YEARLY STATUS REPORT - 2020-2021

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

• Financial Status	**UGC 2f and 12(B)**
• Name of the Affiliating University	**University of Jammu**
• Name of the IQAC Co-ordinator/Director	**Ms Jasleen Kour**
• Phone No.	**01912546078, Mobile No. 9906395209**
• Alternate phone No.(IQAC)	
• Mobile (IQAC)	
• IQAC e-mail address	**iqac@miercollege.in**
• Alternate e-mail address (IQAC)	

3.Website address	**www.miercollege.in**
• Web-link of the AQAR: (Previous Academic Year)	

4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	
5.Accreditation Details	

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

6.Date of Establishment of IQAC | 10/10/2006

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Institution	MoU	CommonWealth of Learning, Canada	08/02/2021	468000
Institution	MoU	Curtin University, Australia	17/03/2021	2700 AUD

8.Whether composition of IQAC as per latest NAAC guidelines	Yes
• Upload latest notification of formation of IQAC	View File
9.No. of IQAC meetings held during the year	7
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes
• (Please upload, minutes of meetings and action taken report)	View File
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No

• If yes, mention the amount	

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

1. Orientation on creation of NAAC records as per new NAAC guidelines 2. Formulation of new policies-grievance redressal, environment and life skills curriculum 3.Entry Level Assessment Test 4.Entry and Exit Survey for Students 5.Open Forum-Principal Students Interaction

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
Plan of Action based on Advisory Committee Recommendations	https://www.miercollege.in/admin panel/files/12112021496261150.pd f
New Quality Initiatives for the session 2020-21	https://www.miercollege.in/admin panel/files/2022-1-18-13-51-52-9 25.pdf

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

• Name of the statutory body

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

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2019-2020	11/02/2020

Extended Profile

2.Student	
2.1 Number of students on roll during the year	359

File Description	Documents
Data Template	[View File]

2.2	**276**
Number of seats sanctioned during the year	

File Description	Documents
Data Template	[View File]

2.3	**48**
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	[View File]

2.4	**218**
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	[View File]

2.5Number of graduating students during the year	**218**

File Description	Documents
Data Template	[View File]

2.6	**143**
Number of students enrolled during the year	

File Description	Documents
Data Template	[View File]

4.Institution	

4.1	**7732536.84**
Total expenditure, excluding salary, during the year (INR in Lakhs):	

4.2 Total number of computers on campus for academic purposes	**117**

5.Teacher

5.1 Number of full-time teachers during the year:	**17**

File Description	Documents
Data Template	[View File]
Data Template	[View File]

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

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

Curriculum framework for quality education programme regularly entails planning, implementing, reviewing, revising, adapting and upgrading the curriculum to keep in sync with the latest trends at the local and global levels. The institution designs, develops and implements effective teacher education programme for professional capacity building which is relevant to the latest requirements of school system and responsive to social and cultural contexts of the learners and the community. It focuses on the teacher educator's capabilities to adapt to new and novel changes with enhanced knowledge and skills.

Curriculum is developed at the grass root level after need assessment through the process of feedback from academic experts, faculty and students at the end of each year. The Academic Committee of the college which is headed by the Principal starts the process of curriculum revision, modification and review under a well chalked out programme to modify and upgrade the curriculum wherever required. Thereafter, Dean Academics of the college organizes periodic meetings with the HODs, faculty, subject specialists and

external experts and prepares a rough draft of the curriculum. The same is reviewed in the light of the suggestions and feedback given at different levels. A final draft of the curriculum is prepared to be presented before the Board of Studies, Academic Council and Governing Body for its final approval, circulation and implementation in the new session.

The institution ensures adaption of curriculum to local context by enriching the curriculum through some need based add-on programmes like Life Skills, ICT skills, Guidance and Counselling course, Human Rights and Values course. The institution strives to main stream social, cultural and environmental issues. The students areencouraged to engage with the local community and foster social responsibility through a number of extension and outreach activities which include surveys, study reports, awareness camps, trainings, guest lectures, etc. This not only enriches the curriculum but also develops a wholesome personality of the student teachers to become effective teachers. Thus, the institution integrates various life skills, values, local and global challenges through its curriculum delivery.

