Move to Inbox   More ▼   3 of 3 ‹ ›

COMPOSE

Inbox (1)
Important
Sent Mail
Drafts (2)
Circles
Digital signature
Follow up
Misc

Search people...
- Avtar Kaul
- Data Info-Services...
- pradeep yadav
  Adit Gupta
  aditgupta
  ankurgupta@miet...
  Dr. Rohnika Sharma
  jkcollegeedu
  pranav gandotra

to me

NAAC/AQAR ACK/ FEB 2015/ EC/60/RAR/18

Dr. Renu Gupta
MIER College of Education
B.C. Road
Jammu and Kashmir

subject: Acknowledgement of AQAR

Dear Madam,

Greetings from NAAC ! Thanks for Submitting Annual Quality Assurance Report (AQAR) for the year : 2013-14

We are acknowledging the receipt of Online Submission of AQAR for the year as mentioned above. NAAC expects the institution to submit the AQAR every year in time.

Wishing you success in your Quality Enhancement incentives. For any queries related to AQAR, you may kindly contact capuaqar@gmail.com

THANKS WITH REGARDS

People (2)

CAPU AQAR
Add to circles
Show details

AQAR –Session 2014-15

CAPU AQAR <capuaqar@gmail.com>   10/27/15
to me

NAAC/AQAR ACK/ OCT/ 2015/ EC/60/RAR/18

MIER College of Education
B.C. Road
Jammu and Kashmir

Subject: Acknowledgement of AQAR

We are acknowledging the receipt of Online Submission of <u>Annual Quality Assurance Report</u> (AQAR) for the year : 2014-15

For any queries related to AQAR, you may kindly contact <u>capuaqar@gmail.com</u> or 080-23005125 (Aqar direct help line)

Wishing you success in your Quality Enhancement incentives

THANKS WITH REGARDS

AQAR -Session 2015-16

CAPU AQAR <capuaqar@gmail.com>   9/28/16
to me

NAAC/AQAR ACK/ SEPTEMBER / 2016/

MIER College of Education (Autonomous)
B.C. Road
Jammu
Jammu and Kashmir

Subject: Acknowledgement of AQAR

We are acknowledging the receipt of Online Submission of <u>Annual Quality Assurance Report</u> (AQAR) for the year : 2015-16.

MAPPING

OF THE

ACADEMIC

ACTIVITIES

Mapping of Academic Activities of the Institution
B.Ed. Session Semester-I 2015-17

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Admission and Orientation																																	
Theory																																	
Tutorials/ Seminars																																	
Sessional Work – Tests & Assignments																																	
Practical Work																																	
Preparation of Internship: Demonstration / Observation of lessons/ micro teaching/ simulations																																	
Practice Teaching/ Internship																																	
Co-curricular Activities																																	
Working with community/ project work																																	
End-Term Examination																																	
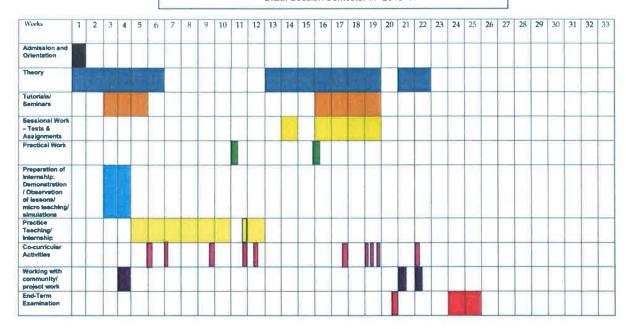
Mapping of Academic Activities of the Institution
B.Ed. Session Semester-II 2015-17

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Admission and Orientation																																	
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Practice Teaching/ Internship																																	
Co-curricular Activities																																	
Working with community/ project work																																	
End-Term Examination																																	

Mapping of Academic Activities of the Institution
B.Ed. Session Semester III -2015-17

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Admission and Orientation	X																																
Theory		X	X	X	X	X							X	X	X	X	X	X	X		X	X											
Tutorials/ Seminars			X	X	X											X	X	X	X														
Sessional Work – Tests & Assignments														X	X		X	X	X														
Practical Work											X					X																	
Preparation of internship: Demonstration / Observation of lessons/ micro teaching/ simulations			X																														
Practice Teaching/ Internship					X	X	X	X	X	X	X	X																					
Co-curricular Activities						X	X		X		X	X					X		X		X												
Working with community/ project work				X																X	X												
End-Term Examination																				X				X	X								

Mapping of Academic Activities of the Institution
B.Ed. Session Semester IV-2015-17

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Admission and Orientation	X																																
Theory		X	X	X	X	X	X	X	X	X	X	X	X	X	X																		
Tutorials/ Seminars				X	X	X	X	X	X	X	X	X	X	X	X																		
Sessional Work – Tests & Assignments									X	X	X	X																					
Practical Work								X	X	X	X	X	X	X	X																		
Preparation of internship: Demonstration / Observation of lessons/ micro teaching/ simulations			X																														
Practice Teaching/ Internship				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X														
Co-curricular Activities	X		X			X		X						X																			
Working with community/ project work			X					X						X	X																		
End-Term Examination																				X		X	X										

Mapping of Academic Activities of the Institution
B.Ed. Spl. Education (MR/ID) Semester-I Session 2015-17

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Admission and Orientation	■	■																															
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Working with community/ project work			▮	▮																													
End-Term Examination														■	■	■	■																

Mapping of Academic Activities of the Institution
B.Ed. Spl. Education (MR/ID) Semester-II Session 2015-17

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Admission and Orientation																																	
Theory	■	■	■	■	■	■	■	■	■	■																							
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Practical Work	■	■	■	■																													
Preparation of Internship: Demonstration/ Observation of lessons/ micro teaching/ simulations				■																													
Practice Teaching/ Internship					■	■				■																							
Co-curricular Activities		▮					▮	▮	▮																								
Working with community/ project work								▮																									
End-Term Examination													■	■	■	■							▮										

Mapping of Academic Activities of the Institution
B.Ed. Spl. Education (MR/ID) Semester-III Session 2015-17

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
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Practice Teaching/ Internship																																	
Co-curricular Activities																																	
Working with community/ project work																																	
End-Term Examination																																	

Mapping of Academic Activities of the Institution
B.Ed. Spl. Education (MR/ID) Semester-IV Session 2015-17

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Admission and Orientation																																	
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Practice Teaching/ Internship																																	
Co-curricular Activities																																	
Working with community/ project work																																	
End-Term Examination																																	

Mapping of Academic Activities of the Institution
M.Ed. Semester-I Session 2015-17

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Admission and Orientation	■	■																															
Theory			■	■	■	■	■	■	■	■	■	■	■	■	■	■	■																
Tutorials/ Seminars								■						■						■													
Sessional Work– Tests & Assignments						■					■																						
Practical Work															■																		
Preparation of Internship: Demonstration/ Observation of lessons/ micro teaching/ simulations											■	■																					
Practice Teaching/ Internship																		■	■														
Co-curricular Activities																	■																
Working with community/ project work													■																				
End-Term Examination																				■	■												

Mapping of Academic Activities of the Institution
M.Ed. Semester-II Session 2015-17

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Admission and Orientation	■	■																															
Theory			■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■															
Tutorials/ Seminars				■				■				■				■																	
Sessional Work– Tests & Assignments								■							■																		
Practical Work						■	■	■																									
Preparation of Internship: Demonstration/ Observation of lessons/ micro teaching/ simulations											■	■																					
Practice Teaching/ Internship											■				■																		
Co-curricular Activities						■																											
Working with community/ project work										■																							
End-Term Examination																				■	■												

Mapping of Academic Activities of the Institution
M.Ed. Semester-III Session 2015-17

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Admission and Orientation																																	
Theory																																	
Tutorials/ Seminars																																	
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Practice Teaching/ Internship																																	
Co-curricular Activities																																	
Working with community/ project work																																	
End-Term Examination																																	

Mapping of Academic Activities of the Institution
M.Ed. Semester -IV Session 2015 -17

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
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Preparation of internship: Demonstration/ Observation of lessons/ micro teaching/ simulations																																	
Practice Teaching/ Internship																																	
Co-curricular Activities																																	
Working with community/ project work																																	
End-Term Examination																																	

ANNEXURES

Details of Annexures

S.No	Annexure	No
1.	A Brief Note on Teacher Education Scenario in the State of J&K	Annexure No. I
2.	Academic Calendar and Time Table (Session 2015-16) of a) B.Ed. b) B.Ed. Special Education (ID) c) M.Ed.	Annexure No. II
3.	Syllabi of B.Ed., B.Ed. Special Education (ID) and M.Ed.	Annexure No. III
4.	Master Plan of the College	Annexure No. IV
5.	Proforma for Receiving feedback from Sample of Students on a) College Facilities b) Teachers c) Curriculum	Annexure No. V
6.	Audited Income-Expenditure Statement for the Financial Year 2015-16	Annexure No. VI
7.	Copies of Latest Recognitions: a) Letter of Permanent Affiliation by the University of Jammu. b) Recognition Certificate of RCI for B.Ed. Special Education (ID) c) Certificate of Fresh Autonomous Status by the UGC and University of Jammu.	Annexure No. VII
8.	University Results for the session 2014-15	Annexure No. VIII
9.	Proforma for Receiving Feedback from Teaching Practice from: a) Principals b) Supervisors c) Students	Annexure No. IX
10.	Details of the Conferences / Seminars / Workshops attended by the faculty members in last five years	Annexure No. X
11.	Achievements of students in curricular Details of Co-curricular and Extracurricular Activities last two years	Annexure No. XI
12.	Minutes of Meetings of Statutory bodies of the college (2015-16)	Annexure No. XII
13.	Detailed Perspective Plan of the College (2012-17)	Annexure No. XIII
14.	Organisational Chart of the College	Annexure No. XIV

ANNEXURE I

Brief Note on Teacher Education Scenario in the State of J&K

A BRIEF NOTE ON TEACHER EDUCATION SCENARIO IN
J&K STATE

The J&K State is situated in the northern most part of India. The population of the State is 1.25 crores as per 2011 census and the State covers an area of 2,22,236 KMs. The State comprises of three regions – Jammu, Kashmir and Ladakh and is divided into 22 districts for administrative and developmental activities. The J&K State has its own Constitution and enjoys a special status under Article 370 of the Indian Constitution. The NCTE Act is still not applicable in the State of Jammu and Kashmir. Colleges of higher education including teacher education can be established in the State under Jammu & Kashmir Private Colleges (Regulation and Control) Act. 2002.

For the last two decades the J&K State has been facing effects of terrorism and militancy. These activities have taken a heavy toll on lives and public property besides throwing normal life out of gear. Education also became a casualty of this turmoil.

As a follow up of the National Policy of Education in 1986, a number of programmes were initiated to improve the quality of teacher education in the State. Earlier, higher education in the State was almost centralized under the government sector. The first college of education in the private sector in Jammu province came into existence in the year 1981. Till then, there were only five colleges of education in J&K State.

Rapid expansion took place in the early nineties and the number of colleges in the private sector increased significantly. By the year 2007, there were 146 B.Ed colleges in the J&K State with an intake capacity of 44,000 teacher trainees.

The expansion of teacher education in J&K State has not been able to keep pace with the quality of teacher education. Unfortunately, a situation has been created where the number of seats available is much more than the number of applicants for teacher training. The number of local applicants is very less. This has given rise to serious malpractices in the admission process. In many colleges,

students' admissions were being managed through agents who exploited the students from far off and backward areas. These students used to report for annual examinations only. These malpractices played havoc with the teaching learning process in the colleges of education. Other issues of concern in the colleges of education happen to be paucity of highly qualified faculty and Principals, lack of modern infrastructure and educational resources and non implementation of a rigorous academic calendar. The norms and practices for teacher education institutions in Jammu province and Kashmir province differ significantly under the Universities of Jammu & Kashmir respectively and have given rise to regional disparities. There is at present no college of education in Ladakh region.

According to the latest figures provided by the NAAC, only three Universities and 68 colleges (including degree colleges) had got accreditation by the end of December, 2016 out of 150 colleges and seven universities. However, the State Government, the Universities and the NAAC are all making sincere efforts to encourage colleges to go in for NAAC accreditation to enhance the quality of teacher education.

In the wake of Justice Verma Committee's recommendations and directions of the Hon'ble Supreme Court of India, the duration of teacher education courses at the B.Ed and M.Ed levels was increased from one to two years from the session 2015-16. Simultaneously, the revised curricula for these two degree programmes were adopted and introduced. The eligibility criterion for candidates was also raised to 50% from earlier 45%. These challenges resulted in disappearance of large number of students from the college roll, a phenomenon which was witnessed in other states of India as well. In the year 2016, as many as 50 colleges in the private sector survived out of 75 in Jammu province alone while the rest have become nonfunctional with huge losses to the colleges. Several colleges are functioning with highly reduced intake, lack of students and non-availability of senior faculty with prescribed qualifications and experience. The students and the existing faculty members in the colleges are finding the implementation of the re-structured curricula rather difficult in the semester system due to confusion, ambiguity, lack of orientation and learning resources. It appears that future growth of teacher education in the J&K State, in general, and Jammu region, in particular, will have to face more challenges both at the quantitative as well as qualitative fronts to lay a sound foundation of teacher education in the State.

Renu Gupta

Principal
MIER College of Education
B. C. Road, Jammu

ANNEXURE II

Academic Calendar & Time Table

(Session 2015-16)

a) B.Ed.
b) B.Ed. Special Education (ID)
c) M.Ed.

MIER COLLEGE OF EDUCATION (AUTONOMOUS)

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DEPARTMENT OF B.ED. GENERAL
ACADEMIC CALENDAR OF SESSION 2015-2017

S. NO.	ACTIVITY	DATE
	1ST SEMESTER **(August, 2015 to January,16)**	
1.	Induction & Orientation	26th to 27th August, 2015
2.	Regular Class work	28th August, 2015 Onwards
3.	School Interaction and engagement with field (To be conducted in 10 groups under the supervision of an assigned Group Supervisor)	1st September to 30th November, 2015 (All working Saturdays)
4.	1st Internal Assessment Examination	21st to 30th October,2015
5.	2nd Internal Assessment Examination	23rd to 30th November,2015
6.	Submission of Reflective Journal	1st week of December,2015
7.	Semester End Examination	11th December to 24th December, 2015
8.	Winter Break/ Semester Break	25th December, 2015 to 5th January, 2016

Dr. Annie Kaul
HoD, B.Ed Gen.

Dr. Renu Gupta
Principal

Renu Gupta
Principal
MIER College of Education
C. Road, Jammu

4

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Department of B.Ed.

ß.5.059.

Academic Calendar for the Session 2015-16 17

	Semester – II	
S. No.	**Activity**	**Dates**
1.	Commencement of Class-work	January 04, 2016
2.	Internal Assessment Test - I	February 15-20, 2016
3.	Internship Activities	February 22 – April 16, 2016 (1 hour per day except visits outside the institution
4.	Internal Assessment Test - II	April 18 – 30, 2016
5.	Preparatory Holidays	May 02 – 09, 2016
6.	End-Semester Examination	May 10 – 26, 2016
7.	External Evaluation / Viva-Voice etc.	June 27 – 30, 2016
8.	Summer Break	June 01 – 30, 2016
9.	Declaration of Result	July 15, 2016

HOD, B.Ed. 3/9/15

Renu Gupta

Principal

Renu Gupta

Principal
MIER College of Education
B. C. Road, Jammu

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QF: 059

DEPARTMENT OF B.ED

ACADEMIC CALENDAR FOR SESSION 2015-2017

S.No	ACTIVITY	DATE
	Semester –III	
1	Enrolment to Sem. III	July 07, 2016
2	Orientation to Sem. III	July 08 & July 09, 2016
3	Commencement of Class work	July 11, 2016
4	Teaching Practice –(Simulated/Real(classroom) & Field visits	July 2016 to Nov. 2016
5	Conduct of T_1 Test	September 28, 2016 to September 30, 2016
6.	Diwali Break	October 29, 2016 to November 1, 2016
7	Conduct of External Teaching Practice	November 15, 2016 to November 17, 2016
8	Conduct of T_2 Test	November 29, 2016 to November 30, 2016
9	End of Teaching	December 8, 2016
10	Preparatory Holidays for End Semester Examination	December 9, 2016 to December 14, 2016
11	End Term Teaching	December 15, 2016 to December 23, 2016

Dr. Annie Kaul   3|9|16
HOD

Dr. Renu Gupta
Principal

Principal
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B. C. Road, Jammu

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Session : 2015-2017
Department of B.Ed.
Semester – IV

CALENDAR

ACTIVITY	DATE
Commencement of Classwork	6th January, 2017
Outreach programme for the adopted village (Orientation and one to one practice on Digital financial transactions)	10th Jan. to 15th Jan. 2017
Teaching Practice (Phase –I) (Simulated)	16th January to 2nd February, 2017
Awareness on Environment issues like, Pollution, Swatch Bharat, Solid Waste Management etc. (Rallies, skit presentation and organization of Drives in the adopted village)	Feb. 2017
Minor Test - I	14th & 15th February, 2017
Campus Placement drive	Feb./March
Minor Test - II	17th & 18th March, 2017
Teaching Practice (Phase-II)	20th March to 31st March, 2017
Plant Care and Maintenance Drive	Ist April to 31st May 2017
Internship & Teaching Practice (Phase –III)	10th April to 25th April, 2017
Workshop to address various aspects of development and professional identity of the teacher	28th to 29th April, 2017
Sharing of Narratives by Pupil Teachers that lead to development of their Self and Identity formation	Ist to 6th May, 2017
Community related outreach Programme (Each one teach one)	Ist April to 12th May, 2017
Submission of Project Work.	By 10th May, 2017
Ext. Teaching Practice & Viva-Voce	15th May to 17th May, 2017
Preparatory Holidays	18th May to 25th May,2017
End Semester Exam.	26th May to 31st May,2017

H.O.D. 5|1|17

Renu Gupta
Principal

Renu Gupta
Principal
MIER College of Education
B. C. Road, Jammu

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B.ED SPECIAL EDUCATION-MR/ID

QF: 059-A

ACADEMIC CALENDAR FOR SESSION 2015-2017

Semester -I		
S.No	**ACTIVITY**	**DATE**
1	Commencement of Admission Process	26th August 2015
2	Finalization of Admission	1st October, 2015
3	Commencement of Class work	5th October,2015
4	Internal Assessment Test -I	3rd to 9th November , 2015
5	Diwali Break	10th November to 12th November 2015
7	Practical / Internship	16th November to 5th December 2015
8	Internal Assessment Test II	10th to 17th December , 2015
9	Preparatory cum Winter Break	25th Dec to 3rd Jan,2015
10	End Semester Examination	5th to 21st January 2016
11	Practical Examination	28th January 2016
12	External Evaluation of Internship & Internal Assessment by Academic Coordination Committee (ACC)	30th January, 2016
13	Declaration of Results	3rd week of February 2016

Semester -II

S.No	ACTIVITY	DATE
1	Commencement of Class work	29th January, 2016
2	Internal Assessment Test -I	22nd to 26th February 2016
3	Internal Assessment Test -II	21st to 25th March 2016
4	Practical / Internship	28th March to 16th April 2016
5	End Semester Examination	10th May to 23rd May 2016
6	Practical Examination	27th May 2016
7	External Evaluation of Internship & Internal Assessment by Academic Coordination Committee (ACC)	30th May 2016
8	Summer Break	1st to 30th June 2016
9	Declaration of Results	2nd week of August 2016

Dr. Rohnika Sharma
(HOD, B.Ed Spl Edu-MR)

Dr. Renu Gupta
(Principal, MIER)

Renu Gupta

Principal
MIER College of Education
B. C. Road, Jammu

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DEPARTMENT OF B.ED SPECIAL EDUCATION-MR/ID

QF: 059-A

ACADEMIC CALENDAR FOR SESSION 2015-2017

Semester -III

S.No	ACTIVITY	DATE
1	Commencement of Class work	July 07,2016
2	Minor Test -1	September 25 2016 to September 29,2016
4	Practical / Internship	October 03,2016 to October 28,2016
5	Diwali Break	October 29,2016 to November 01, 2016
	Minor Test – II	November 15, 2016 to November19, 2016
6	Preparatory Holidays	November 26,2016 to December 05,2016
7	End Semester Examination	December 10,2016 to December 24,2016
8	Winter Break	December 25 , 2016 to January 3, 2017

Semester -IV

S.No	ACTIVITY	DATE
1	Commencement of Class work	January 04,2017
2	Minor Test -1	February 08,2017 to February 10,2016
	Practical / Internship	February 13 ,2017 to March 10,2017
3	Minor Test - II	May 03,2017 to May 05,2017
4	Preparatory Holidays	May 12,2017 to May 20,2017
5	End Semester Examination	May 22,2017 to May 28,2017
7	Summer Break	June 01 2017 to June 30,2017

Dr. Rohnika Sharma
(HOD, B.Ed Spl Edu-MR)

Dr. Renu Gupta
(Principal, MIER)

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P.G. DEPARTMENT OF EDUCATION

QF: 059 B
DT: 14-08-2014

ACADEMIC CALENDAR
Session 2015-2017
Ist Semester Begins

MONTH	PROGRAMME Activities in Ist Semester	DATE
July 2015	Orientation & Induction	27th & 28th of July 2015
Aug. 2015	Commencement of classroom teaching	29th July onwards.
	Orientation for use of Library	28th August 2015
Sept. 2015	Symposium role of women in the society	Ist Sept 2015
	Classroom teaching-continues	
	Student Seminar – Imaul Kant's contribution	19th Sept, 2015
	Minor Test - 1	21st -28th Sept, 2015
	Guest Lecture	28th Sept, 2015
Oct. 2015	Class room teaching – continues	
	Student Seminar – Motivation key to learning	3rd Oct, 2015
	Orientation for internship	9th Oct, 2015
	Observe and record lessons of interns (full days)	12th-16th Oct, 2015 (5 days)
	Student seminar – Innovations in educational technology	17th Oct 2015
	Classroom teaching	
	Writing reflective journals related to : TEI activities – Planning, teaching & Interaction 1. Assessment, Interaction with school Teacher, community members & Panchayat Members 2. Understanding related aspects of curriculum 3. Assessment of teachers and learners 4. Preparation for diverse learners in TEI 5. Reflection on teaching experience	26th – 3rd Nov , 2015 (9 days)
Nov. 2015	Plan & Deliver lessons in TEI (Four lessons each in 4 papers in TEI)	4th Nov – 9th Nov, 2015. 5 days (Teaching in TEI)
	Visit and observe an Innovative teacher Edu. Inst. for discussion & presentation on different aspects of teaching	9th Nov, 2015
	Student seminar – Descriptive Research	21st Nov, 2015

	Guest Lecture	10th Nov. 2015
	Minor test-II	23rd-30th Nov, 2015
Dec 2015	Classroom teaching - continues	
	Guest Lecture	2nd Dec 2015
	Student seminar – Concept of Hypotheses and its types	4th Dec, 2015
	Preparatory vacation	6th – 13th Dec, 2015
	Final Examination	14th Dec 2015 – 24th Dec, 2015
	Winter Vacation	25th Dec to 3rd Jan 2016.
	Ist Semester completes/terminates	4th Jan, 2016
	2nd Semester begins	5 January 2016

H.O.D.
P.G. Department of Education

Principal

File for Record.
24/9/15

Renu Gupta
Principal
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B. C. Road, Jammu

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P.G. Department of Education

Academic calendar for the Session 2015-16

S.No	Activity	Dates
	Semester-II	
1.	Commencement of Class-work	4th January 2016.
2.	Minor Test-I	10th Feb to 16 Feb 2016.
3.	Internship-High/ Higher Secondary School, Visit & Observe High School	27th Feb to 3rd March (5 days)
4.	Minor Test-II	11th April to 16th April 2016
5.	Preparatory Holidays	2nd May to 10th May 2016
6.	Submission of Synopsis Viva-Voice etc.	19th April 2016
7.	End-Semester Examination	11th May to 26th May 2016
8.	Summer Break	1st June to 30 June
9.	Declaration of Result	11th July 2016.