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

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	B. Any 5 of the above

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	**B. Any 3 of the Above**

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.miercollege.in/programmes.aspx?id=1&q=BEd
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

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

including pedagogy courses for which teachers are available

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

19

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	https://www.miercollege.in/adminpanel/files/2022-1-27-16-58-1-178.pdf
Any other relevant information	none

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

2

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

2

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

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

51

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

51

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

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	**All of the above**

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	View File

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

13

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

13

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

1.3 - Curriculum Enrichment

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

1. A fundamental or coherent understanding of the field of teacher education: The curriculum has been designed by experts in the field of teacher education keeping in view NCTE guidelines, national curriculum for teachers and emerging trends and practices followed by other universities. Education as a discipline derives its concepts from the disciplines of Education, Philosophy, Sociology, Economics, History, Geography, Statistics, Management, Social Sciences and other allied disciplines. It therefore, adequately reflects both interdisciplinary and multidisciplinary approaches. This provides a coherent and basic understanding of the field of teacher education to its teachers, students and major stakeholders.

2. Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization: Apart from teaching theoretical and pedagogical subjects, a very important component of teacher education programme is the practice teaching. The institution trains its faculty and students in the teaching skills both at the micro and macro level. Orientation is provided in the knowledge and acquisition of teaching skills through micro-teaching cycles, followed by demonstration of model lessons in all teaching subjects by the experts. Besides this, the student teachers are trained in the effective use of technology supported teaching and the use of interactive board in the process of teaching and communicating. Student teachers are given

orientation and training to master the contents of NET and CTET to prepare for eligibility tests for recruitment of teachers. Video recording of some outstanding lessons delivered by trainees is done for present and new students. This way, the student teachers are prepared for different levels of school education skills as per their chosen teaching subjects.

3. Capability to extrapolate from what one has learnt and apply acquired competencies: An integral component of practice teaching is the introduction of internship/school experience. This makes professional preparedness of student teachers more meaningful. The student teachers get first-hand experience as full time teachers of the school. The Student teachers visit (DIET) District Institute of Education and Training and (SIE) State Institute of Education. In addition to this, they also visit different types of schools like nursery, primary, middle, high, inclusive schools and innovative centres for first-hand experience, exposure to teacher and student behavior and management system of different institutions. They also participate activelyin the regular activities of the school where they teach. The students are expected to maintain a record of these activities in the form of "Reflective Journal". In this manner, they develop the capacity to extrapolate from what they have learnt and apply this knowledge and experience in their actual teaching assignments in future.

4. Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc. :To enrich and strengthen the teacher education curriculum the institution has a practice of introducing add-on courses and programmes which are duly approved by the statutory bodies of the college. Some of these are- six- month certificate course in Guidance and Counselling and three-month course in Human Rights and Values. Apart from these courses, there are in-house add on programmes like life skills programme, ICT programme and research skills development programme which are made compulsory and free for all students. These are conducted for the students in small groups through all semesters. This covers development of various skills among student teachers. All student teachers are expected to successfully complete some MOOC courses in their own areas of interest to get credits in successfully completing their course of study.

File Description	Documents
A fundamental or coherent understanding of the field of teacher education	[View File]()
Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization	[View File]()
Capability to extrapolate from what one has learnt and apply acquired competencies	[View File]()
Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.	[View File]()

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

Development of school system: As part of the first hand practical experience, aimed at developing a deep understanding of the Indian school system, the curriculum prescribes visits of student teachers to Anganwadi centres, State Institute of Education (SIE) and District Institute of Education and Training (DIET) which are arranged to clear the concept of functioning of the school system at the state and district level. Due to Covid restrictions, in the last academic session the students were given a virtual tour through the website of DIET and SIE.

Functioning of various boards of school education: The teaching practice component is divided into different phases. The student teachers go for practice of teaching in both government and private schools as well as schools affiliated with State Board and Central Board of School Education (CBSE). This allows them to understand the functioning of different Boards through which education is imparted in schools. Teaching in different Boards of School Education, they decipher differences in curriculum, transactional methodology, norms and standards and assessment systems. They also visit preschools, nursey, middle, secondary and higher secondary wings of schools

affiliated to different Boards to get a clear picture of schools running under state board and central board and variations in these programmes.