H.O.D

Principal

Renu Gupta
Principal College of Education
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QF: 059B

DEPARTMENT OF M.ED

ACADEMIC CALENDAR FOR SESSION 2015-2017

	Semester –III	
S. No	**ACTIVITY**	**DATE**
1	Enrolment to Semester-III	July 07, 2016
2	Orientation to Semester-III	July 08 & July 09, 2016
3	Commencement of Class work	July 11, 2016
4	Teaching Practice –(Simulated/Real(classroom) & Field visits	August 24 to September 6, 2016
5	Mid Term (Minor Test-I)	September 26, to September 28, 2016
6	Diwali Break	October 29, 2016 to November 1, 2016
7	Mid Term (Minor Test-II)	November 14, to November 16, 2016
8	End-Semester Examination	December 06 to December 23, 2016
9	Winter Break	December 25 to January 03, 2017
10	Declaration of Result	February 10, 2017

Dr. Renu Gupta
Principal

Dr. N.R. Sharma
Head of the Dept.

ACADEMIC CALENDAR FOR M.Ed. COURSE FOR THE ACADEMIC SESSION 2015-17

SEMESTER-IV

S. NO.	ACTIVITY	DATE
1.	Commencement of Classwork	6th January, 2017
2.	Orientation for Project Work (Regular Classwork shall also continue)	16th January, 2017
3.	Commencement of Project Work (Regular Classwork shall also continue)	18th January, 2017
4.	Minor Test - I	13th February, 2017 to 14th February, 2017
5.	Field Visit	20th February, 2017
6.	Minor Test – II	20th March, 2017 to 21st March, 2017
7.	Internship	06th April, 2017 to 12th April, 2017
8.	Submission of Internship File	17th April, 2017
9.	Submission of Project Work and Reflective Journal	21st April, 2017
10.	Submission of Dissertation	06th May,2017
11.	Preparatory Holidays	10th May, 2017 to 19th May, 2017
12.	End-Semester Examination	20th May, 2017 to 24th May, 2017
13.	Viva-Voce Examination (Dissertation)	29th May, 2017 to 30th May, 2017

Renu Gupta

Sd/-
HOD

Sd/-
PRINCIPAL

Renu Gupta

Principal
MIER College of
B. C. Road, Jammu

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SESSION 2015-2017

DEPARTMENT OF B.ED. GENERAL

TIME TABLE OF SEMESTER - I

Sec.	9.10 - 10.00	10.00 - 10.50	10.50 - 11.10	11.10 - 12.00	12.00 - 1.00	1.00 - 1.30	1.30 - 2.20	2.20 - 3.10
A	Course - 105 Dr. Bharti Tandon	Course - 101 Dr. Annie Kaul	S H O R T B R E A K	Course - 102 Mrs. Angela Gadroo	P R A C T I C U M	L U N C H B R E A K	Course - 103 Dr. Reeta Dwivedi	Course - 104 Mrs. Komal Sharma
B	Course - 103 Dr. Reeta Dwivedi	Course - 104 Mrs. Komal Sharma	S H O R T B R E A K	Course - 105 Dr. Bharti Tandon	P R A C T I C U M	L U N C H B R E A K	Course - 101 Mrs. Poonam Soni	Course - 102 Dr. Atul Thakur

Course - 101 : Education in Indian Perspective
Course - 102 : Childhood and Adolescence Education
Course - 103 : Language Competence & Communication Skills
Course - 104 : Educational Planning & Management
Course - 105 : Inclusive Education

Renu Gupta
PRINCIPAL

Renu Gupta
Principal
MIER College of Education
B. C. Road, Jammu

H.O.D. Sept. 2015

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SESSION 2015-2017

DEPARTMENT OF B.ED. GENERAL

TIME TABLE OF SEMESTER - II

Morning Assembly: 9.00 to 9.30 am. (Tuesday & Friday)

Sec.	9.30 - 10.15	10.15 - 11.00	11.00 - 11.45	11.45 - 12.15	12.15 - 1.00	1.00 - 1.45
A	Course - 206	Course - 201	Course - 203	SHORT BREAK	Course - 202	Course - 204 T. of English:
	Dr. Bharti Tandon	Dr. Annie Kaul	Dr. Atul Thakur		Mrs. Angela Gadroo	Dr. Reeta Dwivedi, Mrs. Arpana Kaul
B	Course - 202	Course - 201	Course - 206		Course - 203	Course - 204 T. of Hindi:
	Dr. Atul Thakur	Mrs. Poonam Soni	Dr. Bharti Tandon		Mrs. Komal Sharma	Mrs. Suman Devi

Sec.	1.45 - 2.25	2.25 - 3.15	3.15 - 4.00 Course - 205
	LUNCH BREAK	PRACTICUM	T. of Physical Science — Mrs. Monika Bajaj
			T. of Biological Science — Dr. Atul Thakur
			T. of Social Studies — Mrs. Angela Gadroo / Ms. Manvi Gupta
			T. of Mathematics — Mrs. Suman Gupta

Course - 201 : Philosophical and Sociological Bases in Education
Course - 202 : Teaching Learning and Evaluation
Course - 203 : Educational Technology and ICT
Course - 204 : Methodology of Teaching of English, Teaching of Hindi, etc.
Course - 205 : Methodology of Teaching of Science (Physical and Biological), Teaching of Social Studies, Teaching of Mathematics, etc.
Course - 206 : Action Research

Renu Gupta
Principal

Renu Gupta
Principal
MIER College of Education
B. C. Road, Jammu

HOD, B.Ed.

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SESSION 2015-2017
DEPARTMENT OF B.ED.
TIME TABLE OF SEMESTER - III

Sec.	9.10 - 10.00 Course-303	10.00 - 10.50 Course - 301	10.50 - 11.40 Course -302	11.40 - 12.00	12.00 - 1.40 MACRO TEACHING SESSIONS (Subject Groupwise)	1.40 - 2.10	2.10 - 3.30 MACRO TEACHING SESSIONS (Subject Groupwise)
A	Teaching of English — Mrs. Monika Bajaj	Teaching of English — Dr. Reeta Diwedi Teaching of English — Mrs. Arpana Koul	Teach. of Phy. Sc. - Ms. Monica Teach. of Bio. Sc. - Ms. Monica Teach. of S.Studies - Ms. Manvi (Sec. A)	S H O R T B R E A K	Course 301 – 1st, 3rd, 5th day of the week Course 302 – 2nd, 4th, 6th day of the week	L U N C H	Course 301 – 1st, 3rd, 5th day of the week Course 302 – 2nd, 4th, 6th day of the week
B	Dr. Atul Thakur	Teaching of Hindi — Mrs. Suman Devi Teaching of Urdu — Mr. Javed Iqbal	Teach. of Maths - Ms. Suman Gupta - Ms. Anjela (Sec. B)				

Course - 301 : **Teaching of Languages (English, Hindi, Urdu)**

Course - 302 : **Teaching of languages Physical Science, Bio-Science, Social Science, Mathematics)**

Course - 303 : **Environment Education and Disaster Management**

PRINCIPAL

H.O.D.

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SESSION 2015-2017

DEPARTMENT OF B.ED.

TIME TABLE OF SEMESTER - IV

Sec.	9.30 – 10.20	10.20 - 11.10	11.10 – 11.30	11.30 – 12.20	12.20-01.10	01.10 – 2.00	02.00 - 02.40	2.40 – 3.30
					Course – 401	Course-402		
A	Simulated Teaching Practice — All Teaching Group Supervisors	Simulated Teaching Practice — All Teaching Group Supervisors	S H O R T	Simulated Teaching Practice — All Teaching Group Supervisors	Mrs. Kusum Tikoo	Mrs. Poonam Soni — Guidance & Councelling; Mrs. Rohini Sharma — Computer Education	L U N C H	1,2,3 (Library work); 4,5,6 Practicum / Project work
B	Simulated Teaching Practice — All Teaching Group Supervisors	Simulated Teaching Practice — All Teaching Group Supervisors	B R E A K	Simulated Teaching Practice — All Teaching Group Supervisors	Course - 401 — Mrs. Komal Sharma	Mrs. Aditi Malhotra — Curriculum Development	B R E A K	1,2,3 (Library work); 4,5,6 Practicum / Project work

Course - 401 : Teacher Education

Course - 402 : Optional Subjects

    a.   Guidance and Counselling

    b.   Computer Education

    c.   Curriculum Development

Renu Gupta

PRINCIPAL

Renu Gupta

Director, MIER College of Education, B.C. Road, Jammu

HOD

MIER COLLEGE OF EDUCATION (AUTONOMOUS)
B.ED. SPECIAL EDUCATION (MR)
TIME TABLE (SESSION 2015 - 2017)
FIRST SEMESTER

9.10 – 10:00	10.00-10:50	10.50 – 11:10	11:10 – 12:00	12.00 – 12:50
Course- B9	Course –B7	SHORT BREAK	Course-C12	Course B8
Introduction to Locomotor & Multiple Disabilities (Deaf Blind, CP, MD)	Introduction to Sensory Disabilities (VI, HI, Deaf-blind)		Assessment and Identification of Needs	Introduction to Neuro Developmental Disabilities (LD, ID /MR, ASD)
(Mr. Rajendra kumar Praveen)	(Dr. Rohnika sharma)		(Dr. Rohnika sharma Mr. Ashish Anand)	(Mr. Rajendra kumar Praveen)

12:50 – 1:30	1.30-2:20	2.20 – 3:10	3.10 – 4.00
LUNCH BREAK	Course- A1	Course -A2	Practicum (107)
	Human Growth & Development	Contemporary India and Education	Dr. Rohnika sharma
	(Mr. Rajendra kumar Praveen Mr. Ashish Anand)	(Dr. Bharti Tandon)	Mr. Rajendra kumar Praveen Ms. Harika singh Mr. Ashish Anand

Dr. Rohnika Sharma
HOD, B.ED Special Education(MR)

Dr. Renu Gupta
PRINCIPAL

Principal
MIER College of Education
B. C. Road, Jammu

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DEPARTMENT OF B.ED. SPECIAL EDUCATION (MR)

SESSION 2015-2017

TIME TABLE OF SEMESTER - II

01-02-2016

QF: 073-13

09.10 - 09.55	09.55 - 10.40	10.40 - 11.25	11.25 - 11.45	11.45 - 12.30	12.30 - 01.15
Course - 205	Course - 202	Course - 201		Library Period	Course - 204
Credits - 04	Credits - 04	Credits - 04	SHORT BREAK		Credits - 02
Mr. Rajendra Kumar Praveen	T. of Science - Mrs. Monika Bajaj, T. of Mathematics - Mrs. Suman Gupta, T. of Social Studies - Ms. Manvi Gupta	Dr. Rohnika Sharma		Dr. Bharti Tandon, Mr. Ashish Anand	

01.15 - 01.55	01.55 - 02.40	02.40 - 03.25
LUNCH BREAK	Course - 206	Course - 203
	Credits - 02	Credits - 04
	Disability Specialization Dr. Rohnika Sharma, Mr. Rajendra Kumar Praveen, Mr. Ashish Anand	T. of English — Mrs. Arpana Kaul; T. of Hindi — Mrs. Suman Devi
	PRACTICUM	

Course - 201 : Learning Teaching & Assessment
Course - 202 : Pedagogy of School Subjects (Teaching of Social Studies, Mathematics, Science)
Course - 203 : Pedagogy of School Subjects (Teaching of English, Hindi)
Course - 204 : Inclusive Education
Course - 205 : Curriculum Designing Adaptation & Evaluation
Course - 206 : Disability Specialization (Practical)

Dr. Renu Gupta
Principal

Dr. Renu Gupta
MIER College of Education
B. C. Road, Jammu

Dr. Rohnika Sharma
HOD, B.Ed. Special Edu. (MR)

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SESSION 2015-2017

DEPARTMENT OF B.ED. SPECIAL EDUCATION (MR/ID)

TIME TABLE OF SEMESTER - III

18/2016

09.10 - 10:00	10:00 - 10:50	10:50 - 11:40	11:40 - 12:00	12:00 - 12:50	12:50 - 01:40
Course - 304	Course - 302	Course - 301		Course - 303	Course - 305
Credits - 04	Credits - 02	Credits - 02	Short Break	Credits - 04	Credits - 02
Mrs. Arpana Kaul	Dr. Bharti Tandon	Dr. Rohnika Sharma		Library Period	Ms. Amarjot Kaur

01:40 - 2:10	2:10 - 3:00	3:00 - 3:50
	Course - 306, 307	Course - 303
	Credits - 02	Credits - 04
	PRACTICUM-Disability Specialization Dr.Rohnika Sharma & Mrs. Harika Singh	Mrs. Harika Singh

LUNCH BREAK

Course - 301 : Intervention & Teaching Startegies
Course - 302 : Technology and Disability
Course - 303 : Psychosocial & Family Issues
Course - 304 : Reading and Reflecting on Texts
Course - 305 : Drama and Art in Education
Course - 306,307 : Disability Specialization (Practical)

Dr. Rohnika Sharma
HOD, B.Ed. Special Edu. (MR/ID)

Dr. Renu Gupta
Principal

QF: 073-B

MIER COLLEGE OF EDUCATION (Autonomous)

Recognized by the Govt. of J&K & Permanently Affiliated to the University of Jammu

Accredited by the NAAC with 'A' Grade & ISO 9001:2008 Certified

DEPARTMENT OF B.ED. SPECIAL EDUCATION (MR/ID)

SESSION 2015-2017

TIME TABLE OF SEMESTER - IV

6/7/2017

09.30 - 10:20	10:20 - 11:10	11:10 - 11:30	11:30 - 12:20	12:20 - 01:10
Course - 401/402	Course - 403		404	405
Credits - 02	Credits - 02		Credits -4	Credits-4
Dr. Bharti Tandon (Mon/Tue/Wed) Mrs. Harika Singh (Thu/Fri/Sat)	Dr. Rohnika Sharma	SHORT BREAK	Teaching Practice / Internship (Dr.Rohnika & Mrs. Harika Singh)	Teaching Practice / Internship (Dr.Rohnika & Mrs. Harika Singh)

01:10-2:00		02:00-2:40	2:40-3:30	3:30-4:00
406				
Credits -4				
Teaching Practice / Internship (Dr.Rohnika & Mrs. Harika Singh)	Lunch Break	Dr. Rohnika Sharma Practicum	Library	

Course - 401 : Applied Behavioral Analysis
Course - 402 : Management of Learning Disability
Course - 403 : Basic Research & Basic Statistic
Course- 404: Cross Disability Inclusion
Course- 405: Other Disability Special School
Course- 406: Inclusive School

Dr.Rohnika Sharma
HOD

Dr. Renu Gupta
Principal

MIER College of Education

(ISO 9001:2008 Certified& accredited by the NAAC with grade 'A')

M.Ed. Time Table

Session 2015-17

QF: 073 C
DT: 24-07-2015

1ST Semester

DAYS	9:00 to 9:45 A.M.	9:45 to 10:30 A.M.	10:30 to 11:15 A.M.	11:15 to 11:30 P.M.	11:30 to 12:15 P.M	12:15 to 1:00 P.M.	1:00 to 2:00 P.M.	2:00 to 2:30 P.M.	2:30 to 3:15 P.M.
MON To SAT	M.ED–103 Dr. Adit Gupta	M.ED–101 Dr. Nishta Rana	M.ED–102 Dr. B.L. Raina	SHORT B R E A K	M.ED–104 Dr. H.R. Shan	M.ED–105 Dr. Mool Raj Sharma	CA: (3 days): Monday, Tuesday, Wednesday Library work: Thursday, Friday Seminar:- (1st & 3rd Saturday)	LUNCH B R E A K	M.ED–106 Incharge Dr. B.L. Raina (All Faculty)

M.ED : 101 (Philosophical Foundations of Education) — Dr. Nishta Rana
M.ED : 102 (Psychological Foundations of Education) — Dr. B.L. Raina
M.ED : 103 (Methods of data analysis in Education) — Dr. Adit Gupta
M.ED : 104 (Methodology of Education in Research) — Dr. H.R. Shan
M.ED : 105 (Education Technology) — Dr. Mool Raj Sharma
M.ED : 106 (Internship) — All Staff members
M.ED : (Computer Awareness) Lab work — Ms. Rohini Sharma

H.O.D

P.G. Department of Education

Renu Gupta
Principal
MIER College of Education
B. C. Road, Jammu

Renu Gupta
Principal

MIER College of Education

(ISO 9001:2008 Certified& accredited by the NAAC with grade 'A')

M.Ed. Time Table

Session 2015-17

2nd Semester

QF: 073 C
DT: 4-01-2016

DAYS	9:30 to 10:15 A.M.	10:15 to 11:00 A.M.	11:00 to 11:45 A.M.	11:45 to 12:00 P.M.	12:00 to 12:45 P.M	12:45 to 1:30 P.M.	1:30 to 2:15 P.M.	2:15 to 2:45 P.M.	2:45 to 3:30 P.M.
MON To SAT	M.ED—203 Dr. Nishta Rana	M.ED—202 Dr. H. R. Shan	M.ED—201 Dr. Mool Raj Sharma	SHORT B R E A K	M.ED—204 Dr. B.L. Raina	M.ED--206 Dr. Nishta Rana, Dr. Angela Gadroo Dr. Reeta Diwedi	M.ED—205 Monday, Tuesday, Wednesday Thursday, Friday All Supervisors (Saturday 1 & 3rd) Seminar:- Dr. Mool Raj Sharma	LUNCH B R E A K	M.ED—207 Incharge Dr. B.L. Raina (All Faculty)

M.ED : 201 (Methodology of Core Practices) — Dr.Dr. Mool Raj Sharma
M.ED : 202 (Qualitative Research) — Dr. H.R. Shan
M.ED : 203 (Comparative Education) — Dr. Nishta Rana
M.ED : 204 (Teacher Education) — Dr. B.L Raina
M.ED : 205 (Dissertation) — All Staff members
M.ED : 206 Teaching of General Science/ Social Science/ Language — Dr. Nishta Rana, Angela Gadroo,
M.ED : 206 Teaching of General Science/ Social Science/ Language — Dr. Reeta Diwedi
M.ED : 207(Internship) — All Staff members

H.O.D

P.G. Department of Education

Renu Gupta
Principal
MIER College of Education
C. Road, Jammu

Principal

MIER College of Education (Autonomous)

College with Potential for Excellence Status by the UGC

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P.G. Dept. of Education

M.Ed. Semester III

Session 2015-17

Class Time-Table w.e.f. 09-08-2016

Sf No. 073 C

Days	I 10.00 A.M. to 10.50 A.M.	II 10.50 A.M. to 11.40 A.M.	III 11.40 A.M. to 12.00 NOON	III 12.00 NOON to 12.50 P.M.	IV 12.50 P.M. to 1.40 P.M.	V 1.40 P.M. to 2.15 P.M.	V 2.15 P.M. to 3.45 P.M.
Monday	MED-303 (D) (ICT) (MRS), MED-303 (E) (G&C) (NR)	MED-302 (RD)		Library (BLR)	MED-301 (BLR)		Dissertation MED-304
Tuesday	- do -	- do -	SHORT BREAK	- do -	- do -	LUNCH BREAK	- do -
Wednesday	- do -	- do -		Library (NR)	- do -		- do -
Thursday	- do -	- do -		- do -	- do -		Seminar
Friday	- do -	- do -		Library (MRS)	- do -		- do -
Saturday	- do -	- do -		- do -	- do -		- do -

MED-301   Sociological Foundations of Education
MED-302   Advanced Communication Skills
MED-303 (D)   Information & Communication Technology in Education
MED-303 (E)   Guidance & Counselling
MED-304   Dissertation

BLR   Dr. B.L. Raina
HR   Dr. H.R. Shan
NR   Dr. Nishta Rana
MRS   Dr. Mool Raj Sharma
RD   Dr. Reeta Dwivedi

Renu Gupta
Principal

Renu Gupta
Principal
MIER College of Education
B. C. Road, Jammu

Head of the Department

MIER College of Education (Autonomous)

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P.G. Dept. of Education

M.Ed., Semester-IV, Session 2015-17
Time-Table

Days	I	II	III		IV	V
	09.30 A.M. to 10.20 A.M.	10.20 A.M. to 12.10 P.M.	12.10 P.M. to 01.10 P.M.	01.10 P.M. to 01.50 P.M.	01.50 P.M. to 2.40 P.M.	02.40 P.M. to 4.00 P.M.
Monday	MED-403 A (AG), MED-403 E (MB)	MED-402 (Dissertation Work)	Panel Discussion / Seminars - (MRS)		MED-401 (BT)	MED-402 (Dissertation) (All Research Supervisors)
Tuesday	- do -	- do -	- do -	LUNCH BREAK	- do -	- do -
Wednesday	- do -	- do -	- do -		- do -	- do -
Thursday	- do -	- do -	MED-404 (All teachers)		- do -	- do -
Friday	- do -	- do -	- do -		- do -	- do -
Saturday	- do -	- do -	- do -		- do -	- do -

MED-401 - Inclusive Education
MED-402 - Dissertation
MED-403 (A) - Advanced Educational Statistics
MED-403 (E) - Environmental Education
MED-404 - Internship

AG - Dr. Adit Gupta
MRS - Dr. Mool Raj Sharma
MB - Dr. Monika Bajaj
BT - Dr. Bharti Tandon

Principal

Head of the Deptt.

Principal
MIER College of Education
B. C. Road, Jammu

ANNEXURE III

Syllabi of

a) B.Ed.
b) B.Ed. Special Education (ID)
c) M.Ed.
d) M.A. Education

SCHEMA TWO-YEAR B. Ed. PROGRAMME (SESSION 2016 – 18)

Semester – I

S. No.	Course Code	Title	Credits	Maximum Marks		
				External	Internal	Total
1	BDE-101	Human Growth and Development	04	60	40	100
2	BDE-102	Contemporary India and Education	04	60	40	100
3	BDE-103	Philosophical and sociological perspectives in education	04	60	40	100
4	BDE-104	Pedagogics of Education	04	60	40	100
5	BDE-105	Understanding Disciplines and subjects	02	30	20	50
6	BDE-106	Understanding the self	02	-	50	50
7	BDE-107	Pre-internship (2 weeks) – Field engagement – I	02	-	50	50
		TOTAL	**22**	**270**	**280**	**550**

The semester comprises of seven theory papers out of which four papers are of 4 credits and three papers are of 2 credits. The distribution of marks is 60% to be evaluated by the external evaluator and 40% to be evaluated through internal assessment component. One paper is totally internal in which all 50 marks are evaluated by Internal Assessment.

PRE-INTERNSHIP FIELD ENGAGEMENT

S.No.	Activity	Max. Marks
1	Visit to high/elementary school and writing a reflective journal on observation of regular classroom teaching with respect to pedagogical practices and classroom management techniques used by the teachers of the school and other activities of the field engagement.	15
2	Reflection on roles and responsibilities of different school staff and critical study of the availability of infrastructural facilities like library, laboratories, playground, multipurpose hall, toilets etc. in the school.	15
3	Visit to Anganwadi Centres and submission of report and their functioning.	10
4	Visit to a village school and preparation of its profile.	10
	Total Marks	50

Semester II

S. No.	Course Code	Title		Credits	Maximum Marks		
					External	Internal	Total
1	BDE-201	Learning and Teaching		04	60	40	100
2	BDE-202(A)	Pedagogy of Science	Group - I	04	60	40	100
3	BDE-202(B)	Pedagogy of Physical Science		04	60	40	100
4	BDE-202(C)	Pedagogy of Biological Science		04	60	40	100
5	BDE-202(D)	Pedagogy of Social Science		04	60	40	100
6	BDE-203(A)	Pedagogy of English	Group - II	04	60	40	100
7	BDE-203(B)	Pedagogy of Hindi		04	60	40	100
8	BDE-203(C)	Pedagogy of Urdu		04	60	40	100
9	BDE-203(D)	Pedagogy of Dogri		04	60	40	100
10	BDE-203(E)	Pedagogy of Punjabi		04	60	40	100
11	BDE-204	Pedagogy of Mathematics	Group - III	04	60	40	100
12	BDE-205	Assessment for Learning		04	60	40	100
13	BDE-206	Language across the curriculum		02	30	20	50
14	BDE-207	Educational Technology		02	30	20	50
15	BDE-208	Pre-internship (Two weeks) Field engagement - II		02	-	50	50
		Total		**22**	**370**	**310**	**550**

PRE-INTERNSHIP FIELD ENGAGEMENT

S. No.	Activity	Max. Marks
1	Visit to high schools for observation of atleast ten lectures delivered by school teachers during real classroom teaching.	15
2	Observation and analysis of the schedule of the school and submission of its report.	5
3	Interaction with students of the school in different classes and submission of report on the difficulties faced by them	5
4	Organisation of co-curricular activities by the student-teachers and participation and recording experiences of the same in the reflective journal.	10

5	Writing a reflective journal on the problems faced by teachers in assessment through the scheme of Continuous and Comprehensive Evaluation by observing the teachers while evaluating students of the school and understanding the problems faced by them with respect to implementation of the scheme in their school.	15
	Total	**50**

SCHEMA Two-Year B. Ed. Special Education (ID) Programme

SESSION 2016 – 18

SEMESTER - I								
Area	**RCI Code**	**MIER Course Code**	**Course title**	**Hours**	**Credits**	**Internal Marks**	**External Marks**	**Total Marks**
Core Courses	A1	101	Human Growth & Development	60	4	40	60	100
	A2	102	Contemporary India and Education	60	4	40	60	100
Cross Disability & Inclusive Education Courses	B7	103	Introduction to Sensory Disabilities (VI, HI, Deaf-blind)	30	2	20	30	50
	B8	104	Introduction to Neuro-Developmental Disabilities (LD, ID/ MR, ASD)	30	2	20	30	50
	B9	105	Introduction to Loco-motor & Multiple Disabilities (Deaf Blind, CP, MD)	30	2	20	30	50
Disability Specialization Courses	C12	106	Assessment and Identification of Needs	60	4	40	60	100
Practical	E1	107	Cross Disability & Inclusion	**30**	2	25	25	50
			Total	300	20	205	295	500

SEMESTER - II								
Area	**RCI Code**	**MIER Course**	**Course title**	**Hours**	**Credits**	**Internal Marks**	**External Marks**	**Total Marks**

		Code						
Core Courses	A3	201	Learning, Teaching and Assessment	60	4	40	60	100
	A4	202	Pedagogy of School Subjects (ANY ONE from Sci/S.St/Maths)	60	4	40	60	100
	A5	203	Pedagogy of School Subjects (ANY ONE from Hindi/English)	60	4	40	60	100
Cross Disability & Inclusive Education Courses	B6	204	Inclusive Education	30	2	20	30	50
Disability Specialization Courses	C13	205	Curriculum Designing, Adaptation and Evaluation	60	4	40	60	100
Practical	E2	206	Practical: Disability Specialization	60	2	20	30	50
			Total	**330**	**20**	**200**	**300**	**500**

SEMESTER - III								
Area	**RCI Code**	**MIER Course Code**	**Course title**	**Hours**	**Credits**	**Internal Marks**	**External Marks**	**Total Marks**
Disability Specialization Courses	C14	301	Educational Intervention and Teaching Strategies	60	4	40	60	100
	C15	302	Technology and Disability	60	4	40	60	100
	C16	303	Psycho Social and Family Issues	30	2	20	30	50

Area	RCI Code	MIER Course Code	Course title	Hours	Credits	Internal Marks	External Marks	Total Marks
Enhancing Professional Competencies (EPC)	D17	304	Reading and Reflecting on Texts	30	2	20	30	50
	D18	305	Drama and Art in Education	30	2	20	30	50
Field Engagement/ School Internship	F1	306	Main Disability Special School	60	4	50	50	100
Practical	E2	307	Practical Disability Specialization	60	4	50	50	100
			Total	**330**	**22**	**240**	**310**	**550**

SEMESTER - IV								
Area	**RCI Code**	**MIER Course Code**	**Course title**	**Hours**	**Credits**	**Internal Marks**	**External Marks**	**Total Marks**
Cross Disability & Inclusive Education Courses	B10	401	Skill based Optional Course (Cross Disability and Inclusion) ANY ONE: A) Guidance and Counselling B) Early Childhood Care & Education. C) Applied Behavioural Analysis D) Community Based Rehabilitation E) Application of ICT in Classroom F) Gender and Disability G) Braille and Assistive Devices	30	2	20	30	50
	vB11	402	Skill based Optional Course	30	2	20	30	50

			(Specialization Disability) ANY ONE : A) Orientation & Mobility. B) Communication Options: Oralism. C) Communication Options: Manual (Indian Sign Language). D) Augmentative and Alternative Communication. E) Management of Learning Disability F) Vocational Rehabilitation & Transition to Job Placement					
Enhancing Professional Competencies (EPC)	D19	403	Basic Research & Basic Statistic (EPC)	30	2	20	30	50
Practical	E1	404	Practical: Cross Disability & Inclusion	60	4	50	50	100
Field Engagement/ School Internship	F2	405	Other Disability Special School (Area B)	60	4	50	50	100
	F3	406	Inclusive School (Area B & C)	60	4	50	50	100
			Total	**270**	**18**	**210**	**240**	**450**
			Grand Total	**1260**	**80**	**855**	**1145**	**2000**

SCHEMA TWO-YEAR M. Ed. PROGRAMME
SESSION 2016 – 18

The M.Ed. Programme shall be of two years duration spread over four semesters.
The details of the courses for semester I and II are as under:

M.Ed.
Semester – I

S. No.	Course Code	Title	Course Credits	Maximum Marks		
				External	Internal	Total
1	MED-101	Philosophy of Education	04	60	40	100
2	MED-102	Psychology of Learning and Development	04	60	40	100
3	MED-103	Educational Studies	04	60	40	100
4	MED-104	Statistical Methods in Education	04	60	40	100
5	MED-105	Communication Skills	02	-	50	50
6	MED-106	Field work (Visit to Teacher Education Institutes DIET/College(s) of Education)	04	-	100	100
		TOTAL	22	-	-	550

M. Ed. Semester – II
Session: 2016-18

S. No.	Course Code	Title	Course Credits	Maximum Marks		
				External	Internal	Total
1	MED-201	Sociology of Education	04	60	40	100
2	MED-202	Testing in Education	04	60	40	100
3	MED-203	Methodology of Research in Education	04	60	40	100
4	MED-204	Teacher Education	04	60	40	100
5	MED-205	Dissertation (Preparation of research proposal and tool designing)	02	-	-	50
6	MED-206	Internship-I (Visit to schools Elementary/Secondary)	04	-	100	100
		TOTAL	22	-	-	550

The college introduced a new Course-M.A. (Education) in the Year 2016. It follows the Syllabus and Statutes prescribed by the University of Jammu to begin with, for the session 2016-18. The weightage given to external evaluation (end-semester) and internal evaluation is given below in the Schema of the Course. -

SCHEMA TWO YEARS M.A. (EDUCATION) PROGRAMME
SESSION 2016-18

First Semester					
Course Code	Course	Credits	Maximum Marks		
			External	Internal	Total
MAE-101	Philosophical Foundations of Education	4	60	40	100
MAE-102	Psychological Foundations of Education	4	60	40	100
MAE-103	Contemporary Issues in Indian Education	4	60	40	100
MAE-104	Special Education	4	60	40	100
	TOTAL	**16**	**240**	**160**	**400**

Second Semester					
Course Code	Course	Credits	Maximum Marks		
			External	Internal	Total
MAE-201	Sociological Foundation of Education	4	60	40	100
MAE-202	Methods of Data Analysis in Education	4	60	40	100
MAE-203	Guidance & Counselling	4	60	40	100
MAE-204	Teacher Education	4	60	40	100
MAE-205	Computer Awareness (Practical)	2	-	50	50
	TOTAL	**18**	**240**	**210**	**450**

Third Semester						
Course Code		Course	Credits	Maximum Marks		
				External	Internal	Total
MAE-301		Educational Technology	4	60	40	100
MAE-302		Comparative Education	4	60	40	100
MAE-303		Methodology of Educational Research	4	60	40	100
Any	MAE-304	Creativity and Education	4	60	40	100
	MAE-305	ICT in Education	4	60	40	100
One	MAE-306	Issues and Problems of Education	4	60	40	100

	MAE-307	Economics of Education	4	60	40	100
MAE-308		Practical in Research	2	-	50	50
MAE-309		Dissertation	4	75	-	100
Inter disciplinary		To be chosen from other discipline/department	4	60	40	100
		Total	**26**	**300**	**325**	**650**

* Evaluation of Dissertation = 75 marks, Viva-Voce = 20 marks, Power Point Presentation = 05 marks

Each student shall have to offer courses carrying 26 credits (22 credit from Department and 4 credits from other department/discipline in 3rd Semester. The Course Nos. MAE-301-303, 308 & 309 are **Compulsory**. A student shall however, have option to offer any one course out of Course Nos. MAE-304-307.
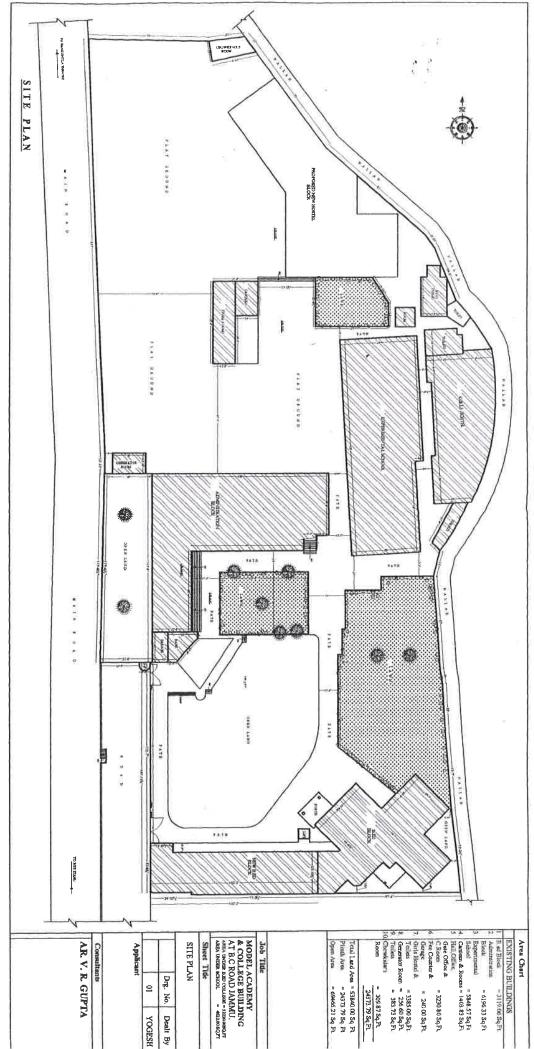
Fourth Semester						
Course Code		**Course**	**Credits**	**Maximum Marks**		
				External	**Internal**	**Total**
MAE-401		Curriculum Development	4	60	40	100
MAE-402		Pedagogy of Education	4	60	40	100
Any One	MAE-403	Educational Administration and Management	4	60	40	100
	MAE-404	Educational Measurement and Evaluation	4	60	40	100
	MAE-405	Advanced Statistics in Education	4	60	40	100
	MAE-406	Mental Health and Hygiene	4	60	40	100
MAE-407		School Internship	8	-	-	200
		Total	**20**	**180**	**120**	

Renu Gupta

ANNEXURE IV

Master Plan of the College

Master Plan of the Institution

SITE PLAN

MAIN ROAD

TO BAKSHI NGR

PROPOSED NEW HOSTEL BLOCK

CHOWKIDAR'S ROOM

ADMINISTRATION BLOCK

OPEN LAND

GENERATOR ROOM

ELED BLOCK

GIRLS HOSTEL

FLAT ROOF

NAALAH

PATH

Area Chart

EXISTING BUILDINGS

1	El ed Block	= 31906.66 Sq.Ft.
2	Administration Block	= 6196.33 Sq.Ft.
3	Experimental School	= 5848.57 Sq.Ft.
4	Canteen & Rooms	= 1403.83 Sq.Ft.
5	Hall, Office & C Room	=
6	Gate Office & Fee Counter &	= 3230.80 Sq.Ft.
7	Garage	= 240.00 Sq.Ft.
8	Girls Hostel & Toilets	= 1385.00 Sq.Ft.
9	Generator Room & Toilets	= 256.60 Sq.Ft.
		= 383.75 Sq.Ft.
10	Chowkidar's Room	= 305.87 Sq.Ft. 24371.79 Sq.Ft.

Total Land Area	= 53840.00 Sq Ft
Plinth Area	= 24373.79 Sq Ft
Open Area	= 69466.21 Sq Ft

AREA UNDER ELED COLLEGE = 12220.00 SQ.FT.
AREA UNDER SCHOOL = 46100.00 SQ.FT.

Sheet Title
SITE PLAN

Job Title
MODEL ACADEMY & COLLEGE BUILDING AT B.C ROAD JAMMU.

Drg. No.	Dealt By
01	YOGESH

Applicant

Consultants
AR. V. R. GUPTA

Renu Gupta
Principal
MIER College of Education
B. C. Road, Jammu

ANNEXURE V

Proforma for Receiving feedback from Sample of students on

a) Curriculum

b) Faculty

c) College Facilities

MIER COLLEGE OF EDUCATION

AUTONOMOUS
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STUDENT FEEDBACK ON COURSES

Name (Optional) _____ Department: _____ Roll No: _____

Section: _____ Session : _____ Semester:_____ Date ;_____

Please rate the course on the following attributes

Attributes	Highly Satisfactory	Satisfactory	Not Satisfactory
Depth / Comprehensiveness of course content			
Applicability/ relevance to real life situation or Experience sharing			
Contribution of Project Work , Field trips , Visits to Schools , Internship , Sessional Work , Seminars and Workshops in learning			
Methods of teaching used by teachers to impart the curriculum			
Learning value of course content (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)			
Availability of textual reading material			
Clarity of textual reading material			
Relevance of additional source material (Library/E Content)			
Level of Students participation & interest generation in teaching learning process			
Pattern of examination system			
Length of Course curriculum			
Simplicity of Course curriculum			

Any suggestions

Signature

Renu Gupta

Principal
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B. C. Road, Jammu

MIER COLLEGE OF EDUCATION

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NAAC ACCREDITED WITH 'A' GRADE

STUDENTS FEEDBACK ON TEACHERS

QF-039

REV –01

Name: (Optional) _____

Roll No: _____   Section: _____   Session: _____

Department. _____   Date: _____

Instructions: *Assess the performance of each Teacher and rate the appropriate score from 1 to 5 to indicate his/her performance.*

Rating Scale : 1-Below Average, 2-Average, 3-Good, 4-V.Good & 5-Outstanding

S.No	NAME OF TEACHER	SUBJECT (PAPER) TAUGHT	Subject knowledge (1)	Preparedness for the class (2)	Communication skills (3)	Sincerity and commitment of the teacher (4)	Interest and enthusiasm generated by the teacher (5)	Classroom management (6)	Regularity in conducting classes (7)	Accessibility of the teacher in and out of the class room (8)	Employ of innovative methods of teaching. (9)	Response to student's queries. (10)	Level of teaching aids used (11)	knowledge of Computer & ICT tools (12)	Fairness in internal assessment (13)	Consistent and fair in discipline. (14)	Overall rating (15)
1																	
2																	
3																	
4																	
5																	
6																	
7																	

Best Teacher of the class: 1 _____ 2 _____ 3 _____

Name the Teacher you are not satisfied: 1 _____ 2 _____ 3 _____

Suggestion for Improvement of: Teacher1 _____

Teacher2: _____

Teacher3: _____

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MIER COLLEGE OF EDUCATION

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NAAC ACCREDITED WITH 'A' GRADE
STUDENT FEEDBACK ON COLLEGE

QF- 039 D
Rev-01

NAME (OPTIONAL) _____ DEPARTMENT_____ DATE_____

SESSION_____SECTION_____ ROLL.NO. (OPTIONAL)_____

Please rate the College on the following attributes

S.NO	RATING SCALE: A - HIGHLY SATISFACTORY B - SATISFACTORY C – NOT SATISFACTORY			
	HOW WOULD YOU RATE THE FOLLOWING ATTRIBUTES:	A	B	C
1.	Teaching being conducted in the College			
2.	Discipline in the College			
3.	Helpfulness of HOD.			
4.	Helpfulness of Non teaching staff and sub staff			
5.	Quality of faculty members			
6.	Lecture rooms			
7.	AV aids/ ICT tools (Use of Audio Video/LCD and Projectors)			
8.	Conference Halls			
9.	Library (availability of books, Journals, magazines, helpfulness of library staff etc.)			
10.	Reprographic (Photocopying) facilities			
11.	Computer labs & Internet facilities			
12.	Campus environment (General cleanliness, upkeep and beautification).			
13.	Accommodation facilities in the hostel (only for hostlers)			
14.	Mess facilities in the hostel (Quality of food, General cleanliness etc (only for hostlers)			
15.	Drinking water and Toilets facilities			
16.	Medical Services (Dispensary ,Availability of medicines, helpfulness of medical officer)			
17.	Banking Services in the campus premises			
18.	Canteen facility(Quality of eatables, cleanliness, Behavior of canteen vendor etc)			
19.	Sports & Games facilities (Volleyball, Basketball, Playground etc.)			
20.	Co-curricular Activities arranged in and out of the campus			
21.	Teaching Practice facilities			
22.	Workshop & Seminars conducted in the college			
23.	Test & Examination in the college			
24.	Guest Lectures conducted in college.			
25.	Guidance and Counseling provided to students (Academic, Personal &Professional)			
26.	Functioning of the different student welfare committees			
27.	Add-on courses (Communication skills, Life skills, Computer Awareness Programme)			
28.	Security arrangements in the College			
29.	Transport facilities provided by the College			
30.	OVERALL EXPERIENCE IN THE COLLEGE			

Please give your valuable suggestion for the further improvement of college:

_____

_____

SIGNATURE

ANNEXURE VI

Audited Income-Expenditure Statement for the Financial year 2015-16

MIER COLLEGE OF EDUCATION (AUTONOMOUS)
B C ROAD JAMMU

INCOME & EXPENDITURE STATEMENT FOR THE YEAR 2015-2016 AS ON 31.03.16

Particulars	Amount	Particulars	Amount
RECCURING EXPENSES		**INCOME**	
Salary & Establishment	11246028.00	Tuition Fees	5563907.00
Hostel Expenses	848113.00	Interest Received & Misc.	2725604.00
Power and Fuel Exp.	502949.00	Hostel Fees	1266320.00
Educational Tours & Visits Exp.	475722.00		
Repair & Maintenance	425571.00		
Educational Technology&Software Dev.	381258.00		
Examination Wing Expenses	334796.00		
Advertisement & Publicity	332832.00		
Printing & Stationary	140184.00		
Affilation/Registration/Inspection Fees	82344.00		
Library and Laboratory Expenses	69416.00		
Legal & Professional/Audit Charges	60000.00		
Insurance Charges	46431.00		
Co-Curricular/Cultural Activities	37605.00		
Postage &Courier &Telephone Expenses	32037.00		
Renewal/Sibscription of Journals/Magazine	16074.00		
Misc. Expenses	12663.00		
Dispensary Medicine Exp.	11794.00		
Awards and Scholarships	5000.00		
TOTAL OF RECCURING EXPENSES	**15060817.00**		**9555831.00**

NON-RECCURING EXPENSES			
Equipments	194187.00		
Furniture & Fixtures	97500.00		
Building	85200.00		
Library Books	62470.00		
Computers	22900.00		
TOTAL OF NON-RECCURING EXPENSES	462257.00		
TOTAL OF RECCURING &NON-RECCURING EXP	15523074.00		
DEFICT			-5967243.00
TOTAL	15523074.00	TOTAL	15523074.00

PLACE :- JAMMU
DATED : - 25.08.2016

In terms of report of even date,
FOR DEEPAK SEHGAL & CO.