A comparative perspective is created in the thinking of practicing teachers by visits to inclusive schools. These visits sensitize them to the needs of special children in an inclusive set up and how to handle them during classroom interactions, thereby developing empathy towards such children and distinguish them from other children in the class. Visits to some innovative schools/institutions prescribed in the curriculum help student teachers gain a national and international perspective by witnessing some novel trends in imparting education like e-learning, digital initiatives, ICT based teaching learning and assessment. They learn about the latest trends and initiatives adopted in the field of education elsewhere in other states and countries to benefit from it as future teachers.

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

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

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

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

Hands-on experience to develop teaching skills is achieved through intensive practice teaching in different phases like micro, macro, simulated and actual teaching in classrooms. It leads to acquiring teaching skills among the students. The student teachers gain an understanding of both the theory and practice of teaching through these activities. School experience and internship are the essential components for developing professional skills of the student teachers where they get to act as full time teachers in a school. They study the entire set up of a school system, how it functions and what are the roles of principal, teachers, students, and other staff members. They also maintain a reflective journal to record all the activities in which they take part. This way they get expert guidance of the teacher education colleagues and heads of the practicing schools and prepare themselves for the profession of teaching in a scientific manner.

The institution also provides placement services for the outgoing student teachers. The IQAC, through its HR Manager, organizes training programmes like preparing a CV, conducting mock interviews and helping the students to find teaching jobs in different schools by planning and arranging interviews for them. This rightly helps them to become more employable and market ready.

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students	Two of the above

Teachers Employers Alumni Practice Teaching Schools/TEI

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

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

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

143

2.1.1.1 - Number of students enrolled during the year

143

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	View File

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

21

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

21

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

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

0

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

0

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

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs

of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

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

Methodology: Students' centralised e-database containing the entire record of all newly admitted students is created and stored in college ERP software. The database gets updated for the entire semester for analytics of their future performance and progression. This data also helps us to classify students into different categories such as male, female, age, religion, etc. which is collated for institutional purposes and is uploaded every year in AISHE portal for higher education. Students' scores on the last qualifying exam are the primary indicators of not only their eligibility but also their college/academic readiness. The assessment of students' prior knowledge is done through a performance based test developed in-house. This gauges the students' relevant background knowledge by means of a simple written test, consisting of five sections such as teaching/education, reasoning ability, English, Mathematics, and general awareness. This assessment is purely for diagnostic purposes and is not graded. An analysis of the student responses is done in order to assess student's preparedness, ascertain areas of weakness and identify the kind of academic support the student requires. The analysis is also used by the faculty to design new and modified instructional strategies and subsequent academic planning in augmenting program effectiveness by the institution. Additionally, an intensive orientation cum induction programme is organized for a week in which their potential knowledge, skills, talents and abilities are tried and tested through informal and friendly manner such as asking them to introduce themselves, showcasing their talents through different vocal and physical activities. They are also asked to fill a Performa giving additional information about their potential capabilities. The teacher educators, through this exercise, classify

the students into different categories based on their background and talents, and encourage them to take apart in future activities according to their interest, capacities and talents. Furthermore, teacher trainees are also provided help by the faculty in deciding which electives and teaching subjects to choose.

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

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

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

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when	**One of the above**

students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

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

2.2.4 - Student-Mentor ratio for the academic year

1:10

2.2.4.1 - Number of mentors in the Institution

17

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	View File

2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

Multiple modes and approaches to teaching-learning process are adopted by teacher educators for different programmes at UG and PG levels which include lecture cum discussion, panel discussion, team teaching, seminar presentation, blended learning, flipped classroom teaching, collaborative and cooperative teaching, constructivist teaching and online teaching. The teacher educators are part of the process of curriculum development as they review, revise and modify

their own subject curriculum every year. By giving feedback after its transaction they draw insights into the different methodologies to be adopted in effectively transmitting knowledge to their students.

The college has instituionalised the practice of revising the annual teaching plans made by all the faculty members. The rationale behind this is to view the difficulties faced by the faculty during the previous year in transacting and completing the course. Thus, each faculty revises and transacts individualized teaching plans for all courses in which different methods of teaching namely project work, student presentation, etc. are included. The revised teaching plans, thus formalized, indicate number of lectures for each unit, strategies employed, evaluation procedures and list of reference books to be consulted for each topic. The same is shared with the student teachers so that they become aware of the topics, operational strategy, evaluation procedure and books referred for study and consolidation. This gives a head start to the faculty to prepare different methodologies for teaching various topics through new, novel and modern methods as per the latest trends in education.