CHARTERED ACCOUNTANTS
(DEEPAK SEHGAL)
PROP.

Renu Gupta

Principal
MIER College of Education
B. C. Road, Jammu

ANNEXURE VII

Copies of Latest Recognitions:

a) Letter of Permanent Affiliation by the University of Jammu

b) Recognition Certificate of RCI for B.Ed. Special Education (ID)

c) Certificate of Fresh Autonomous Status by the UGC and University of Jammu.

No:CDC/V/2d/ 923-25
Canal Road, Jammu (Tawi)-18000
J & K State.
Dated: 20-10-1989.

The Principal,
MIER College of Education,
Jammu.

Subject:- (i) Enhancement of seats in B.Ed at MIER College
              of Education.

         (ii) Grant of permanent affiliation to MIER College
              of Education.

Reference:-   Your letters No.MIER/953 and MIER/954
              dated 16-10-1989.

Sir,

          With reference to your above cited letters, I
am to inform you that the Vice-Chancellor has been pleased to
agree implementation of the following decision of the Board
of Inspection, in anticipation of the approval of the
Syndicate:-

         (i) To enhance intake capacity of students
              from 120 to 160 from the current academic
              session.

         (ii) To grant permanent affiliation to the
              MIER College of Education for imparting
              instruction in B.Ed. course.

         Thanking you,

                                        Yours faithfully,

                                        (J.R. Rathore)
                                        Director Colleges Development

Copy to:-

                    1. Controller of Examinations for information.
                    2. D.R.(Registration) for information
                       and necessary action.

Primla
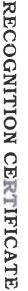20-10-89

                                        Renu Gupta
                                        Principal
                                        MIER College of Education
                                        B.C. Road, Jammu

S. No. ....2010/....

0339

REHABILITATION COUNCIL OF INDIA

भारतीय पुनर्वास परिषद्

New Delhi

RECOGNITION CERTIFICATE

Certificate No. RCI/ INS JK/650

Name of the Institute	Address	Training Programme	Degree/Diploma	Date of recognition	Date of expiry
MIER College of Education (under Model Institute of Education & Research)	B.C.Road, Jammu-180001	B.Ed.Spl.Ed.(MR)	Degree	2016-17 to 2020-21	31/03/2021

Intake capacity per batch	Duration of the programme
30	2

S. K. Srivastava
MEMBER SECRETARY

Dr.Vinod Aggrawal, IAS
CHAIRPERSON

Renu Gupta
Principal
MIER College of Education
JAMMU

NOTE:
1. The Institute/University will follow standard prescribed by the Council for each programme.
2. The Institute/University should submit mid-term evaluation report on the programme being conducted.
3. The Institute/University will inform three months in advance about their qualifying examination to enable inspection/visitation by representative of the Council.
4. The Institute/University should provide a list of qualified students each year along with their addresses.
5. Students should be instructed for registration in Central Rehabilitation Register after successful completion of the course.
6. The Institute/University should apply six months before the expiry of validity of recognition/approval.

डॉ. मंजू सिंह
संयुक्त सचिव

Dr. Manju Singh
Joint Secretary

विश्वविद्यालय अनुदान आयोग
University Grants Commission
(मानव संसाधन विकास मंत्रालय, भारत सरकार)
(Ministry of Human Resource Development, Govt. of India)
बहादुरशाह ज़फ़र मार्ग, नई दिल्ली-110002
Bahadur Shah Zafar Marg, New Delhi-110002
दूरभाष Phone : कार्यालय Off : 011-23238676
Fax : 011-23232297 E-mail : manjusingh.ugc@nic.in

· **BY SPEED POST**

No.F. 2-92(1)/2010(AC)   May, 2015

The Registrar,
University of Jammu
Babasaheb Ambedkar Road   १७ ई मई 2015
New Campus
Jammu Tawi-180 006

Sub:- Conferment of Fresh Autonomous Status to Model Institute of Education & Research (MIER),
BC Road, and Jammu-180001 affiliated to University of Jammu

Sir/Madam,

This is in continuation to the UGC letter of the even number, dated 25.05.2010 through which Model
Institute of Education & Research (MIER), BC Road, and Jammu-180001 was conveyed the
approval of autonomous status for the period 2010-2011 to 2015-2016.

However, due to the non receipt of NOC from the University of Jammu and the State Government,
the college could not implement the autonomous status in the first two academic years i.e.
2010-2011 and 2013-2014.

Since the NOC has been received vide letter No. Acd/I/14/10411-510, dated 15.09.2014, I am
pleased to inform you that UGC has granted autonomous status to Model Institute of Education &
Research (MIER), BC Road, and Jammu-180001 affiliated to University of Jammu for a period of six
year w.e.f. the academic year i.e. 2014-2015 to 2019-2020.

The University of Jammu, may now go ahead and issue necessary orders in this regard by
endorsing a copy of the same to this office for our records. The admissible grant under this scheme
will be released to the College as per its eligibility, according to the norms as laid down in the XII
Plan Guidelines for Autonomous Colleges by the Joint Secretary, (NRCB), University Grants
Commission, 35, Feroz Shah Road, Mandi House New Delhi-110 001

Yours faithfully,

(MANJU SINGH)

Renu Gupta

Principal
MIER College of Education
B. C. Road, Jammu

Cont...

≡ 3 JUN 2015

Copy to:-

1. The Secretary,
   Higher Education Department,
   Govt. of Jammu & Kashmir
   New Civil Secretariat
   Jammu

2. The Joint Secretary,
   (NRCB), University Grants Commission,
   35, Feroz Shah Road,
   Mandi House, New Delhi-110 001

3. The Principal,
   Model Institute of Education & Research (MIER),
   BC Road,
   Jammu-180001

4. Concerned file

5. Guard File.

Renu Gupta

Principal
MIER College of Education
B. C. Road, Jammu

(MANJU SINGH)

UNIVERSITY OF JAMMU

NOTIFICATION
(14/September/Gen/ 37)

In anticipation of the approval of the Competent Authority and as endorsed by the 104th University Syndicate at its meeting held on 11.08.2014, the Vice-Chancellor is pleased to grant autonomous status to the following Colleges who have received No Objection Certificate from the State Govt. and UGC :-

1. MIER College of Education, Jammu

2. Govt. College for Women, Parade, Jammu

The above colleges shall operate as per the UGC guidelines. Their relationship with the University of Jammu and State Government shall be as per the UGC guidelines which shall be worked out mutually/separately or as per the statutes approved subsequently.

REGISTRAR   15-9-14

No. F. Acd/I/14/ 10411-510
Dated: 15-9-2014

Copy for information to:-
1. Secretary, University Grants Commission, New Delhi
2. Commissioner/Secretary to Govt., Higher Education Deptt, J&K Govt., Civil Secretariat, Srinagar.(Kashmir).
3. Special Secretary to Vice-Chancellor, University of Jammu/Kashmir.
4. Sr. P.A. to Dean Academic Affairs, University of Jammu.
5. Sr. P.A. to Dean Research Studies, University of Jammu
6. Dean Students Welfare
7. Sr. P.A. to Registrar/Controller of Examinations, University of Jammu/Kashmir
8. Sr. P.A. to Director, CDC/DDE/DIQA
9. All Rectors/Director of campuses
10. I/c Joint Registrar (Finance)
11. OSD to CDC
12. Principals of all affiliated colleges of the University
13. All Officers of the University
14. I/c University Website for necessary action
15. Guard File.

Renu Gupta

Principal
MIER College of Education
B. C. Road, Jammu

ANNEXURE VIII
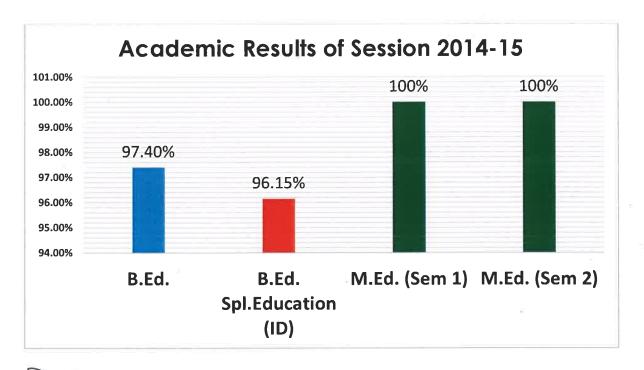
University Results
Session 2014-15

University Results

Session 2014-15

	B.Ed.	B.Ed. Spl.	M.Ed. Sem.I	M.Ed. Sem. II
Pass percentage	97.4%	96.15%	100%	100%
Number of first classes	37	25	29	28
Pass Percentage in Teaching Practice	100%	100%	100%	

Academic Results of Session 2014-15

Renu Gupta

Principal
MIER College of Education
B. C. Road, Jammu

ANNEXURE IX

Proforma for Receiving feedback from:

a)   **Principals of Practicing Schools**

b)   **Supervisors**

c)   **Students**

MIER COLLEGE OF EDUCATION
B.C. ROAD, JAMMU

QF: 160-A

Proforma for the Feedback of teaching practice and internship programme in the practicing school

The Headmaster,
Govt. Girls High School
Rathem Ghor Colony,

Dear Sir / Madam,

You are very well aware that a group of teacher trainees of MIER College of Education under a trained supervisor / group incharge has completed their practice of teaching programme in your esteemed institution for a period of 15 days. During this time they have also completed their internship training.

We would like to get a feedback regarding the practice of teaching and internship programme conducted in the school from the Principal / Headmaster of the practicing school through this questionnaire to enable us to further improve the practice of teaching programe of our trainees.

Your frank and honest opinion will go a long way in helping us to improve this important and practical component of teaching. Your responses will be kept confidential and used only for research purposes.

S.No.	Questions	Response
1	The trainee stayed during the total duration of school timings.	Yes / No ✓
2	The trainees observed the morning assembly and participated in it.	Yes / No
3	The trainees were regular and punctual	Yes / No
4	The communication skills of the trainees were	a). Very good ✓ b). Good c). Average d). Below average e). Poor
5	The trainees were able to maintain discipline in the class	a). Always ✓ b). Most of the time c). Sometimes d). Never
6	The level of confidence of the trainees was	a). Very confident ✓ b). Confident c). Less confident
7	The trainees were motivated and enthusiastics about their training	a). 80% of them ✓ b). 60-80% of them c). Below 60% of them

8	Thre trainees had good organizational skills	Yes ✓ / No
9	The trainees were involved in the teaching learning process	a). Fully involved ✓ b). Involved c). Less
10	The trainees participated / conducted co-curricular activities in the school	Yes ✓ / No
11	The trainees regularly checked homework of the students	Yes ✓ / No
12	The duration of the practice of teaching is	a). Adequate ✓ b). Just right c). Inadequate
13	The trainees classroom management skills were	a). Very good ✓ b). Good c). Average d). Below average e). Poor
14	The trainees teaching skills were	a). Adequate ✓ b). Not adequate c). Poor
15	The internship period was	a). Fruitful to the institute ✓ b). Not fruitfult to the institute c). Casual and made no difference
16	The supervisor's role in guiding the students was	a). Responsible & effective ✓ b). Casual and ineffective c). Indifferent
17	The supervisors behaviour with the students was	a). Friendly and firm ✓ b). Casual c). Strict and authoritarian
18	Any suggestion	Keep it up.

Name of the ~~Principal~~ HM Mtr. Rehana Akhtr

Alhan Aslir

Govt. Girls High School
Resham Ghar Colony
JAMMU.

Headmaster
Seal and Signature

Thanking you.

Dr. Renu Gupta
Principal

Renu Gupta

Principal
MIER College of Education
B. C. Road, Jammu

A.   IDENTIFICATION DATA   Lesson No. 12

      Name of the Pupil Teacher   Sabita   Roll No. 52

      School   Model Academy

      Class   8th   Section _____   Subject   English (Prose)

      Topic   Charlie Chaplin and the Tramp-I

      Sub-topic   Charlie Chaplin and the Tramp-I

      Time duration   30-35 minutes   Date 13-2-17

B.   INPUT

B.1   TEACHING POINTS

      1). Reading of the prose passage from 'Charlie Chaplin and the Tramp'
      2). Addition of new words like Tramp, Derby hat, Integral and Mimic.
      3). Practice in the use of English language from the passage.

B.2   OBJECTIVES OF THE LESSON

      1). To develop different linguistic skills among the students.
      2). To enable the students to read the prose passage 'Charlie Chaplin and the Tramp-I' for pleasure, information and understanding
      3). To enable the students to add new words in their active vocabulary from the prose passage 'Charlie Chaplin and the Tramp'

B.3   EXPECTED BEHAVIOURAL OBJECTIVES (EBOs)

1) The learner will be able to recall correct pronunciation of words (knowledge).
2). The learner will be able to recognize the meaning of new words (Knowledge)
3). The learner will be able to cite examples of sentences using the new words (Understanding).
4). The learner will be able to synthesize his ideas in a composition (Creativity)

B.4   TEACHING AIDS

      — Usual classroom apparatus.
      — A chart depicting the new words and their meaning.
      — A video clip of Charlie Chaplin.

C. PROCESS

C.1 MOTIVATION

Q1:- Which type of movies do you like the most?
Ans:- Hindi movies, English movies and Punjabi movies.

Q2:- What is the another name of hindi movies?
Ans:- The another name of hindi movies are Bollywood movies.

Q3:- What is the another name of English movies?
Ans. Hollybood movies.

Q4:- Who was the main comic actor of the silent hollywood movie?
Ans. Charlie Chaplin was the main comic actor of the silent hollywood movies.

C.2 ANNOUNCEMENT OF THE TOPIC

So, students today we shall read a prose passage

C.3 PRESENTATION

Teacher's Activities	Students' Activities	B.B. Summary
Pupil teacher will ask the students to open the book on Page no. 88 from their prose ("Charlie chaplin - - - - - - from the walk")	Students will open their book at Page no. 88	Topic:- "Charlie chaplin and the Tramp-1"
Model Reading The pupil teacher	Students will make	

Teacher's Activities	Students' Activities	B.B. Summary
will read the lesson with proper pronunciation.	note of the pronunciation of words, use of stress and intonation.	
Individual Reading The pupil teacher will ask 2 or 3 students to read the passage one by one and will attend to their reading pronunciation and make necessary corrections.	Students will do the individual reading one by one.	
The mispronounced words will be drilled wherever necessary.		
New Words Pupil teacher will explain the meaning of new words with the active participation of the students and will write them on the blackboard.	Students will listen to the explanation of new words and note in their notebooks.	New Words Meaning 1. Tramp:- a person who wanders from place to place without a home or job 2. Derby hat:- a round hat that is narrow and hard. 3. Integral:- essential 4. Mimic:- act like someone in order to entertain.
Pupil teacher will ask the students to make sentence using the new words.		
1. Tramp	- Tramps are sleeping under a bridge.	- Tramps are sleeping under a bridge.

Teacher's Activities	Students' Activities	B.B. Summary
2. Derby hat	– Charlie chaplin wore derby hat	– Charlie chaplin wore derby hat.
3. Integral	– The engine is an integral part of any motor vehicle.	– The engine is an integral pa of any motor vehicle.
4. Mimic	– He was a talented mimic.	– He was a talented mimic.

Pupil teacher will explain the meaning of the para-graphs.
This is the story about Char-lie chaplin's comic character "The Tramp". Charlie chaplin's full name was Sir charles Spencer 'charlie' chaplin. He was a comic actor, filmmaker and Composer. charlie chaplin first appeared on a film screen as a funny fellow with a tooth brush moustache and a derby hat. charlie chaplin's comic character – the Tramp – was created on a quiet afternoon at keystone studios in January 1914. charlie chaplin was influenced by his childhood neighbour, called Acchibald Binks. His nick name was Rummy, walked in a funny way which young charlie would mimic and it became an obsession.

Students will listen to the explanation which is given by the pupil teacher.

Teacher's Activities	Students' Activities	B.B. Summary
Language Items		
Pupil teacher will write one sentence on the blackboard and will ask to the pupils. What is this?	This is a sentence	- Sir charles spencer Charlie chaplin was a comic actor, filmmaker and composer
Pupil teacher will ask to the students "Is this sentence is in correct form?	No, this is not a correct sentence.	
Pupil teacher will again ask that "Why this is not a correct senten-cer".	- Because there are no punctuation marks.	
Pupil teacher will explain that Punctuation marks are those marks which are used in written language to make the meaning clear. Punctuation marks are of differ-ent i.e., (,) Comma, (.) full stop, (' ') quota-tion / inverted mark. These punctuation marks are used to make the meaning clear.		- Sir charles spencer 'charlie' chaplin was a Comic actor, filmmaker and composer. [.] - Full stop [,] - Comma [' '] - Inverted mark.
Pupil teacher will ask to the students to find out more ex-mples of sentences using punctuation marks and write on the blackboard	- Eventually, I culti-vated that walk.	- Eventually, I cultivated that walk.

Teacher's Activities	Students' Activities	B.B. Summary
Silent Reading pupil teacher will ask the students to do silent reading of the paragraphs.	Students will read silently and if they will have any problem they will ask the pupil teacher.	
Comprehension Questions The pupil teacher will ask a few questions to test the comprehension of the students.		
Q1:- What was the full name of the charlie chaplin?	- Sir charles Spencer 'Charlie' chaplin was the full name of the charlie Chaplin.	
Q2:- Who was charlie Chaplin?	- Charlie chaplin was a comic actor, film-maker and compos-er.	
Q3:- When did Charlie Chaplin born?	- charlie chaplin was born in 1889.	
Q4:- What was the name of that person whose funny walk mimicked by charlie chaplin?	- Archibald (Rummy) Binks.	

C.4   CLOSURE / GENERALIZATION

So, students today we have read the half paragraphs of the prose passage "charlie chaplin and the Tramp". The Tramp also known as 'The Little Tramp' as portrayed by chaplin is a childlike and good-hearted character.

D.   OUTPUT

D.1   REAL LEARNING OUTCOMES (RLOs) / EVALUATION / APPLICATION

A). Fill in the blanks :-

1). Charlie chaplin's full name was _____.

2). He was a _____ actor, filmmaker and composer.

3). The name of charlie chaplin's comic character was _____.

4). He was born on _____ and died on _____.

5). It was created on a quiet afternoon at keystone studios in January _____.

B). True or False :-

1). Tramp means a person who wanders from place to place without a home or job ☐.

2). Charlie chaplin was not a comic actor ☐.

3). Charlie chaplin was influenced by his childhood neighbour called Achibald Binks ☐.

4). Year 2015 is the year of the Tramp ☐.

D.2   HOME ASSIGNMENT

Q1:- Write a short note on the charlie chaplin comic character 'The Tramp' in your own words.

MINIATURE TEACHING AIDS

RATING

S.No.	RATING	V.GOOD	GOOD	AVERAGE	WEAK	V.WEAK
1.	Preparation of Lesson Plan		✓			
2.	Preparation of instructional aids		✓			
3.	Delivery of lesson : Presentation		✓			
	Confidence	H.C*	C ✓	A	L.C.	LEAST G
	Understanding		✓			
	Chalk board writing		✓			
4.	Relevance and use of instructional aids at appropriate time		✓			
5.	Pupil participation		✓			
6.	Closing of the lesson		✓			
7.	Pupil comprehension		✓			
8.	Any other (specify)					

*H.C - HIGHLY CONFIDENT, C - CONFIDENT, A - AVERAGE, L.C - LESS CONFIDENT,

Supervisor's Remarks

Steps are nicely followed.
New words & sentence done properly
with pupil participation.
B.B writting very good.
Language Theme properly done.

Signature _Arpana_

Renu Gupta

Principal
MIER College of Education
B. C. Road, Jammu

MIER COLLEGE OF EDUCATION (Autonomous)

Recognized by the Govt. of J&K & Permanently Affiliated to the University of Jammu

Accredited by the NAAC with 'A' Grade & ISO 9001:2008 Certified

B.Ed. (SEMESTER-IV) SESSION 2015-2017

Overall rating Scale for the lesson

Lesson No. ___ ____

The lesson delivered is

Very satisfactory*	Satisfactory**	Average***	Needs Amendments****	Re-teaching*****
	✓			

1. *"very satisfactory": The delivered lesson has the complete union of content and pedagogy as per the plan drawn out. The teaching aids are innovative and naturalized adopted to the needs of teaching.

2. **"satisfactory": The delivered lesson has the complete union of content and pedagogy as per the plan drawn out and the teaching aids are cost effective and suited to the needs of teaching.

3. ***"Average": The delivered lesson has the complete union of content and pedagogy as per the plan drawn out and the teaching aids used are out of place / not required \ enforced upon.

4. ****"Needs Amendments":The delivered lesson doesn't show a union of content and pedagogy.

5. *****"Re-Teaching": The delivered lesson has content mistake\wrong content delivery\ low pupil teacher confidence and incorrect methodology.