The faculty at UG and PG levels use different approaches to teaching learning process by keeping pace with recent developments in their own disciplines by perusing journals, latest reference books, participating in seminars/ workshops/symposia/webinars /refresher courses/internet browsing, doing MOOCS and interacting with outside experts on regular basis.

The teachers also create e-content and upload recorded lectures on the YouTube channel of the college. The Principal and faculty of the institution has been proactive in printing and publishing material and literature with the active support of the management on different subjects and methodologies, namely books on "Constructivist Approach", "A Manual for Teachers" and "Implementing Inclusion in Indian Schools".

Recently, due to Covid-19 and lockdown conditions, the faculty has adopted a new approach to teaching-learning process i.e. online teaching. The institution has in place all the ICT enabled teaching-learning facilities and e-learning management system and has trained the faculty to carry out the studies of the students without any interruptions.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

17

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://edu.google.com/intl/ALL_in/products/classroom/
Any other relevant information	View File

2.3.3 - Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, during the academic year

374

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	**Five/Six of the above**

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	NA
Any other relevant information	View File

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

Mentoring is a protected relationship which supports learning and experimentation and helps individuals develop their potential. A mentoring relationship is one where both mentor and mentee recognize the need for personal development. Successful mentoring is based upon trust and confidentiality. Mentoring is an important component developed among the teacher educators of the institution in assisting student teachers in the initial stages to support their performance in the classroom and building their teaching careers subsequently. Mentoring plays a critical role in continually improving the professional knowledge and skills needed to prepare student teachers for the 21st century.

• Working in teams: Besides teaching core, elective and pedagogical subjects in the classes in their own areas of specialization, the teacher educators get familiarized with different students and understand their behaviour, abilities and comprehension levels of understanding the subjects being taught. They form personal equations with the student teachers and do group as well as individual guidance and counselling in the class. But it is during the more practical aspects of practice teaching in different phases where the HoDs divide all students into small groups of 12 to 15 students under one teacher that the mentoring process gets activated. These small groups are encouraged to work in teams in simulated, micro and macro teaching phases in the presence of teacher in- charge and start sharing their strengths and weaknesses

and seek the personal guidance of the teacher who becomes their mentor. Even peer mentoring is seen when some more active students help their peers in developing necessary teaching skills by group presentations, interactions, observation of each other's lessons and evaluating the lessons by giving feedback on the lessons delivered. In this situation the teacher educator is able to mentor student teachers on one on one basis thereby developing a personal bond evoking trust and confidentiality.

• Dealing with student diversity: The teacher educators strive hard to satisfy the diverse learning needs of students enrolled in different programmes. The faculty are fully conversant with the learning needs of students from different regions, speaking different languages with different socio-economic levels, different educational backgrounds and medium of instruction. A training need analysis of the students is done which helps in identifying their training needs. The learning needs of the students are thus addressed and mentoring is done through different training programmes organised from time to time.

• Conduct of self with colleagues and authorities: The priority of the faculty happens to be creation of an overall conducive environment of learning in which the students feel safe, comfortable, conduct themselves, gain confidence and develop a love for learning. A very important component besides studies is the organization and participation in academic and co-curricular activities by the faculty through different committees/units/centres of which the students are also a member. Seminars, workshops, conferences, training/orientation programmes, guest lectures, etc. are all organised to create an environment conducive to better learning and development of self. Morning assembly is one such activity conducted to inculcate organizational abilities and discipline among the student teachers which is the hallmark of team spirit, working with colleagues and authorities. Opportunities like sports, games, NSS, extension and environmental activities, community services project, etc. channelize their energies, create a sense of competition, cooperation, teamwork, sportsmanship and develop leadership qualities. The students are also encouraged by the faculty to follow the student charter in letter and spirit. The student's charter aims to inculcate core values like regularity, punctuality, compliance of rules and regulations of the institution and an overall appreciation of the institutional goals and objectives. All this increases the engagement levels of the students and contribute towards a teacher taught bond leading to enhanced mentorship mechanism.

• Balancing home and work stress: The sessions (2019-21) and (2020-2022) across all programmes in the college were full of personal and professional stress not only for the college management but also for the faculty, staff, students, parents and the major stakeholders in the region and the country. Covid-19, a pandemic which surfaced in the year 2019 not only affected the physical health of people around the world in an adverse manner but disrupted the normal movement, activities, businesses and lives of all human beings by confining them in their homes for safety. This had a great impact on the education sector also. The entire system of education whether school education, college or higher education was derailed due to total lockdown in the country. It was at this point of time that alternate methods of imparting education to children and students at different levels was initiated by the policy planners and academia of the country.

The idea of online teaching took birth as a saving grace to regular teaching. All the new arrangements however entailed a lot of adjustment on the part of faculty and students. The teachers working from home had to maintain a balance between home and work. They had their families to tend to and look after the home affairs also. That caused a lot of inconvenience, stress and adjustment problems to cope up with.

The students also took time in adjusting to the new schedule and methodology which involved technology like internet, WIFI, smart phones and laptops in their homes. The affordability factor came in way. Not all students could afford to buy and install such technology. At times they could not connect and missed the online classes causing frustration and stress especially to the students from far flung areas.

With persistent efforts of the teacher educators who not only took up the challenge of online teaching but also mentored the students to make effective use this alternate method, a well lubricated support system was established where classes were conducted smoothly and online attendance and assessment systems were put in place and made functional. The Centre for Educational Technology team of teachers, in the last session, created Google Classrooms and recorded lessons to give relief to such students. All our semesters have been completed in time without any interruptions and delays.

• Keeping oneself abreast with recent developments in education and life: All student teachers are encouraged by the faculty to update their knowledge through trainings, seminars, workshops, conferences and MOOCs, etc. to keep abreast with the latest developments in the

field of education. Student teachers' participation in symposia, seminars, webinars, workshops, class presentations, panel discussions and enriching class content with the help of ICT helps them develop both knowledge and skills. Self-learning also takes place through mentoring programmes, tutorials, cooperative and constructive learning and completing compulsory MOOCs as per their areas of interest.

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. Use of different technological teaching aids like interactive boards, teach next classrooms etc., access to e-learning resources of the library make them more tech savvy.

Besides learning different teaching skills the students enroll themselves in different add-on courses offered by the institute like 6 months certificate course in guidance and counselling and 3 months course in human rights and values. Life skills programme framed by UGC is made compulsory and free for all students to deal positively with the world of work and real life experiences.

The continual mentoring provided by the faculty through these rigorous activities create an eternal bond of faith, confidence and handholding towards professional development of student teachers.

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

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

File Description	Documents
Data as per Data Template	[View File]()
Documentary evidence in support of the selected response/s	[View File]()
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	[View File]()
Any other relevant information	[View File]()

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

The classroom is a dynamic environment, bringing together students from diverse backgrounds with different abilities and aptitudes. The faculty at the college have been using multi-pronged teaching methodologies to enrich the teaching learning process inside and outside the classrooms. Some of these are panel discussions, team teaching, peer group learning and mentoring, student presentations, lecture cum discussion method etc.

A. Panel Discussion

An online panel discussion was conducted on the topic "New Education Policy 2020- A Paradigm Shift for Higher Education" to demonstrate the technique of panel discussion. Before the panel discussion, the students were familiarized with the concept and process of panel discussion. The students attended the online discussion in which the HoDs were part of the panelists and one of the faculty members was the moderator. The panelists discussed the topic and at the end of the session, the moderator integrated and synthesized the different points of view and presented them to the audience. The audience was given ample opportunities to express their personal and professional views and interacted with the panelists actively.

Impact: Based on the demonstration, teacher trainees conducted a panel discussion in the PG department on the topic "NEP 2020: Its Impact on Teacher Education". Through panel discussion, the students were able to develop thinking skills, logic and conceptual clarity about the said topic. It also helped the students to widen their mental horizons and they were able to ask probing and innovative questions. Additionally, through this methodology the teachers were able to develop among the students' life skills like self-awareness, empathy and capacity to respect different ideas and feelings and

also the ability to tolerate opposing views.