Renu Gupta

Principal
MIER College of Education
B. C. Road, Jammu

Supervisor's Signature

MIER COLLEGE OF EDUCATION (Autonomous)

(College with Potential for Excellence Status by the UGC)
Recognized by the Govt. of J&K & Permanently Affiliated to the University of Jammu
Accredited by the NAAC with 'A' Grade & ISO 9001:2008 Certified

QF: 157-A

Instructions:

The purpose of the questionnaire is to receive valuable feedback from you as a student of MIER College of Education regarding the "Teaching Practice Phase". Please give your honest and frank responses in the light of which, improvement can be planned. The information given by you shall be kept confidential and will not be utilized for any other purpose.

Session: 2015 – 17

Name of the Student: Baby

Class Roll No. 46   Group No.: 5

Teaching Subject: Teaching of English and Teaching of Social Science.

Name of the School in which teaching practice was conducted in Ist Phase Govt. High school Cohass Mandi

Name of the School in which teaching practice was conducted in IInd Phase Adarsh Bal Jyoti Public school

1. My attendance in Teaching Practice phase was
   a) 100% [✓]   b) 90% [ ]
   c) 80% and above [ ]

2. In dealing with absenteeism and carelessness by my peer group members, the behavior of my group supervisors can be described as
   a) Strict and dignified [✓]   b) Strict and rude [ ]
   c) Lax and lenient [ ]

3. During the Teaching Practice, my supervisor provided relevant information to me
   a) Well in advanced [✓]   b) Just in time [ ]
   c) Did not provide the information to me at all.

4. The Teaching Practice time table was known to me
   a) In advance which helped me to plan well [✓]
   b) On the day of my first lesson [ ]
   c) After I was asked to deliver my lesson [ ]

5. My group supervisor attended the Teaching Practice phase
   a) Daily [✓]   b) Frequently [ ]
   c) Rarely [ ]

6. The stay of the supervisor in the practicing school was for
   a) Whole time on all the days [✓]
   b) Whole time on all the days excepting a few [ ]
   c) Whole time on a few days only [ ]
   d) Part time on all the days [ ]

7. My group supervisor visited my class
   a) Regularly [✓]   b) Frequently [ ]
   c) Rarely [ ]

8. The feedback given by my supervisor has helped me to see where I need to concentrate my efforts for modification in my teaching
   a) Strongly agree [✓]   b) Agree [ ]
   c) Disagree [ ]   d) Strongly disagree [ ]

ANNEXURE X

Details of the Conferences / Seminars / Workshops Attended by the Faculty Members

(2012-17)

Details of Conferences /Seminars / Workshops Attended and Organised in the last five years

Details of Conferences Attended

2012			
S.No.	**Attended By**	**Name of the Conference**	**Organised By**
1.	Monika Rathore	International Conference on Paradigm Shift in Innovative Business Management	Vishisht Institute of Professional Studies and Research, Indore December 1, 2012.
2.	Renu Gupta & Monika Rathore	International Conference on Women Peace and Security	Punjabi University, Patiala October 27, 2012.
3.	Nishta Rana	International Conference on Comparative Education Society of India	University of Jammu October 10-12, 2012.
4.	Rajendra Kumar Praveen	National Conference on Right to Education: Challenges & Opportunities	St. Aloysius College, Jabulpur August 31 – Sep 1., 2012
5.	Adit Gupta	NARST Annual International Conference	Indianapolis, USA March 25-28, 2012.
2013			
6.	Monika Rathore	2nd International Conference on Paradigm Shift in Innovative Business Management	Vishisht Institute of Professional Studies and Research, Indore December 7, 2013.
7.	Suneel Kumar Bhat	National Conference on Information Management in Digital Era	Vivekananda Institute of Engineering & Technology for Women, Tamilnadu December 7, 2013.
8.	Rajendra Kumar Praveen	7th International Conference on Spiritualism in Education	Desh Bhagat University, Sep. 27-28, 2013.
2014			
9.	Nishta Rana	19th IDEA Conference on Quality Assurance and Sustenance of Open Distance Education: Issues, Concerns, Challenges and Developments	University of Jammu, March 12-14, 2014.

10.	Angela Gadroo	NAAC Sponsored National Conference on Role of Governance, Leadership & Management for Quality Enhancement in Higher Educational Institutions	Hans Raj Mahila Maha Vidyalaya Jalandhar September 5-6, 2014.

2015

11.	Bharti Tondon & Ragni Sharma Angela Gadroo	1st International Conference – ICIAHP on Indian Academy of Health Psychology	University of Jammu December 6-8, 2015
12.	Adit Gupta	Eighth International Conference on Science Mathematics and Technology Education	University of Jakarta & Curtin University, Australia November 21-24, 2015
13.	Rohnika Sharma	International Conference on Challenges in Continuous Quality Improvement in Teacher Education	Dhana Laxmi Srinivasan College of Education for Women, Perambalur, April 2 - 3, 2015.
14.	Monika Bajaj	National Conference on Innovations in IT, Management & Education – Digital India Initiative	Maharaja Surajmal Institute, New Delhi, March 21, 2015
15.	H.R. Shan	International Conference on Trends & Innovative Practices in Education: Future & Implications	Ramgarhia College of Education, Phagwara, March 3-4, 2015

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16.	Monika Bajaj Atul Thakur & Poonam Soni	International Conference on Education for Sustainable Development.	Sohan Lal DAV College of Education, Ambala. November 24-26, 2016
17.	Mool Raj Sharma	International Conference on Innovations in Teaching and Learning in the Digital Era.	Univ. of Malaya, Malaysia. October 5-6, 2016.
18.	Atul Thakur	International Conference on Global Trends in Teacher Education	Lovely Professional University, Punjab April 15-16, 2016.
19.	Rohnika Sharma Bharti Tandon	2nd International Conference on Education for Sustainable Development: Empowering Individuals with Multiple Disabilities	National Institute for Empowerment of Persons with Multiple Disabilities - New Delhi. February 27-28, 2016

Details of Seminars Attended

S.No.	Attended By	Name of the Seminars	Organised By
2012			
1.	H R Shan	National Seminar on Present Scenario of Access and Equity in Higher Education for Women	Lala Jagat Naryan Education College, Muktsar November 17, 2012.
2.	Nishta Rana	National Seminar on Preparing Professional and Human Teachers	Khalsa College of Education, Amritsar September 05, 2012.
3.	H. R. Shan	National Seminar	Khalsa College of Education, Amritsar September 5, 2012.
4.	Chitranjan Jamwal	National Seminar on What ought to be the Ultimate Aim of Education	R.S. College of Education, Kathua May 21, 2012
5.	Monika Bajaj Suman Gupta Nishta Rana	National Seminar on Role of Education in Building Nation and Blending its Role in the Fraternity of Nations for Sustained Peaceful Co-Existence	R.M. Charitable & Educational Trust, Jammu April 18, 2012
6.	Nishta Rana	National Seminar on Credit Based Evaluation System in Higher Education: Issues & Challenges	Deptt. of Education, University of Jammu, March 28, 2012
7.	Rajendra Praveen Nishta Rana Monika Bajaj & Monika Marwaha	National Seminar on Life Long Learning & Higher Education	University of Jammu, Jammu, March 9-10, 2012.
8.	Chitranjan Jamwal Suneel K. Bhat	National Seminar on Innovative Challenges in Information Services: Changing Paradigm for Sustenance of Library & Information Centres,	University of Jammu, Jammu March 1-2, 2012
9.	Komal Sharma	National Seminar on Role of Teacher: Inculcation of Values	B.N. College of Education, Jammu, February 2, 2012
10.	Poonam Soni	National Seminar on Role of Teacher: Inculcation of Values	B.N. College of Education, Jammu, February 2, 2012

2013

11.	Monika Bajaj	National Seminar on Professional Higher Education: A Challenge for Quality Assurance in Era of Globalization	MCPS Ghaziabad, December 14, 2013.
12.	Rajendra Kumar Praveen	National Seminar on Application & Role of Statistics in Multidisciplinary Research	Central University of Haryana, Mahendragarh, October 23-24, 2013.
13.	Suneel Kumar Bhat	National Seminar on Impact of E-Resources and ICT in Development of LIS Profession	Uttar Pradesh Librarian Association, Kanpur, June 1- 2, 2013.
14.	Chitranjan Jamwal	National Seminar on Impact of E-Resources and ICT in Development of LIS Profession	Uttar Pradesh Librarian Association, Kanpur, June 1- 2, 2013.
15.	Poonam Soni Suneel Kumar Bhat Chitranjan Jamwal	National Seminar on Higher Education: Realities, Challenges, Trends and Priorities	Govt. College for Women, Parade, Jammu May 21-22, 2013.
16.	Annie Kaul	National Seminar on Total Quality Management in Teacher Education,	Sant Baba Bhag Institute of Education, Jalandhar, May 1, 2013.
17.	Arpana Koul	National Seminar on Teacher Education in India Perspective	KCS College of Education, Jammu, March 15, 2016.
18.	Annie Koul Nishta Rana & Poonam Soni	National Seminar on Higher Education: Decisive Parameters of Excellence	Sai Shyam College of Education, March 15-16, 2013.
19.	Poonam Soni	State Level Seminar on Women Empowerment	J.K. College of Education, Jammu, March 8, 2013.
20.	Rajendra Kumar Praveen	ICSSR sponsored National Seminar on Re-Imagining Teacher Education: Perspectives and Transformations	Chandigarh College of Education, Landran, Mohali, March 8-9, 2013

2014

21.	Komal Sharma & Poonam Soni	ICSSR sponsored National Seminar on Challenges of Integrating Values and Ethics in Present Educational System	JK College of Education October 30-31, 2014
22.	Nishta Rana	National Seminar on Value Based Education: Issues, Concerns and New Directions,	Department of Education, H.P. University, Shimla, August 13, 2014.

23.	Suman Gupta Rohnika Sharma Arpana Kaul	State Level Seminar on Quality Sustenance in Teacher Education – A Great Challenge	Dogra College of Education, Jammu June 14, 2014.
24.	Nishta Rana	State Level Seminar on Teacher Education in India: Challenges & Initiatives	Kawa College of Education, Jammu, May 22, 2014.
25.	Rajendra Kumar Praveen	National Seminar on Quality Concerns in Teacher Education	MGN College of Education, Jalandhar, May 3-4, 2014.
26.	Nisha Verma Suman Devi Rohnika Sharma Jyoti Sharma	National Seminar on Higher Education in India: Contemporary Challenges	J.K. College of Education, March 22, 2014
27.	Rajendra Kumar Praveen	National Seminar on Learning Environments	KRP College, Tamilnadu February 8, 2014.
2015			
28.	Nishta Rana Angela Gadroo	National Seminar on Challenges to Teacher Education in the Millennium	Govt. College of Education, Jammu April 18-19, 2015
29.	Komal Sharma	National Seminar on Rethinking: Teacher Education	Dogra College of Education, Jammu April 4, 2015.
30.	Nishta Rana	NAAC sponsored National Seminar on Sustenance of Quality in Higher Education with Special reference to Teacher Education in J&K	Government College of Education, Srinagar March 19-20, 2015
31.	Bharti Tandon Monika Sharma	National Seminar on Reengineering Education: Contexts & Content	University of Jammu, March 13, 2015
32.	Suman Devi	State Level Seminar on Achieving Excellence in Higher Education	Sacred Heart college of Education, February 28, 2015
33.	Rohnika Sharma	2nd National Symposium on Interdisciplinary Sciences	GGM Science College, Jammu February 27-28, 2015
34.	Bharti Tondon & Monika Rathore	ICSSR sponsored National Seminar on A Socio-Economic Perspective on Scheduled Caste Women in India: Issues and Concepts	Sai Sham College of Education, Jammu February 21, 2015
35.	Rohnika Sharma	6th National Seminar on Review of Right to Education Act -2009: Access and Quality	Buddha College of Education, Karnal February 14 -15, 2015

36.	Rohnika Sharma	National Seminar on New Strategies for Educational Research, Teaching and Learning	Ramya Sathianthan College of Education, Tamil Nadu February, 14, 2015
37.	Rohnika Sharma	National Seminar on Assistive Technology in Sports for Total Inclusion of Person with Disabilities,	Rama Krishna Mission Vivekananda University Coimbatore February, 6-7, 2015
38.	Manvi Gupta Manisha Sharma	National Seminar on Teacher Education: Current Problems and Future Challenges	Ranjeet College of Education February 5, 2015.

2016

39.	Monika Bajaj	National seminar on Deteriorating Values & Role of Education.	Arya Mahila Teacher Training College, Alwar, Rajasthan. November 27, 2016
40.	Monika Rathore & Bharti Tandon	NAAC Sponsored National Seminar on Quality Culture in Higher Education – The Road Ahead	Govt. PG College for Women Gandhi Nagar, Jammu October 25-26, 2016
41.	Angela Gadroo, Nishta Rana, Monika Rathore & Bharti Tandon Mool Raj Sharma & Pranav Gandotra	NAAC Sponsored National Seminar on Performance Assessment & Benchmarking of Higher Education Institutions.	Model Institute of Engineering & Technology, Jammu. October 21-22, 2016
42.	Atul Thakur Nishta Rana	National Seminar on Rashtriya Uchchatar Shikshan Abhiyan.	Vishwa Bharti College of Education, Jammu. April 23, 2016
43.	Nishta Rana	National Seminar on Changing Scenario of Teacher Education in India	KC Gurukul College of Education April 4, 2016.
44.	Suman Gupta Arpana Koul	National Seminar on Changing Scenario of Teacher Education in India.	KC Gurukul College of Education April 4, 2016.
45.	Suneel Kumar Bhat	Paper presented in the ICSSR Sponsored National Seminar on Future of Libraries – Trends, Issues and Challenges.	University of Jammu. March 15-16, 2016

2017

46.	Arun K. Gupta Renu Gupta & Monika Rathore	National Seminar on Women's Studies: Theories and Practice with Special Reference to Jammu Region	CWS, University of Jammu & ICSSR Punjab University, Chandigarh March 20-21, 2017

47.	Atul Thakur	National Seminar on Pedagogy of Teacher Education: Possibilities and Challenges.	Punjab University, Chandigarh. March 4, 2017
48.	Bharti Tandon Rohnika Sharma	National Seminar on Innovative Curriculum Development Practices in Teacher Education.	University of Jammu. February 17, 2017
49.	Rohnika Sharma	National Seminar on Academic and Administrative Audit. Aggarwal College	Ballabgarh, Faridabad. January 20-21, 2017

Details of Conferences Organised by the College

UGC Sponsored National Conference on Transforming Teacher Education: Issues, Practices and Future Strategies

March 23-24, 2012

Details of Seminars Organised by the College

1. UGC Sponsored National Seminar on Promoting Human Rights and Moral Values in Higher Education
March 22 -23, 2013

2. NAAC sponsored National Seminar on Quality Improvement in Teacher Education through ICT
November 15, 2014

3. National Seminar in collaboration with Council for Teacher Education (CTE) on Strengthening Teacher Education: Challenges and Strategies
October 1, 2016

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18.	Preparing Low Cost Teaching Aids out of Waste Material.	March 3, 2016	All Students of the college
19.	UNESCO Bangkok's Online Couse (MOOCS) on ICT foundation.	May 11, 2016	All Faculty Members
20.	Online Library Resources	May 20, 2016	All Faculty members
21.	Using Teach Next Classroom	May 23, 2016	All Faculty members
22.	Preparation of Teaching Plans for Transaction of revised curriculum.	May 23, 2016	All Faculty Members

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ANNEXURE XI

Achievements of Students in Curricular and Co-Curricular Activities

(2014-15 & 2015-16)

MIER COLLEGE OF EDUCATION	Consolidated Report of Co-Curricular Committee (External activities) Session 2014-2015	QF: 101

S.No	Date	Name of the Event	Level Inter College/ Distt / National	Venue	No. of Students Participated	Awards Received
1.	1.12.14	Poster making competition on the theme 'Focus, Partner, Achieve: An AIDS Free Generation', on World Aids Day.	Inter- College	Handa College of Education	3	1st Prize – Diksha Bakshi (B.Ed-63) 2nd Prize – Mukesh Sharma (B.Ed-197) 3rd Prize- Sanjana Manchanda(B.Ed-202)
2.	6.12.14	Slogan, Poster making competition on the theme 'Stigma and Discrimination Live and Let Live'	Inter- College	Chenab College of Education	3	Poster making: 1st Prize- Sonia Dewan (B.Ed- 102) Vasudha (B.Ed-103) Consolation – Tripta Rani (B.Ed- 25)
3.	24.1.15	Rangoli making competition on the theme 'Four Seasons'	Inter College	J.K.College of Education, Jammu	3	1st Prize- Vasudha (B.Ed-103) Shivani Mahajan (B.Ed-61) Neeraj Pandita(B.Ed-23)
4.	28.1.14	Punjabi Group-dance on Republic Day Celebration .	District- level	GCW Gandhi Nagar, Jammu	21	Certificates and Trophy
5.	29.1.15	Symposium and Poster-making competition on the theme' Save Fuel Save Money and Environment'	Inter College	Dogra College of Education	2	1st Prize- Sonia Dewan (B.Ed-102) Vasudha (B.Ed-103)
6.	30.1.15	Symposium and Slogan writing and Collage making competition on the	Inter College	J.K.College of Education, jammu	5	2nd Prize- Neeraj Pandita (B.Ed-23)

		theme' Save Oil to Save Planet'				
7.	14.2.15	Competition of 'Low cost teaching aids'	Inter -College	Govt.College of Education	2	**3rd Prize-** Rabinra Prasad (B.Ed-55) Mukesh Sharma
8.	19.2.15	Symposium and Slogan writing and Poster making competition on the theme' Beti bachao, Beti padao'.	Inter -College	K.C.Gurukul College of Education Jammu	6	**Participation Certificates**
9.	19.2.15 - 21.2.15	Annual Athletics Meet 2014-2015 by Directorate of Physical Education.	Inter -College	University of Jammu	27	**High Jump** 3rd Prize- Sangeeta(B.Ed. Spl. - 15)
10.	20.2.15	Symposium, Rangoli, Slogan writing and Poster making competition on the theme' Role of NSS in Present Era'	Inter -College	Govt.College of Education, Jammu	11	**Symposium**-2nd Prize Shubham Soni (B.Ed-55) **Poster Making – 1st Prize** Sanjana Manchanda (B.Ed-202) Mukesh Sharama(B.Ed-197) **Slogan Writing-** 1st Prize- Ruchi(B.Ed-57) Deepika (B.Ed-53) **Rangoli Making-** 2nd Prize- Vasudha(B.Ed.-103)
11.	21.2.15	Rally on the theme' Beti bachao, Beti padao'.	District -level	Parade to Press club.	22	Trophy
12.	25.2.15	Competition of 'Low cost teaching aids'	Inter -College	Chenab College of Education, Jammu	2	3rd Prize- Mukesh Sharma(B.Ed-197) Rabinder Prasad(B.Ed-214)

13.	28.2.15	Poster making and Slogan writing competition on the theme 'Role of Science in Educational Development	Inter -College	National College of Education	4	**Poster Making –** 2st Prize- Megha Sharma (B.Ed-197) Neha Lalotra (B.Ed-106)
14.	6.3.15	Poster making, symposium and Slogan writing competition on the theme 'Save the Girl Child'	Inter -College	Kawa College of Education, Jammu	6	Poster Making- First Prize - Sonia Dewan (B.Ed-102) Sanjana Manchanda (B.Ed-202)
15.	11.3.15	Poster making and Slogan writing competition on the theme 'Anti-Ragging'	Inter -College	Ranjit College of Education Jammu	4	Poster Making- Third Prize - Mukesh Sharma (B.Ed-197) Afreen (B.Ed-176)
16.	25.3.15	Rangoli Competition on the theme 'Festivals'	Inter -College	R.K. College of Education, Jammu	2	First Prize - Sonia Dewan (B.Ed-102) Vasudha(B.Ed-103)
17.	3.4.15-5.4.15	Resurgance,15 Annual Cultural Fest	National -level	SMVDU, Katra	17	**Poster making-** 2nd Prize- Sanjana Manchanda (B.Ed-202) **Face Painting-** 2nd Prize- Sanjana Manchanda (B.Ed-202) Afreen (B.Ed-176) **Classical solo-** 1st Prize – Shivani Kapoor **Group Extempore-** 2nd Prize-

						Afreen (B.Ed-176) Mukesh Sharama (B.Ed-197) Shubham Soni(B.Ed-55) **Debate-** 2nd Prize- Afreen (B.Ed-176) Shubham Soni(B.Ed-55) **Desi Beats-** 2nd Prize- 12 M.Ed Students
18.	7.4.15	Poster making, symposium and Slogan writing competition on the theme' Peace Education Need of the Hour'	Inter -College	Sant Mela Singh College of Education, Jammu	6		**Symposium-** 2nd Prize- Poulomi Sharma (B.Ed-207)
19.	16.4.15 - 17.4.15	'Lok Rang Mahotsav, Folk songs and dance competition.	Inter -College	University of Jammu	16		

Kamal Sharma

Convener
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MIER COLLEGE OF EDUCATION	Consolidated Report of Co-curricular Committee (External activities)	QF: 101 2015-16

S.No.	Date	Name of the Event	Level Inter College/ Distt / National	Venue	No. of Students Participated	Awards Received
1.	19.9.15	All-India Essay Writing Event-2015 organised by Sri Ram Chandra Mission and The United Nations Information Centre for India and Bhutan.	National level	Shri Ram Chandra Mission, Shahjahanpur, U.P.	7 (Essay Sent through mail)	1st Prize- Shivani (M.Ed.9) 2nd Prize – Heena Verma (B.Ed.- 80)
2.	28.1.16	Group song & Group-dance on Republic Day Celebration -2016	District- level	GCW Gandhi Nagar, Jammu	34	Certificates and Trophy
3.	15.2.16	Debate competition on the topic 'In the opinion of the House' The use of Technology is the only way to enhance the level of Education in the present scenario'	Inter-College	Govt. College of Education, Canal Road, Jammu	2	1st Prize- Divya Jamwal(B.Ed-2) 2nd Prize- Enu Sharma (M.Ed-16)
4.	8.3.16	Slogan Writing Competition on the theme 'Rejuvenating Self Respect and Honour'	Inter-College	Chenab College of Education	2	2nd Prize- Monica Gill (B.Ed-7) Meenakshi Sharma (B.Ed-30)
5.	8.3.16	Debate competition on the topic "Women in India Feel safer Today than Before'	Inter-College	Bhartiya College of Education.	2	2nd Prize- Sabahat Sana (B.Ed-100)
6.	9.2.16 & 10.2.16	Two day workshop on 'Environment and Sustainable development'	State- level	Department of Environmental Sciences, University of Jammu.	2	Certificates of Participation
7.	12.3.16	Slogan writing and Poster making Competition on the theme- 'Save Environment, Save Life'	Inter-College	K.C. College of Education	4	2nd Prize- Heena Jamwal (B.Ed-26) Jigmet Padma (B.Ed-53)

8.	12.3.16	Debate, Painting, Poster making, Group dance competitions. In Cultural Fest- Resurgence-2016,	Inter-University	SMVDU, Katra.	16	3rd Prize- Desi Beats group dance. 3rd Prize- Debate 3rd Prize- Poster making
9.	19.3.16	Rangoli making competition on the theme 'Festival of colours 'Holi'	Inter-College	J.K.College of Education	3	
10.	19.3.16	Symposium on the theme'Status of women is steadily improving in India'	Inter-College	NSM.College of Education	1	2nd Prize – Certificate and cash prize of Rs.1000 Enu Sharma (M.Ed.-16)
11.	21.3.16	All India Essay Writing Event 2015 organised by Shri Ram Chandra Mission.	Zonal -Level		7	1st Prize – Shivani (M.Ed-9) 2nd Prize – Heena Verma (B.Ed-80)
12.	29.3.16	International Art exhibition "Artists under the Great Sky" and Demonstrative lecture organized by Rinchen Bzangpo Art Gallery, Zorawar Singh Auditorium University Of Jammu from 28th march to 31st March,16.			20	
13.	31.3.16	Bollywood dance and Street play in Cultural Event.	Inter-College	Ranjit College of Education	19	2nd Prize- Trophy and Certificates

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Kamal Sharma

Convener

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ANNEXURE XII

Minutes of Meetings of Statutory Bodies of the College

(2015-16)

MINUTES OF THE MEETING OF THE GOVERNING BODY OF MIER COLLEGE OF EDUCATION (AUTONOMOUS) HELD ON 16/12/2015 AT 3.30 P.M. IN THE COMMITTEE ROOM (ADMINISTRATIVE BLOCK)

PRESENT

1. Dr. Arun K. Gupta   (in the Chair)
2. Prof. Madhav N. Welling   (UGC Nominee)
3. Prof. R.G. Kothari
4. Prof. Lokesh Koul
5. Dr. T.A. Kawoosa,   (State Government Nominee)
6. Dr. Meenakshi Kilam
7. Dr. Adit Gupta
8. Prof. Ankur Gupta
9. Dr. B.L. Raina
10. Dr. (Ms) Annie Koul
11. Prof. B.S. Dahiya   (Special Invitee)
12. Prof. G.S. Sambyal   (Special Invitee)
13. Prof. N.R. Sharma   (Special Invitee)
14. Dr. Renu Gupta, Principal   (Ex-Officio Member Secretary)

At the outset the Chairman welcomed all the members present. After that agenda items were taken up for discussion.

1. Considered the minutes of the First Meeting of the Governing Body of MIER College of Education (Autonomous) held on 27/03/2015.

   Resolved that the minutes of the First Meeting of the Governing Body of MIER College of Education (Autonomous) held on 27/03/2015 be confirmed.

2. Considered the draft Statutes governing the Admissions / Examinations of the Master of Education (M.Ed.) Programme to be adopted by the MIER College of Education from the academic session 2015-16 onwards.

   Resolved that the draft Statutes governing the Admissions / Examinations of the Master of Education (M.Ed.) Programme to be adopted by the MIER College of Education from the academic session 2015-16, be approved, with

the modification in the statutes (intake capacity) from 35 to 50 seats (including 15% management seats) from the academic session 2016-17.

Resolved further that the refund of admission fee to a candidate be made as per the norms of the University of Jammu for all the courses being run by the College.

3. Considered the draft Statutes governing the Admissions / Examinations of the Bachelor of Education (B.Ed.) Course to be adopted by the MIER College of Education from the academic session 2015-16 onwards.

Resolved that the draft Statutes governing the Admissions / Examinations of the Bachelor of Education (B.Ed.) Course to be adopted by the MIER College of Education from the academic session 2015-16, be approved with the modification in the Statutes (intake capacity) from 100 to 150 seats from the academic session 2016-17.

4. Considered the draft Statutes governing the Admissions / Examinations of the Bachelor of Special Education (B.Ed. Spl. Edu.)(MR/ID) Course to be adopted by the MIER College of Education from the academic session 2015-16 onwards.

Resolved that the draft Statutes governing the Admissions / Examinations of the Bachelor of Special Education (B.Ed. Spl. Edu.)(MR/ID) Course to be adopted by the MIER College of Education from the academic session 2015-16, be approved.

5. Considered the draft Statutes (General) governing admission of students to different degree courses to be offered by the MIER College of Education.

Resolved that the draft Statutes (General) governing admission of students to different degree courses to be offered by the MIER College of Education, be approved.

6. Considered the draft Statutes governing Convocation to be adopted by the MIER College of Education from the year 2016 onwards.

Resolved that the draft Statutes governing Convocation to be adopted by the MIER College of Education from the year 2016 onwards, be approved.

7. Considered the draft Statutes governing Inter-College and Inter-University Migration of students to be adopted by the MIER College of Education.

   Resolved that the draft Statutes governing Inter-College and Inter-University Migration of students to be adopted by the MIER College of Education, be approved.

8. Considered the draft Statutes governing Award of Scholarships, Medals, Prizes, Trophies and Merit Certificates to be adopted by the MIER College of Education.

   Resolved that the draft Statutes governing Award of Scholarships, Medals, Prizes, Trophies and Merit Certificates to be adopted by the MIER College of Education, be approved.

9. Considered the draft Statutes governing Award of Merit-Cum-Means Scholarships to be adopted by the MIER College of Education.
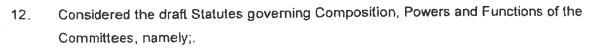
   Resolved that the draft Statutes governing Award of Merit-Cum-Means Scholarships to be adopted by the MIER College of Education, be approved.

10. Considered the draft Statutes governing Tuition Fee-Waiver Scheme (TFW) for students belonging to economically weaker sections to be adopted by the MIER College of Education.

    Resolved that the draft Statutes governing Tuition Fee-Waiver Scheme (TFW) for students belonging to economically weaker sections to be adopted by the MIER College of Education, be approved.

11. Considered the draft Statutes for governance of the MIER College of Education (Autonomous).

    Resolved that the draft Statutes for governance of the MIER College of Education (Autonomous), be approved.

12. Considered the draft Statutes governing Composition, Powers and Functions of the Committees, namely;.

a. Selection for Teachers / Principal

b. Misconduct / Unfair Means

c. Scrutiny of complaints against question papers and re-checking of results

Resolved that the draft Statutes governing Composition, Powers and Functions of the Committees for:

a. Selection for Teachers / Principal

b. Misconduct / Unfair Means

c. Scrutiny of complaints against question papers and re-checking of results

be approved.

13. Considered the draft Statutes governing Composition, Powers and Functions of the Committees, namely;

1. Planning and Evaluation Committee
2. Admission Committee
3. Library Committee
4. Students Welfare Committee
5. Extra-Curricular Activities Committee
6. Academic Audit Committee
7. Examination and Evaluation Committee
8. Grievance Redressal Committee
9. Anti-Ragging Committee
10. Committee Against Sexual Harassment (CASH)

Resolved that the draft Statutes governing Composition, Powers and Functions of the Committees, namely;

1. Planning and Evaluation Committee

2. Admission Committee

3. Library Committee

4. Students Welfare Committee

5. Extra-Curricular Activities Committee

6. Academic Audit Committee

7. Examination and Evaluation Committee

8. Grievance Redressal Committee

9. Anti-Ragging Committee

10. Committee Against Sexual Harassment (CASH)

be approved with the modification that Asstt. Registrar instead of Joint Director shall be the Member Secretary of the Planning and Evaluation Committee.

Further Resolved that in the meetings of all Committees, the two-third majority shall form the Quorum instead of majority of the members.

14. Considered the Crest and Seal of the College.

Resolved that the Crest and Seal of the College, be approved.

15. Considered the approval of MIER College of Education(Autonomous) as an Institution open to all Classes and Creeds.

Resolved that the approval of MIER College of Education (Autonomous) as an Institution open to all Classes and Creeds, be approved.

16. Considered the draft Statutes governing Qualifications of Teachers of MIER College of Education.

Resolved that the draft Statutes governing Qualifications of Teachers of MIER College of Education, be approved.

17. Considered the draft Statutes governing discipline of students in the College Hostel.

Resolved that the draft Statutes governing discipline of students in the College Hostel, be approved.

18. Considered the draft Statutes governing College Library.

Resolved that the draft Statutes governing College Library, be approved.

19. Considered the draft Statutes governing discipline of students in the College.

Resolved that the draft Statutes governing discipline of students in the College, be approved.

20. Considered the draft Statutes governing Examinations (General).

Resolved that the draft Statutes governing Examinations (General), be approved.

21. Considered the draft Statutes governing Evaluation of Answer-books and conduct of Practical Examination.

Resolved that the draft Statutes governing Evaluation of Answer-books and conduct of Practical Examination, be approved.

Resolved further that in case of an abnormal increase or decrease in marks (15 or more than 15) the answer-book shall be got re-evaluated by the third examiner out of the approved panel or other senior Professor to be appointed by the Chairman of the Governing Body. The candidate shall be awarded average marks of the nearest two evaluators.

22. Considered the draft Statutes relating to Misconduct / Unfair Means in Examination.

Resolved that the draft Statutes relating to Misconduct / Unfair Means in Examination, be approved.

23. Considered the draft Statutes governing powers and functions of functionaries of MIER College of Education.

Resolved that the draft Statutes governing powers and functions of functionaries of MIER College of Education, be approved.

24. Considered the recommendations of the Finance Committee of MIER College of Education (Autonomous) held on 27-11-2015.

Resolved that the College be authorised to charge the tuition fee from Rs. 24000/- to Rs. 26400/- as approved by the J&K Government vide order No. 226-HE of 2015 dated 28-07-2015 (or as per any revision/enhancement by the Government/Competent Authority subsequently) from the students of B.Ed. from the academic session 2016-17.

Resolved further that the College may approach the Government for special funds under RUSA and other agencies for its development.

Resolved further also that the College should explore the possibility of starting M.Phil. course leading to Ph.D. in Education and generate additional funds by starting value added/skill based courses/programmes.

25. Considered the expenditure incurred on the procurement of equipments/furniture items and library books for the college.

Resolved that the action taken by the Management with regard to procurement of equipments/ furniture items/library books amounting to Rs. 143424/-, Rs. 97500/- and Rs. 68532/- respectively, be approved.

26. Considered the expenditure incurred on the conduct of examinations under the auspices of the Examination Cell of the College.

    Resolved that action taken by the management in having incurred an amount of Rs. 230016/- on account of conduct of examinations under the auspices of the Examination Cell of the College, be approved.

27. Considered the budget allocations for Rs. 10 lakhs submitted to the UGC for approval of financial assistance under the Scheme of Autonomous Colleges.

    Resolved that the budget allocations for Rs 10.00 lac each for the financial year 2014-15 and 2015-16 for submission to the UGC for grant of financial assistance under the Scheme of Autonomous Colleges, be endorsed for approval.

    With the permission of the Chair, Item Nos. 28 & 29 were placed on table for discussion.

28. Considered the enhancement in the intake capacity of seats for the Two – year (Four-Semesters) B.Ed. Course from 100 to atleast 150 from the academic session 2016-17.

    Resolved that the enhancement in the intake capacity of seats for the Two – year (Four-Semesters) B.Ed. Course from 100 to 150 from the academic session 2016-17 be approved.

29. Considered the enhancement in the intake capacity of seats for M.Ed. Programme from 35 to 50 (including 15% management seats) from the academic session 2016-17.

    Resolved that the enhancement in the intake capacity of seats for M.Ed. Programme from 35 to 50 (including 15% management seats) from the academic session 2016-17 be approved.

    The meeting concluded with a vote of thanks to the Chair.

Chairman

Renu Gupta
Principal
(Member Secretary)

Renu Gupta
Principal
MIER College of Education
B. C. Road, Jammu

<u>MINUTES OF THE THIRD MEETING OF THE GOVERNING BODY
OF THE MIER COLLEGE OF EDUCATION (AUTONOMOUS) HELD ON 07-04-2016
AT 3.30 P.M. IN THE COMMITTEE ROOM (ADM. BLOCK)</u>

PRESENT

1.	Dr. Arun K. Gupta	(In the chair)
2.	Dr. Madhav N. Welling	(UGC Nominee)
3.	Dr. T.A. Kawoosa	(State Govt. Nominee)
4.	Prof. Lokesh Kaul	
5.	Dr. Meenakshi Kilam	
6.	Dr. Adit Gupta	
7.	Prof. Ankur Gupta	
8.	Prof. B.L. Raina	
9.	Dr. Annie Koul	
10.	Prof. G.S. Sambyal	(Special Invitee)
11.	Prof. N.R. Sharma	(Special Invitee)
12.	Dr. Renu Gupta	(Member Secretary)

At the outset the Chairperson welcomed the members present. The Chairperson also briefed the Hon'ble members about the agenda points to be discussed in the meeting. Thereafter, the agenda items were taken up for discussion:

1. Considered the minutes of the first meeting of the Governing Body of MIER College of Education (Autonomous) held on 27-03-2015.

   Resolved that the Minutes of the first meeting of the Governing Body held on 27-03-2015 have already been confirmed and therefore, need no reconfirmation.

2. Considered the Action Taken on the Resolutions of the Governing Body held on 16-12-2015.

   Resolved that the Action Taken on the Resolutions of the Governing Body held on 16-12-2015 be kept on record.

3. Considered the adoption of the Statutes governing the admission/examination of M.A. (Education) two years (4-semester) course from the academic session 2016-17, duly approved by the Academic Council at its meeting held on 25-03-2016.

Resolved that the Statutes governing the admission/examination of M.A. (Education) two years (4-semester) course from the academic session 2016-17, duly endorsed by the Academic Council at its meeting held on 25-03-2016 be approved with the following modifications :

i.   Word '20 days' may be replaced by '30 days' in the Statute 7(v) (Selection Criteria for Admission).

ii.   The Statute 17(Merit Determination) be read as :
       "The marks obtained at B.A. Part I, II & III examinations (10 + 2 + 3 Pattern) put together or an examination recognized equivalent thereto" and "Marks obtained in the concerned subject in Part I, II & III of the said examination". Necessary correction at 17(a) Explanation be incorporated accordingly.

iii.   Statute 22(1) '6% of lectures delivered' be replaced by '10% of the lectures delivered in each course'.

iv.   Statute 23 (Promotion from Semester to Semester) be deleted.

v.   The following be added in Examination Statute 9.5,
       "However, without external examiner the Viva-Voce Examination should not be conducted".

vi.   'Examination Form and Fee' be replaced by 'Examination-cum-Subject-Choice Form and Fee' in Examination Statute 15.

4. Considered the intake capacity for M.A. (Education) course from the Academic Session 2016-17, duly approved by the Academic Council at its meeting held on 25-03-2016.

Resolved that the intake capacity for M.A. (Education) course from the Academic Session 2016-17, duly endorsed by the Academic Council at its meeting held on 25-03-2016 be prescribed as 40 plus 15 % Management seats as prescribed in the Department of Education, University of Jammu.

5. Considered the recommendations of the Finance Committee held on 21-03-2016.

Resolved that the :

i.   expenditure on different heads be reduced so as to minimize the financial losses without compromising the academic standards. All efforts be made to fill up the sanctioned strength of seats especially in B.Ed. Special Education (MR/ID) and M.A. (Education) programmes. Advertisement should be taken out well in time so that seats are filled up.

ii.   Budget estimates as projected be approved for the year 2016-17.

iii.   the tuition fee for M.A. (Education) Programme @ Rs. 25,000/- per student per annum as approved or modified/revised by the J&K State Govt. and other charges amounting to Rs. 19,145/- (including Registration, Eligibility, Examination form and

Examination fee) (given in annexure) be approved. Further resolved that the other charges shall also apply uniformly to M. Ed., B. Ed., and B. Ed. Special Education (MR/ID) courses from the Academic Session 2016-17.

iv.   *the action taken by the Management in having incurred an expenditure of Rs. 62,470/- on the purchase of books be confirmed.*

v.   *the action taken by the Management in having incurred an expenditure of Rs. 2,67,124/- on the purchase of furniture and equipment be confirmed.*

vi.   *the action taken by the Management in having incurred an expenditure of Rs. 85,200/- on renovation of buildings be confirmed.*

vii.   *the College be authorized to purchase one 30 seater bus (or even larger) for the convenience of the students of the College and loan from the Bank (if necessary) be raised for this purpose.*

6.   With the permission of the Chair the recommendations of the Finance Committee with regard to budget allocation amounting to Rs. 10.0 Lac for the Financial Year 2016-17 to be submitted to the UGC for approval of Financial Assistance under the scheme of Autonomous Colleges were considered.

Resolved that the recommendations of Finance Committee with regard to budget allocation amounting to Rs. 10.0 Lakhs for the Financial Year 2016-17 for Financial Assistance under the scheme of Autonomous Colleges be submitted to the University Grants Commission for approval.

7.   Considered the action taken by the chairman of the Governing Body in having appointed Dr. Adit Gupta as Professor of Education in the MIER College of Education.

Resolved that the matter be deferred for want of the report of the Screening Committee.

The meeting concluded with a vote of thanks to the Chair.

Dr. Renu Gupta
Member Secretary

Dr. Arun K. Gupta
Chairman

Renu Gupta
Principal
MIER College of Education
B. C. Road, Jammu

PRESENT

1.	Dr. Renu Gupta, Principal	-	Chairperson
2.	Prof. Rajni Dhingra,	-	University Nominee
3.	Prof. Neelu Rohmetra	-	University Nominee
4.	Prof. Naresh Padha	-	University Nominee
5.	Prof. Mubark Singh	-	Outside Expert
6.	Dr. Amit Kauts	-	Outside Expert
7.	Prof. Renu Nanda	-	Outside Expert
8.	Prof. A.G. Madhosh	-	Outside Expert
9.	Prof. G.S. Sambyal	-	Special Invitee
10.	Prof. N.R. Sharma	-	Special Invitee
11.	Dr. B.L. Raina, H.O.D. (M.Ed.)	-	Member
12.	Dr. Annie Koul, H.O.D. (B.Ed.)	-	Member
13.	Dr. Rohnika Sharma, H.O.D. B.Ed. (Spl. Edu.)	-	Member
14.	Dr. H.R. Shan	-	Member
15.	Dr. Mool Raj	-	Member
16.	Dr. Nishta Rana	-	Member
17.	Mrs. Anjela Gadroo	-	Member
18.	Mrs. Komal Sharma	-	Member
19.	Mr. Rajendra Praveen	-	Member
20.	Dr. Adit Gupta	-	Member Secretary

At the outset the Chairperson welcomed the members present. The Chairperson also briefed the Hon'ble members about the agenda points to be discussed in the meeting. Thereafter, the agenda items were taken up for discussion:

1. *Considered the minutes of the First Meeting of the Academic Council held on 18/12/2014 at 3.00 p.m.*

   Resolved that the Minutes of the first meeting of the Academic Council held on 18/12/2014 be confirmed.

2. *Considered the scheme and syllabi and courses of study for M.Ed., 2-year (4-semesters) Course as prescribed by the University of Jammu, for the academic session 2015-17 for the examinations to be held in 2015, 2016 and 2017.*

   Resolved that the existing scheme and syllabi and courses of study for M.Ed., 2- year (4-semesters) Course as prescribed by the University of Jammu, for the session 2015-17 for the examinations to be held in 2015, 2016 and 2017 and duly endorsed by the Board of Studies at its meeting held on 19/10/15, be adopted.

3. To consider adoption of syllabi and courses of study for B.Ed. Special Education (MR/ID), 2-year (4-semesters) Course prepared as per the RCI/University of Jammu guidelines for the academic session 2015-17 for the examinations to be held in 2015, 2016 and 2017 and duly endorsed by the Board of Studies at its meeting held on 19/10/2015.

Resolved that the scheme and syllabi and courses of study for B.Ed. Special Education (MR/ID), 2-year (4-semesters) Course prepared as per the RCI/University of Jammu guidelines for the academic session 2015-17 for the examinations to be held in 2015, 2016 and 2017 and duly endorsed by the Board of Studies at its meeting held on 19/10/2015, be adopted.

4. To consider approval of the Academic Calendar for M.Ed., B.Ed., and B.Ed. Special Education (MR/ID) Courses for Semesters I & II for the session 2015-16 duly endorsed by the Board of Studies at its meeting held on 19/10/2015.

Resolved that the academic calendar for M.Ed., B.Ed., and B.Ed. Special Education (MR/ID) courses for Semesters I & II for the session 2015-16 and duly endorsed by the Board of Studies at its meeting held on 19/10/2015, be adopted.

5. To accord approval to the panel of Paper Setters and Evaluators for M.Ed., B.Ed., and B.Ed. Special Education (MR/ID) programmes for a period of three years for the examinations to be held in the year 2015, 2016 and 2017 duly endorsed by the second Board of Studies at its meeting held on 19/10/2015.

Resolved that the panel of Paper Setters and Evaluators for M.Ed., B.Ed., and B.Ed. Special Education (MR/ID) programmes for a period of three years for the examinations to be held in the year 2015, 2016 and 2017 and duly endorsed by the second Board of Studies at its meeting held on 19/10/2015, be approved.

6. Draft Statutes Governing the Admissions / Examination of the Master of Education (M.Ed.) Programme to be adopted by the MIER College of Education from the academic session 2015-16 onwards.

Resolved that the Statutes Governing the Admissions / Examination of the Master of Education (M.Ed.) Programme to be adopted by the MIER College of Education from the academic session 2015-16 onwards and duly recommended by the second Board of Studies held on 19/10/2015, be recommended for adoption.