Video Link of the Panel Discussion:

https://www.youtube.com/watch?v=EfvIw1QOqh0

B) Cooperative learning: The teachers adopted cooperative learning method, using the "Think- Pair-Share Model" and Jigsaw Technique" in the B.Ed. programme. The Think- Pair-Share-Model is multi-mode discussion cycle in which students listen to a question or presentation, have time to think individually, talk with others in pairs and finally share responses with the larger group. The teacher signals students to switch from listening to think, to pair, and to share by using clues. Students individually or in pairs may write or diagram their thoughts. Teachers may cue them to reach consensus, engage in problem solving or assume the role of devil's advocate.

The Jigsaw technique splits the class into mixed groups to work on small problems that the group collates into a final outcome. For example: B.Ed. students of semester IV, session 2019-21 were taught approaches for assessing the components of reading phonemic awareness, phonics, fluency, vocabulary and text comprehension (Course-Reading and Reflection on Texts) through cooperative learning.

Students were split into jigsaw groups (Parent Group) with each member assigned with a specific chunk of content. Next, students meet in the expert group and reconciled points of view and synthesized information. They created a final report. Finally, the original jigsaw groups reconvened and listened to presentations from each member. The final presentations provided all group members with an understanding of their own material, as well as the findings that had emerged from topic-specific group discussion. At the end the teacher assessed performance of all the students based on the presentation of their content.

Impact of the subject matter taught on the students through cooperative method:

• Through cooperative learning students were able to improve their understanding of subjects explored namely phonemic awareness, phonics, fluency, vocabulary and text comprehension.

• In cooperative learning, groups of students worked face-to-face and learned to work as a team. They were individually accountable for their work, and the work of the group as a whole.

• **In small groups, students shared their strengths and also developed their weaker skills. They developed their interpersonal skills and learnt to deal with conflict.**

• **Cooperative learning activities also promoted the development of essential communication skills among students, improved motivation, positive self- esteem and their overall social skills.**

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

2.4 - Competency and Skill Development

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

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

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied	**Four/Five of the above**

student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback

All of the above

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

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

Four of the above

provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

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

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

All of the above

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

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution ofcommunity related events Building teams

All of the above

and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

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

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	**Four of the above**

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

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

1. Selection/identification of schools for internship participative/on request: Internship has been introduced as an integral component of practice teaching. The college organizes practice of teaching/internship in three phases namely simulated teaching within the college campus and two phases of real classroom teaching, one in govt. schools and another in private schools. The HoDs of UG and PG departments approach different schools both govt. and private. For govt. schools, the permission is sought in writing

from the Director School Education. For private schools, the schools are identified and selected on the basis of request, mutual agreement and participation.

2. Orientation to school principal/teachers: Once the schools are identified, the practice cum internship 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. Many a times the principals of the practicing schools request to incorporate their special requirements which are given due priority in the planning phase.

3. Orientation to students going for internship: After a rigorous hands on training in micro teaching skills where the students deliver simulated micro lessons among their peer groups under a teacher supervisor. They are also exposed to demonstration of macro lessons by the subject experts. For practicing different approaches to teaching, the student teachers prepare lesson plans. Their sessions are video recorded for review by the peers and teaching practice coordinator. There is a provision for mentoring and tutorials which are based on the needs of different types of learners. The college through its Centre for Educational Technology, train student teachers in the use of latest technologies for teaching, learning and evaluation process by giving hands on experience which can be used during actual practice of teaching/internship in schools. Thus, the students are made school worthy before the actual internship takes place.

4. Defining role of teachers of the institution: After the groups are formed, the teacher educator in charge of a particular group prepares the time table for student teachers. They are allotted classes and accordingly prepare lessons and deliver two lessons per day in their teaching subjects. These are closely supervised lessons observed by the in- charge, peer groups as well as the regular school teachers who sit inside the classroom and keep a close watch over the smooth conduct of the lesson as per plan. This also helps in the discipline and delivery of lessons without any disruptions. The observations are entered in the teaching practice notebooks of all students by the supervisor giving them genuine remarks, highlighting their strengths and weaknesses and suggestions for further improvements. The student teachers also observe the lessons of their peers and note down suggestions and remarks which are duly endorsed by the supervisor. Both the college supervisor and regular

teachers play an active role in supervising and enhancing the quality of lessons delivered by the student teachers.