7. Draft Statutes Governing the Admissions / Examination of the Bachelor of Education (B.Ed.) Course to be adopted by the MIER College of Education from the academic session 2015-16 onward.

Resolved that the Statutes Governing the Admissions / Examination of the Bachelor of Education (B.Ed.) Course to be adopted by the MIER College of Education from

the academic session 2015-16 onwards and duly recommended by the second Board of Studies at its meeting held on 19/10/2015, be recommended for adoption.

8. Draft Statutes Governing the Admissions / Examination of the Bachelor of Special Education (B.Ed. Spl. Edu.)(MR/ID) Course to be adopted by the MIER College of Education from the academic session 2015-16 onwards.

   Resolved that the Statutes Governing the Admissions / Examination of the Bachelor of Special Education (B.Ed. Spl. Edu.)(MR/ID) Course to be adopted by the MIER College of Education from the academic session 2015-16 onwards and duly recommended by the second Board of Studies held on 19/10/2015, be recommended for adoption.

9. Draft Statutes (General) Governing admission of students to different degree courses offered by the MIER College of Education

   Resolved that the Statutes (General) Governing admission of students to different degree courses offered by the MIER College of Education and duly recommended by the second Board of Studies held on 19/10/2015, be recommended for adoption.

10. draft Statutes Governing Convocation to be adopted by the MIER College of Education from the year 2016 onwards.

    Resolved that the Statutes Governing Convocation to be adopted by the MIER College of Education from the year 2016 onwards, be recommended for adoption.

11. Draft Statutes Governing Inter-College and Inter-University Migration of students to be adopted by the MIER College of Education.

    Resolved that the Statutes Governing Inter-College and Inter-University Migration of student to be adopted by the MIER College of Education and duly recommended by the second Board of Studies held on 19/10/2015, be recommended for adoption.

12. Draft Statutes Governing Award of Scholarships, Medals, Prizes, Trophies and Merit Certificates to be adopted by the MIER College of Education.

    Resolved that the Statutes Governing Award of Scholarships, Medals, Prizes, Trophies and Merit Certificates to be adopted by the MIER College of Education and duly recommended by the second Board of Studies held on 19/10/2015, be recommended for adoption. The scholarships / Prizes may be associated with eminent personalities.

13. Draft Statutes Governing Award of Merit-Cum-Means Scholarships to be adopted by the MIER College of Education.

Resolved that the Statutes Governing Award of Merit-Cum-Means Scholarships to be adopted by the MIER College of Education and duly recommended by the second Board of Studies held on 19/10/2015, be recommended for adoption.

14. Draft Statutes Governing Tuition Fee-Waiver Scheme (TFW) for students belonging to economically weaker sections to be adopted by the MIER College of Education

Resolved that the Statutes Governing Tuition Fee-Waiver Scheme (TFW) for students belonging to economically weaker sections to be adopted by the MIER College of Education and duly recommended by the second Board of Studies held on 19/10/2015, be recommended for adoption.

15. Draft Statutes for Governance of the Autonomous College.

Resolved that the Statutes for Governance of the MIER College of Education (Autonomous) be recommended for adoption.

16. Draft Statutes Governing Composition, Powers and Functions of the following Committees to be adopted by the MIER College of Education.

   a. Selection for Teachers / Principal
   b. Misconduct / Unfair Means
   c. Scrutiny of complaints against question papers and re-checking of results

Resolved that the Statutes Governing Composition, Powers and Functions of the Committees mentioned in Item 16 be recommended for adoption.

17. Draft Statutes Governing Composition, Powers and Functions of the following Committees:

   1. Planning and Evaluation Committee
   2. Admission Committee
   3. Library Committee
   4. Students Welfare Committee
   5. Extra-Curricular Activities Committee
   6. Academic Audit Committee
   7. Examination and Evaluation Committee
   8. Grievance Redressal Committee
   9. Anti-Ragging Committee
   10. Committee Against Sexual Harassment (CASH)

Resolved that the Statutes Governing Composition, Powers and Functions of the Committees mentioned in Item 17 be recommended for adoption.

18. *Approval of Crest and Seal of the College.*

   Resolved that the Crest and Seal of the College be recommended for adoption.

19. *Approval of MIER College of Education (Autonomous) as an institution open for all Classes and Creeds.*

   Resolved that the MIER College of Education (Autonomous) as an institution open for all Classes and Creeds be recommended for adoption.

20. *Draft Statutes Governing in Qualifications of Teachers of MIER College of Education.*

   Resolved that the Statutes Governing qualifications of teachers of MIER College of Education be recommended for adoption.

21. *Draft Statutes governing discipline of students in the College Hostel.*

   Resolved that the Statutes Governing discipline of students in the College Hostel be recommended for adoption.

22. *Draft Statutes governing College Library.*

   Resolved that the Statutes Governing College Library be recommended for adoption.

23. *Draft Regulations Governing discipline of students in the College.*

   Resolved that the Regulations Governing discipline of students in the College be recommended for adoption.

24. *Draft Statutes Governing Examinations General*

   Resolved that the Statutes Governing Examinations General be recommended for adoption.

25. *Draft Statutes Governing Evaluation of Answer-books and conduct of Practical Examinations.*

   Resolved that the Statutes Governing Evaluation of Answer-books and conduct of Practical Examinations be recommended for adoption.

26. *Draft Statutes relating to Misconduct / Unfair Means in Examination.*

   Resolved that the Statutes relating to Misconduct / Unfair Means in Examination be recommended for adoption.

27. *Draft Statutes Governing powers and functions of functionaries of MIER College of Education (Autonomous).*

   Resolved that the Statutes Governing powers and functions of functionaries of MIER College of Education (Autonomous) be recommended for adoption.

28. *To consider enhancement in the intake capacity of seats for the Two-year (Four-Semester) B.Ed. Course from the academic session 2016 onwards.*

   Resolved that the Principal on behalf of the Academic Council be authorized to take appropriate action in consultation with University of Jammu w.r.t. enhancement in the intake capacity of seats for the Two – year (Four -Semesters) B.Ed. Course from the academic session 2016-17 onward ✳ *The approval from the University of Jammu be sought in the matter.*

29. *To consider enhancement in the intake capacity of seats for the two-year(Four Semesters) M.Ed. Programme from 30 to 50 (including 06 Management Quota Seats) from the academic session 2016-17 onwards..*

   Resolved that the enhancement in the intake capacity of seats for the two-year (Four Semesters) M.Ed. Programme from 30 to 50 (including 06 Management Quota Seats) from the academic session 2016-17 onwards be recommended for approval subject to the concurrence of the University of Jammu.

   For point's 28 and 29 the University approval and concurrence be procured under norms.

   The meeting concluded with a vote of thanks to the chair.

1. Renu Gupta
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16. Nishtha Rani
17.
18. Kamal Shawe
19. Rajendra
20.

Renu Gupta
Principal
MIER College of Education
B. C. Road, Jammu

MINUTES OF THE THIRD MEETING OF THE ACADEMIC COUNCIL MIER COLLEGE OF EDUCATION (AUTONOMOUS) HELD ON 25/03/2016 AT 3.00 P.M. IN THE COMMITTEE ROOM (ADM. BLOCK)

PRESENT

1.	Dr. Renu Gupta, Principal	-	Chairperson
2.	Prof. Rajni Dhingra,	-	University Nominee
3.	Prof. Neelu Rohmetra	-	University Nominee
4.	Prof. Mubark Singh	-	Outside Expert
5.	Prof. Amit Kauts	-	Outside Expert
6.	Prof. Renu Nanda	-	Outside Expert
7.	Prof. A.G. Madhosh	-	Outside Expert
8.	Prof. G.S. Sambyal	-	Special Invitee
9.	Prof. N.R. Sharma	-	Special Invitee
10.	Prof. B.L. Raina, H.O.D. (M.Ed.)	-	Member
11.	Dr. Annie Koul, H.O.D. (B.Ed.)	-	Member
12.	Dr. Rohnika Sharma, H.O.D. B.Ed. (Spl. Edu.)	-	Member
13.	Dr. H.R. Shan	-	Member
14.	Dr. Mool Raj	-	Member
15.	Dr. Nishta Rana	-	Member
16.	Mrs. Anjela Gadroo	-	Member
17.	Mrs. Komal Sharma	-	Member
18.	Mr. Rajendra Praveen	-	Member
19.	Prof. Adit Gupta	-	Member Secretary

At the outset the Chairperson welcomed the members present. The Chairperson also briefed the Hon'ble members about the agenda points to be discussed in the meeting. Thereafter, the agenda items were taken up for discussion:

1. Considered the minutes of the first meeting of the Academic Council held on 18/12/2014 at 3.00 p.m.

   Resolved that the Minutes of the first meeting of the Academic Council held on 18/12/2014 be confirmed.

2. Considered the Action Taken on the Resolutions of the second meeting of the Academic Council held on 06-11-2015.

   Resolved that Action Taken on the Resolutions of the second meeting of the Academic Council held on 06-11-2015 be kept on record.

1

3. Considered the adoption of syllabi and courses of study for B.Ed. 2-year (4 semesters) cou̇ŗ for the examinations to be held in the years as indicated against each:

Semester – I   December,   2016, 2017 & 2018
Semester – II   May,   2017, 2018 & 2019

Resolved that the syllabi and courses of study for B. Ed. 2-year (4 semesters) course, session 2016-18, for the examinations to be held in the years as indicated against each:

Semester – I   December,   2016, 2017 & 2018
Semester – II   May,   2017, 2018 & 2019
be approved with the following modifications:

    i.   the title of Course No. BDE – 104 (Pedagogics of Education) be changed to 'Methodology of Teaching';

    ii.

ii.   the title of the Course No. BDE – 407 (Reflective Journal) be changed to 'Practicum'; and

iii. the course No. BDE – 407 shall carry 60 marks for external examination and 40 marks for internal assessment.

4. Considered the adoption of syllabi and courses of study for M.Ed. 2-year (4 semester) course (Annexure-II) for the examinations to be held in the years as indicated against each:

Semester – I   December,   2016, 2017 & 2018
Semester – II   May,   2017, 2018 & 2019

Resolved that the adoption of syllabi and courses of study for M.Ed. 2-year (4 semesters) course, session 2016-18 for the examinations to be held in the years as indicated against each:

Semester – I   December,   2016, 2017 & 2018
Semester – II   May,   2017, 2018 & 2019
be approved with the following modifications:

i.   the title of the Course No. MED – 202 (Psychological Testing) be changed to 'Testing in Education';

ii. the title of the Course No. MED – 404 (Value Education and Human Rights) be changed to 'Value Education, Human Rights, Sports and Yoga';

iii. the title of the Course No. MED – 409-F (Value Education and Human Rights) be changed to 'Inclusive Education';

iv. the title of the Course No. MED - 411 (Reflective Journal) be changed to 'Field work'; and

v. the Course No. MED – 411 shall carry 60 marks for external examination and 40 marks for internal assessment.

5. Considered the adoption of syllabi and courses of study for M.A. (Education) 2-year (4 semesters) course as prescribed by the University of Jammu for the session 2016-18 (Annexure-III) for the students to be admitted for the session 2016-18 for the examinations to be held in the years as indicated against each:

Semester – I	December,	2016, 2017 & 2018
Semester – II	May,	2017, 2018 & 2019
Semester – III	December,	2017, 2018 & 2019
Semester – IV	May,	2018, 2019, & 2020

Resolved that the adoption of syllabi and courses of study for M.A. (Education) 2-year (4 semesters) course as prescribed by the University of Jammu for the session 2016-18 (Annexure-III) for the students to be admitted for the session 2016-18 for the examinations to be held in the years as indicated against each:

Semester – I	*December,*	*2016, 2017 & 2018*
Semester – II	*May,*	*2017, 2018 & 2019*
Semester – III	*December,*	*2017, 2018 & 2019*
Semester – IV	*May,*	*2018, 2019, & 2020*

be approved.

Resolved further that the College may also switch over to choice based credit system in M.A. (Education) Programme by involving the MCA and MBA Departments of MIET College of Engineering, Jammu or any other Institution affiliated to University of Jammu for a 4 credit course to be chosen from other discipline/department during semester III of the course.

6. Considered the Academic Calendar for :

M. Ed	Semester III	(Session 2015-17)
	Semester I and II	(Session 2016-18)
B. Ed.	Semester III	(Session 2015-17)
	Semester I and II	(Session 2016-18)
B. Ed. Special Edu.(MR/ID)	Semester III	(Session 2015-17)
	Semester I and II	(Session 2016-18)
M.A. (Education)	Semester I - II	(Session 2016-18)

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Resolved that the Academic Calendar for :

M. Ed	*Semester III*	*(Session 2015-17).*
	Semester I and II	*(Session 2016-18)*
B. Ed.	*Semester III*	*(Session 2015-17)*
	Semester I and II	*(Session 2016-18)*
B. Ed. Special Edu.(MR/ID)	*Semester III*	*(Session 2015-17)*
	Semester I and II	*(Session 2016-18)*
M.A. (Education)	*Semester I - II*	*(Session 2016-18)*

be approved.

7. **Considered the -**

(i)   adoption of the Statutes governing the admission/examination of M.A (Education) two-year (4 Semesters) course from the Academic Session 2016-17.

(ii)   intake capacity for M.A. (Education) course from the Academic Session 2016-17; and

(iii)   adoption of fee structure for running the M.A. (Education) course (given in Annexure) from the Academic session 2016-17.

Resolved that the -

(i)   *Adoption of the Statutes governing the admission/examination of M.A (Education) two-year (4 Semesters) course from the Academic Session 2016-17;*

(ii)   *intake capacity for M.A. (Education) course from the Academic Session 2016-17; be 40 (including 15% Management Seats); and*

(iii)   *adoption of fee structure for running the M.A. (Education) course from the Academic Session 2016-17.*

be endorsed.

Resolved further that the other charges at the same rate shall also be applicable to M. Ed., B. Ed. and B. Ed. Special (MR/ID) courses be also endorsed.

The meeting concluded with a vote of thanks to the Chair.

Dr. Adit Gupta
Member Secretary

Renu Gupta
4
Principal
MIER College of Education
B. C. Road, Jammu

Dr. Renu Gupta
Chairperson

MIER COLLEGE OF EDUCATION (Autonomous)

Recognized by the Govt. of J & K & Permanently Affiliated to the University of Jammu
Accredited by the NAAC with 'A' Grade & ISO 9001:2008 Certified

Minutes of the Meeting of Second Board of Studies
MIER College of Education (Autonomous) held on 19/10/2015 at 3.00 p.m. in the
Committee Room (Adm. Block)

PRESENT.

1. Dr. Renu Gupta,   **Chairperson**
   Director / Principal
2. Dr. Madhu Singh
   (Nominee of the Vice-Chancellor)
3. Prof. Sushama Sharma
4. Prof. Rajeev Rattan Sharma
5. Maj. Gen. (Retd.) Prof. S.K. Sharma
6. Dr. Vikram Gulati
7. Prof. G.S. Sambyal   } **Special**
8. Prof. N.R. Sharma   } **invitee**
9. Dr. Adit Gupta   **(Member Secretary)**
10. Dr. B.L. Raina, H.O.D., (M.Ed.).
11. Dr. Annie Koul, H.O.D., (B.Ed.)
12. Dr. Rohnika Sharma, H.O.D., B.Ed. (Spl. Edu.)
13. Dr.H.R. Shan
14. Dr. Mool Raj
15. Dr. Nishta Rana
16. Dr. Reeta Dwivedi
17. Dr. Bharti Tandon
18. Dr. Atul Thakur
19. Mrs. Angela Gadroo
20. Mrs. Poonam Soni
21. Mrs. Komal Sharma
22. Mrs. Monika Bajaj
23. Mrs. Suman Gupta
24. Ms. Manvi Gupta
25. Mrs. Suman Devi
26. Ms. Auditi Malhotra
27. Ms. Arpana Kaul
28. Mr. Rajendra Praveen

At the outset the Chairperson welcomed the members present. Thereafter, the agenda items were taken up for discussion:

1. Considered the minutes of the First Meeting of the Board of Studies held on 29/11/2014 at 3.00 p.m.

   Resolved that the Minutes of the first meeting of the Board of Studies held on 29/11/2014 be confirmed.

2. Considered the scheme and syllabi and courses of study for M.Ed., 2- year (4-semesters) Course as prescribed by the University of Jammu, for the students of the academic session 2015-17 for the examinations to be held in 2015, 2016 and 2017.

   Resolved that the existing scheme and syllabi and courses of study for M.Ed., 2- year (4-semesters) Course as prescribed by the University of Jammu, for the session 2015-17 for the examinations to be held in 2015, 2016 and 2017 be recommended for adoption.

3. Considered the scheme and syllabi and courses of study for B.Ed., 2-year (4-semesters) Course as prescribed by the University of Jammu, for the students of the academic session 2015-17 for the examinations to be held in 2015, 2016 and 2017.

   Resolved that the existing scheme and syllabi and courses of study for B.Ed., 2- year (4-semesters) Course as prescribed by the University of Jammu, for the session 2015-17 be recommended for adoption.

4. Considered the draft Statutes Governing the Admissions / Examination of the Master of Education (M.Ed.) Programme to be adopted by the MIER College of Education from the academic session 2015-16 onwards.

   Resolved that the Statutes Governing the Admissions / Examination of the Master of Education (M.Ed.) Programme be recommended and endorsed for adoption.

5. Considered the draft Statutes Governing the Admissions / Examination of the Bachelor of Education (B.Ed.) Course to be adopted by the MIER College of Education from the academic session 2015-16 onwards.

   Resolved that the Statutes Governing the Admissions / Examination of the Bachelor of Education (B.Ed.) Course be recommended and endorsed for adoption.

6. Considered the draft Statutes (General) Governing admission of students to different degree courses offered by the MIER College of Education.

   Resolved that the Statutes (General) Governing admission of students to different degree courses be recommended and endorsed for adoption.

Renu Gupta

7. Considered the draft Statutes Governing College Convocation to be adopted by the MIER College of Education from the year 2016 onwords.

   Resolved that the Statutes Governing Convocation to be adopted by the MIER College of Education from the year 2016 onwords be recommended and endorsed for adoption.

8. Considered the draft Statutes Governing Inter-College and Inter-University Migration of students to be adopted by the MIER College of Education.

   Resolved that the Statutes Governing Inter-College and Inter-University Migration of students be recommended and endorsed for adoption.

9. Considered the draft Statutes Governing Award of Scholarships, Medals, Prizes, Trophies and Merit Certificates to be adopted by the MIER College of Education.

   Resolved that the Statutes Governing Award of Scholarships, Medals, Prizes, Trophies and Merit Certificates be recommended and endorsed for adoption.

10. Considered the draft Statutes Governing award of Merit-Cum-Means Scholarships to be adopted by the MIER College of Education. The scholarships/may be associated with eminent personalities. /prizes

    Resolved that the Statutes Governing award of Merit-Cum-Means Scholarships be recommended and endorsed for adoption.

11. Considered the draft Statutes Governing Tuition Fee-Waiver Scheme (TFW) for students belonging to economically weaker sections to be adopted by the MIER College of Education.

    Resolved that the Statutes Governing Tuition Fee-Waiver Scheme (TFW) for students belonging to economically weaker sections be recommended and endorsed for adoption.

12. To suggest panel of Paper Setters and Evaluators for M.Ed., B.Ed. and B.Ed. Spl. Education (MR/ID) Programmes for a period of three years for the examinations to b e held in 2015, 2016 and 2017 for approval by the Academic Council of the College.

    Resolved that the panel of Paper Setters and Evaluators for M.Ed., B.Ed. and B.Ed. Spl. Education (MR/ID) Programmes for a period of three years for the examinations to be held in 2015, 2016 and 2017 be endorsed.

Renu Gupta

With the permission of the Chair the following items were submitted for consideration:

i) Scheme and Syllabi & Courses of study for B.Ed. Spl. Education (MR/ID) two years (4 semester course) prepared in light of RCI / University of Jammu guidelines for the examination to be held in 2015, 2016 & 2017.

ii) Statutes Governing the Admissions / Examination of the B.Ed. Special Education (MR/ID) Course to be adopted by the MIER College of Education from the academic session 2015-16 onwards.

iii) Academic calendar for M.Ed. , B.Ed. & B.Ed Spl. Education (MR/ID) for semesters – I & II of MIER College of Education.

i) **Resolved that the scheme and syllabi of courses for B.Ed. Special Education (MR/ID) course for the examinations to be held in 2015, 2016 & 2017 be recommended for adoption.**

ii) **Resolved that the draft statutes governing the admissions/ examinations of the B.Ed. Special Education (MR/ID) course be recommended for adoption.**

iii) **Resolved that the academic calendar for M.Ed., B.Ed. and B.Ed spl. Education (MR/ID) for semesters 1st & IInd for session 2015 - 2016 be recommended for adoption.**

The meeting concluded with a vote of thanks to the chair.

1. Renu Gupta.
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15. Nishta Rani
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17. Bandan.
18.
19. Angela
20.

21.	_Kmal Sharma_	25.	_Puran Devi_
22.	_Monika Rajput_	26.	
23.		27.	
24.	_Manik_	28.	

Renu Gupta

Principal
MIER College of Education
B. C. Road, Jammu

MINUTES OF THE MEETING OF THE THIRD MEETING OF BOARD OF STUDIES HELD ON 01/03/2016 AT 3.00 P.M. IN THE COMMITTEE ROOM (ADMINISTRATIVE BLOCK)

PRESENT

1.   Dr. Renu Gupta   (In the chair)
2.   Dr. Madhu Singh
     (Nominee of the Vice-Chancellor)
3.   Prof. Sushama Sharma
4.   Prof. S.K. Sharma
5.   Prof. G.S. Sambyal   (Special Invitee)
6.   Prof. N.R. Sharma   (Special Invitee)
7.   Dr. B.L. Raina
8.   Dr. Annie Koul
9.   Dr. Rohnika Sharma
10. Dr. H.R. Shan
11. Dr. Mool Raj
12. Dr. Nishta Rana
13. Dr. Anjela Gadroo
14. Mrs. Komal Sharma
15. Mr. Rajendra Praveen
16. Mrs. Reeta Diwedi
17. Mrs. Poonam Soni
18. Mr. Atul Thakur
19. Mrs. Monika Bajaj
20. Mrs. Suman Gupta
21. Mrs. Arpana Koul
22. Ms. Manvi Gupta
23. Mrs. Suman Devi
24. Mr. Ashish Anand
25. Mrs. Auditi Malhotra
26. Dr. Adit Gupta   (Member Secretary)

At the outset the Chairperson welcomed all the participants present. Prof. N.R. Sharma, Dean Academics, threw light on the syllabi and the courses of study prepared by the faculty of the MIER College in light of the NCTE Guidelines for B. Ed. and M. Ed. programmes. He also explained the adoption of syllabi and courses of study as prescribed by the University of Jammu for M.A. (Education) programme for the session 2016-18. After that Dr. Adit Gupta, with the permission of the chair took up the agenda items for discussion.

Item No. 1

Considered the minutes of the Second Meeting of the Board of Studies held on 19/10/2015 at 3.00p.m.

RESOLVED that the minutes of the Second Meeting of the Board of Studies held on 19/10/2015 at 3.00p.m. **be endorsed for approval of the Academic Council.**

Item No. 2

Considered the adoption of syllabi and courses of study for B.Ed. 2-year (4-semester) course Session 2016-18 for the examinations to be held in the years as indicated against each:

Semester – I   December, 2016, 2017 & 2018
Semester – II   May, 2017, 2018 & 2019

RESOLVED that the syllabi and courses of study for B.Ed. 2-year (4-semester) course Session 2016-18 for the examinations to be held in the years as indicated against each:

Semester – I   December, 2016, 2017 & 2018
Semester – II   May, 2017, 2018 & 2019

be endorsed for approval of the Academic Council.

Item No. 3

Considered the adoption of syllabi and courses of study for M.Ed. 2-year (4 semester) course, Session 2016-18 for the examinations to be held in the years as indicated against each:

Semester – I   December, 2016, 2017 & 2018
Semester – II   May, 2017, 2018 & 2019

RESOLVED that the syllabi and courses of study for M.Ed. 2-year (4 semester) course, Session 2016-18 for the examinations to be held in the years as indicated against each:

Semester – I	December, 2016, 2017 & 2018
Semester – II	May, 2017, 2018 & 2019

be endorsed for approval of the Academic Council.

Item No. 4

Considered adoption of syllabi and courses of study for M.A. (Education) 2-year (4-semester) course as prescribed/ to be prescribed by the University of Jammu for the students to be admitted for the session 2016-18 and onwards in the MIER College of Education (Autonomous) for the examinations to be held in the years as indicated against each:

Semester – I	December, 2016, 2017 & 2018
Semester – II	May, 2017, 2018 & 2019
Semester – III	December, 2017, 2018 & 2019
Semester – IV	May, 2018, 2019, & 2020

RESOLVED that the syllabi and courses of study for M.A. (Education) 2-year (4-semester) course as prescribed by the University of Jammu be endorsed to the Academic Council for adoption by the MIER College of Education (Autonomous) for the students to be admitted for the session 2016-18 for the examinations to be held in the years as indicated against each:

Semester – I	December, 2016, 2017 & 2018
Semester – II	May, 2017, 2018 & 2019
Semester – III	December, 2017, 2018 & 2019
Semester – IV	May, 2018, 2019, & 2020

be endorsed for approval of the Academic Council.

Item No. 5

Considered Academic Calendar for:

M. Ed.	Semester III and IV (Session 2015-17)
	Semester I and II (Session 2016-18)
B. Ed.	Semester III and IV (Session 2015-17)

Semester I and II (Session 2016-18)

B. Ed. Special Edu.(MR/ID)   Semester III and IV (Session 2015-17)

M.A. (Education)   Semester I - II (Session 2016-18)

RESOLVED that the Academic Calendar for:

M. Ed.	Semester III and IV (Session 2015-17)
	Semester I and II (Session 2016-18)
B. Ed.	Semester III and IV (Session 2015-17)
	Semester I and II (Session 2016-18)
B. Ed. Special Edu.(MR/ID)	Semester III and IV (Session 2015-17)
M.A. (Education)	Semester I - II (Session 2016-18)

be endorsed for approval of the Academic Council.

RESOLVED FURTHER that the **Chairperson be authorized to suggest changes/modifications (if any)** in the syllabi of B.Ed./M.Ed. courses and Academic Calendar. The action taken by the Chairperson be reported to the Academic Council at its meeting as and when held for approval.

The meeting concluded with a vote of thanks to the chair.

Dr. Adit Gupta
(Member Secretary)

Dr. Renu Gupta
(Chairperson)

Principal
MIER College of Education
B. C. Road, Jammu

Minutes of the meeting of the Finance Committee of MIER College of Education (Autonomous) held on 27-11-2015 at 3.30 pm in the office Chambers of the Principal

Present

1. Dr. Renu Gupta   (Chairperson)
2. Dr. Adit Gupta
3. Dr. Annie Koul
4. Sh. Deepak Sehgal (Chartered Accountant)
5. Sh. S.S. Slathia (Accounts Officer)

At the outset the Chairperson welcomed the members present. After that agenda items were taken for discussion.

1. Considered the minutes of the last meeting held on 24th March, 2015.

   Resolved that the minutes of the last meeting held on 24-03-2015 be confirmed.

   Item Nos. 2, 3 & 4 as given below were clubbed together to :

2. consider the financial position of the College as on date with regard to income and expenditure;

3. review the functioning of the College with special reference to the loss in income and suggest ways and means to improve availability of funds for meeting college expenditure and ensuring future development; and

4. adopt new rates of tuition fee for B.Ed. course as approved by the State Government from the academic session 2015-16;

   After detailed discussion on the projected and actual expenditures for the year 2015-16, it was observed that the College has suffered a loss of approximately Rs. 23.00 lakhs as on 24-11-2015 which is likely to go upto Rs. 60.00 lakhs for the current financial year.

   Resolved that the College:

   (i) should reduce the expenditure on different heads so as to minimise the financial losses during the financial year 2015-16 and the Chairperson may be authorised to take action in this regard;

   (ii) should increase the intake capacity of seats from 100 to atleast 150, if not more, for B.Ed. Course and from 35 to 50 (including 15% management seats) in M.Ed. Course, from the session 2016-17;

   (iii) should be authorised to charge the tuition fee from Rs. 24000/- to Rs. 26400/- as approved by the J&K Government vide order No. 226-HE of 2015 dated 28-07-2015 from the students of B.Ed. from the academic session 2016-17 or as per any revision/enhancement by the Government/Competent Authority subsequently;

(iv)   approach the Government for special funds under RUSA and other agencies for the development of the College; and

(v)   Generate additional funds by starting value added/skill based courses/programmes.

5.   Considered the expenditure incurred on the procurement of equipments/furniture items and library books for the college;

Resolved that the action taken by the Management on procurement of equipments/ furniture items/library books amounting to Rs. 143424/-, Rs. 97500/- and Rs. 68532/- respectively, be endorsed.

6.   Considered the expenditure incurred on the conduct of examinations under the auspices of Examination Cell.

Resolved that action taken by the management in having incurred an amount of Rs. 230016/- on account of conduct of examinations by the College be endorsed.

7.   Considered the budget allocations for Rs. 10 lakhs submitted to the UGC for approval of financial assistance under the Scheme of Autonomous Colleges.

Resolved that the budget allocations for Rs. 10 lakhs submitted to the UGC for approval of financial assistance under the Scheme of Autonomous Colleges is endorsed.

The meeting concluded with a vote of thanks to the Chair.

Renu Gupta

Date: 30-11-2015

Principal

(Chairperson)

Renu Gupta

Principal
MIER College of Education
B. C. Road, Jammu

Minutes of the third meeting of the Finance Committee of MIER College of Education (Autonomous) held on 21/03/2016 at 4.30 p.m. in the Office Chambers of the Principal.

Present

1.	Dr. Renu Gupta	(Chairperson)
2.	Dr. Adit Gupta	
3.	Dr. Annie Kaul	
4.	Mr. Deepak Sehgal	(Chartered Accountant)
5.	Sh. S.S. Slathia	(Accounts Officer)
6.	Prof. N.R. Sharma	} Special Invitee
7.	Sh. B.L. Bhat	

At the outset the Chairperson welcomed the members present. Thereafter agenda items were taken for discussion.

1. Considered the minutes of the last meeting held on 27/11/2015.
    Resolved that the minutes of the last meeting held on 27/11/2015 be confirmed.

2. Considered the budget estimates for the financial year 2016-17.
    After detailed discussion on the projected and actual expenditures for the year 2016-17, it was observed that the college has suffered a loss of approximately Rs. 22,68,840/-.
    Resolved that the College :
    i)   *Should reduce the expenditure on different heads so as to minimize the financial losses without compromising the academic standards. College should explore the possibilities to fill up the sanctioned strength of seats especially in B.Ed. Spl. Education and introducing M.A(Education) programme. The College may make advertisement well in time so that seats are filled up. The budget estimates as projected are endorsed.*

3. Considered the adoption of fee structure for M.A. (Education) as approved by the State Govt. from the session 2016-17.

   Resolved that the tuition fee for M.A. (Education) @ Rs. 25,000/- per student per annum as approved by the J&K State Govt. and other charges (given in annexure) be endorsed. The other charges shall also apply to M.Ed., B.Ed., and B.Ed.Spl. Education courses.

4. Considered the expenditure incurred on the purchase of books amounting to Rs. 62,470/-.

   Resolved that the action taken by the Management in having incurred an expenditure of Rs. 62,470/- on the purchase of books be endorsed.

5. Considered the expenditure incurred on the purchase of furniture and equipment amounting to Rs. 2, 67,124/-

   Resolved that the action taken by the Management in having incurred an expenditure of Rs. 2,67,124/- on the purchase of furniture and equipment be endorsed.

6. Considered the expenditure incurred on renovation of building costing Rs. 85,200/-

   Resolved that the action taken by the Management in having incurred an expenditure of Rs. 85,200/- on renovation of buildings be endorsed.

7. With the permission of the Chair, Dr. Annie Kaul, HOD (B.Ed.) proposed to purchase one 30 seater bus for the College for the convenience of students of the College.

   Resolved that the College be authorized to purchase one 30 seater bus to be decided by the Management for the students of the college. Further Resolved that loan from the Bank (if necessary) be raised for this purpose.

8. The Chairperson apprised the members of the Committee for upgradation of College Auditorium. The Committee appreciated the idea of upgradation.

   Resolved that the proposal be placed in the next meeting of the Finance Committee.

9. Considered the budget allocation amounting to Rs. 10.0 Lakh for the Financial Year 2016-17 (given in Annexure) to be submitted to the UGC for approval of Financial Assistance under the scheme of Autonomous Colleges.

Resolved that the budget allocation amounting to Rs. 10.0 Lakh for the Financial Year 2016-17 as given below be submitted to the UGC for approval of Financial Assistance under the scheme of Autonomous Colleges.

S. No.	Item	Amount in Lakhs
1	Guest/Visiting Faculty	0.60
2	Orientation and Re-training of Teachers	0.90
3	Re-designing of Courses	0.40
4	Development of Teaching Learning Material	0.30
5	Workshop and Seminars	1.24
6	Examination Reforms	0.50
7	Office equipment	1.00
8	Teaching Aids	0.20
9	Lab. Equipment	0.80
10	Furniture for Office, Classroom, Library/Labs.	0.95
11	Library equipment, Books, Journal	0.75
12	Expenditure on Meeting (Governing Body/Other Bodies)	0.50
13	Honorarium to Controller of Examinations	0.36
14	Renovations and Repairs	1.00
15	Extension Activities	0.50
	Total	**10.00**

The meeting concluded with a vote of thanks to the Chair.

Renu Gupta

(Dr. Renu Gupta)
Chairperson

Renu Gupta

Principal
MIER College of Education
B. C. Road, Jammu

ANNEXURE XIII

Detailed Perspective Plan of the College (2012-17)

PERSPECTIVE PLAN OF MIER COLLEGE OF EDUCATION (2012-17)

The Five-Year Perspective Plan of the College has been envisioned in the following manner:

Criteria 1: Curricular Aspects

- To pursue the case for getting Autonomous Status with the University of Jammu and Government of J&K.

In case of Grant of Autonomous Status to the college:

- To modify curriculum of various programmes in light of the National Curriculum Framework for Teacher Education and other global trends in vogue.
- To consult experts in the field of education to develop the new curriculum
- To introduce choice based credit system in various programmes at the post graduate level.
- To develop an inter-disciplinary based curriculum both at the undergraduate and post graduate level.
- To start new academic programmes (M.A/ M.Phil. etc.) and value added courses in the college.
- To review the perspective plan on a yearly basis.

Criteria 2: Teaching-Learning and Evaluation

- To develop sound admission policy and procedures after getting functional autonomy.
- To develop and employ new instructional approaches and processes for enhancing the teaching-learning process.
- To enhance the use of ICT based tools for enriching the classroom learning process.
- To strengthen the area of practice of teaching for teacher trainees with reference to new models of teaching.
- To conduct orientation and awareness programmes for students.

In case of Grant of Autonomous Status to the college:

- To setup a separate examination wing and appointment of Controller of Examination and other officials.
- To introduce examination reforms in a phased manner to make these non-threatening and student friendly.
- To introduce choice based credit system at the post graduate level.
- To create new Academic and administrative positions.
- To organise capacity building and professional development programmes for the faculty in new teaching methodologies and evaluative techniques as per the revised syllabus.
- To encourage and sponsor faculty members to participate in different refresher courses.

Criteria 3: Research, Consultancy and Extension

Research

- To undertake and promote research studies, innovations and new trends in the field of education and other related areas.
- To organize training programmes in research methodology, testing and evaluation, computer based data analysis techniques (SPSS) and other emerging areas of specialization.
- To publish books, journals and documents using print and electronic media to disseminate research findings, innovations and trends.
- To organise conferences, workshops, seminars, lectures and research colloquia on important educational themes and issues.
- To honour the faculty members under the "Research Promotion Awards" for doing exemplary work in the field of research.
- To guide and encourage teachers to submit research proposals/projects for funding from various external agencies
- To provide consultancy to institutions and practitioners of education for promoting research and quality enhancement in education

Consultancy

- To establish linkages and collaborate with individuals and organizations for taking up consultancy projects.
- To encourage faculty members to create linkages to share their expertise with other educational institutions.

Extension

- To establish linkages with national and international institutions, NGOs and Government organisations for carrying out outreach activities for the development of under privileged section of society.
- To organise extension programmes on environmental, social, women and youth related issues.
- To adopt a village and conduct surveys, identify needs and organise extension and outreach activities.
- To develop a philanthropic attitude in students and sensitize them towards the needs of underprivileged community through NSS programme.

Criteria 4: Infrastructure and Learning Resources

- To ensure continuous development of college infrastructure and learning resources.
- To expand the physical infrastructure of the college by adding the third floor to the existing building.

- To provide Air Conditioning in Libraries, Auditorium, Multi-purpose Hall and college hostel.
- To Install Video Conferencing and CCTV facility in the college.
- To install additional Power backup system in the college.
- To renovate the college auditorium and open stage with modern fixtures and facilities.
- To provide additional facilities of toilets for the faculty and the hostel warden.
- To carry out regular maintenance of infrastructure and learning resources.
- To equip the classrooms with modern ICT tools such as Digital Interactive Boards, LCD Projectors etc.
- To provide fibre Optics based high speed Internet facility along with campus wide Wi-Fi connectivity.
- To enrich the college library with latest books, journals, magazines and periodicals.
- To provide online access to educational resources through INFLIBNET etc.
- To create a barrier free environment for encouraging inclusive practices.

Criteria 5: Student Support and Progression

- To encourage students to pursue higher education programmes
- To provide coaching to students for appearing in competitive examinations such as NET/ SLET/ CTET etc.
- To provide placement services to students by inviting organisations for on-campus interviews and establishing linkages with other schools for job opportunities.
- To organise various soft skills and personality development programmes for the students.
- To strengthen associations with our Alumni and organise Alumni meets regularly.
- To provide ample opportunities to students for participating in co-curricular activities both within and outside the college.
- To encourage students to participate in seminars, workshop and conferences.
- To organise guidance and counselling sessions for students in various areas such as career guidance, personal counselling, admission in higher education programmes etc.
- To collect students feedback through Online mode on different aspects of college functioning.
- To conduct remedial and enrichment programmes for the students.

Criteria 6: Governance, Leadership and Management

- To further decentralise the functioning of the college by strengthening the existing committees.
- To create new committees as per the guidelines of the UGC (Anti Ragging, Committee against Sexual Harassment etc.)
- To apply to the UGC for grant of "College with Potential for Excellence" status.

In case of Grant of Autonomous Status to the college:

- To create key leadership positions to enable the college to function as an Autonomous college.

- To create Statutory bodies as per Autonomous guidelines (Governing Body, Academic Council, Board of Studies and Finance Committee)
- To create Non-Statutory committees for effective functioning of the college.
- To conduct the meetings of the statutory bodies from time to time.
- To further strengthen the functioning of the IQAC of the college.
- To conduct review meetings of the functioning of various committees and departments on a quarterly basis.
- To allocate and mobilise sufficient funds for the growth and development of the college.
- To provide Effective internal control, compliance monitoring mechanism, periodic internal audit and timely statutory audit of the accounts.

Criteria 7: Innovations and Best Practices

- To establish linkages with prominent educational institutions both at the national and international level
- To assess the performance of the college by analysing the various aspects of its functioning through adoption of an analytics based platform such as Performance Insight 360 (Pi360).
- To promote the image of the college and establish connection with the community, by using Social Media platforms such as Facebook, LinkedIn etc.
- To modify and update the college website to make it more dynamic and interactive.
- To deploy a college wide MIS system for automating the various administrative and academic functions of the college.
- To develop a mobile based application for enhancing the communication and dissemination of vital information to students and faculty.
- To improve the functioning of the online E-Learning management system.
- To create a virtual classroom setup (Google Classroom) for enhancing the teaching learning process and providing 24x7 access to learning resources.
- To provide facility for collecting and analysing Online Feedback from the students and teaching and non-teaching staff.
- To conduct training programmes especially for Non-teaching staff based on their training needs identification.
- To keep the faculty members abreast with latest developments and trends in the field of Quality Assurance.
- To establish and promote Inclusive Education setup in the college.

Renu Gupta

Dr. Renu Gupta

ANNEXURE XIV

Organisational Chart

MIER College of Education (Autonomous)

Organisational Chart

BOARD OF DIRECTORS → CHAIRPERSON → VICE CHAIRPERSON → DIRECTOR → PRINCIPAL

Governing Body
- Academic Council
- Board of Studies
- Finance Committee

Administrative Wing
- Establishment Section
- Account Section
- Admission Cell

Controller of Examinations
- Assistant Registrar Examinations

Dean Academics
- Head Internal Quality Assurance Cell (IQAC)
- Head Centre for Educational Research (CER)
- Head Centre for Educational Technology (CET)
- Head Smt. Shanti Gupta Centre for Women Studies

- HoD PG Dept
- HoD B.Ed.Deptt.
- HoD B.Ed. Spl.Deptt.

College Committees

Planning and Evaluation Committee	Academic Audit Committee	Committee Against Sexual Harassment
Admission Committee	Examination and Evaluation Committee	Library Committee
Media & Publication Committee	Alumni & Placement Committee	Leave & Attendance Committee
		Students Welfare committee
		Extra-Curricular Activities Committee
		Infrastructure & Maintenance Committee
		Grievance Redressal Committee
		Internal Examination & Evaluation Committee
		Hostel & Anti Ragging Committee
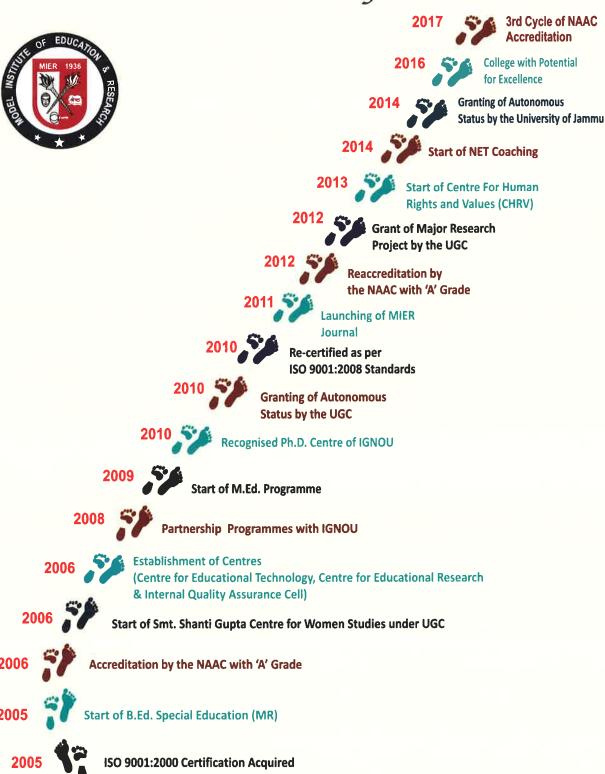
Renu Gupta
Principal
MIER College of Education
B. C. Road, Jammu

The Journey Continues....

2017 — 3rd Cycle of NAAC Accreditation

2016 — College with Potential for Excellence

2014 — Granting of Autonomous Status by the University of Jammu

2014 — Start of NET Coaching

2013 — Start of Centre For Human Rights and Values (CHRV)

2012 — Grant of Major Research Project by the UGC

2012 — Reaccreditation by the NAAC with 'A' Grade

2011 — Launching of MIER Journal

2010 — Re-certified as per ISO 9001:2008 Standards

2010 — Granting of Autonomous Status by the UGC

2010 — Recognised Ph.D. Centre of IGNOU

2009 — Start of M.Ed. Programme

2008 — Partnership Programmes with IGNOU

2006 — Establishment of Centres (Centre for Educational Technology, Centre for Educational Research & Internal Quality Assurance Cell)

2006 — Start of Smt. Shanti Gupta Centre for Women Studies under UGC

2006 — Accreditation by the NAAC with 'A' Grade

2005 — Start of B.Ed. Special Education (MR)

2005 — ISO 9001:2000 Certification Acquired

1991 — Start of PGDCA Programme

1981 — Establishment of MIER College of Education & Start of B.Ed. Programme

Journey So Far.....

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