5. Streamlining mode/s of assessment of student performance: The supervisors observe lessons delivered by the students and give their remarks in the teaching practice notebooks, regarding feedback of the poor aspects of the lesson, suggestions for further improvement. All this is well documented and recorded. Each lesson is also assessed using a five point rating scale from very weak to very good on points like preparation of lesson plan, preparation of instructional aids, delivery of lesson, pupil participation, pupil comprehension and closure of lesson. At the end of teaching practice and internship, marks and grades are pooled in for all lessons delivered and a consolidated grade assigned to all students for the practical teaching component. This assessment is hundred percent internal.

6. Exposure to variety of school set ups: The teaching practice cum internship in conducted in two phases, one in govt. schools and another in private schools. The head/principal of the practicing teaching schools during the practice teaching sessions provide up to date information about the policies and educational needs of the school in general to student teachers. These include list of staff members, class wise strength of students, rules and regulations regarding discipline, classroom arrangement, length of periods, extent of coverage of syllabus and other teaching guidelines. They are also encouraged to interact with the faculty and school administration. Also the handbook, magazines and other literature about the school is made accessible to the students. All this is well documented in their internship notebooks. The students also prepare a reflective journal that encapsulates the internship experience. The students record and reflect upon their observations and responses to situations during the internship. This helps to increase the understanding and analysis of the teaching-learning process and leads to self-development.

Besides, their previous visits to Anganwadi centres, State Institute of Education, District Institute of Education and different school set ups right from preschool to higher secondary schools and information, observations and insights gained generally help the student teachers differentiate the variety of schools. This helps them to know the strengths, weaknesses and opportunities of both govt. and private schools. They can objectively analyze the differences between the two. However, some of the activities could not be conducted due to Covid Pandemic.

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

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

2.4.9.1 - Number of final year students during the academic year

140

File Description	Documents
Data as per Data Template	[View File](#)
Data as per Data Template	[View File](#)
Plan of teacher engagement in school internship	[View File](#)
Any other relevant information	[View File](#)

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports	**Three/Four of the above**

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

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in

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

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

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

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

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

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

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	View File

2.5 - Teacher Profile and Quality

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

17

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	View File
Any other relevant information	View File

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

8

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	View File

2.5.3 - Number of teaching experience of full time teachers for the during the year

9

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

average-9 years

File Description	Documents
Copy of the appointment letters of the fulltime teachers	[View File]()
Any other relevant information	[View File]()

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1.   In house discussions on current developments and issues in education 2.   Share information with colleagues and with other institutions on policies and regulations

Personal and career development of the faculty members continues to be a thrust area at the MIER College of Education. The teachers ensure that they undertake a number of professional development initiatives to keep themselves professionally updated. The institution plays a very active role in providing modern infrastructural and ICT facilities like personal cabins with individual computers, laptops, internet connectivity, intercom and internal email system for seamless communication and coordination with the Principal, colleagues and students.

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

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

The faculty is also encouraged to apply for international conferences and research projects to different funding agencies like

ICSSR, UGC, NAAC and MHRD and organise and conduct conferences and research on approved and funded projects to gain worthwhile experience. They also pursue M.Phil. and Ph.D. programmes to upgrade their knowledge and qualification for upward mobility in the organisation. They can avail study leave if they wish to engage in full-time research activity. They also foray into the areas of publication of research papers, book chapters, edited books and articles in peer review journals for earning API scores. The college has also published the proceedings of some national and international conferences held in the college. The faculty has been successful in publishing some in-house books on practice teaching for faculty and students of the college and other colleges of education.

The college has inked memorandum of understanding (MoUs) with Govt. College of Education and Shivalik College of Education as well as our sister institution Model Institute of Engineering and Technology for networking and sharing areas of mutual interest and expertise. The institute has also signed a Contribution Agreement with the Commonwealth of Learning. Through this collaboration the faculty is being trained on technology enabled learning and developing MOOCs on Moodle platform. All these activities are primarily done through four specialized centres of the institution namely Centre for Research, Centre for Educational Technology, Centre for Women Studies and the IQAC.

All the records of the activities are entered by the faculty in an analytical software PI360, throughout the year. This also serves as a base for appraisal of the faculty annually to earn some points indicative of praise, suggestions and improvements through the process of self-appraisal, appraisal by HODs, Principal and management. This keeps the faculty very active, alert and motivated to keep themselves updated and continually make efforts to develop professionally.

During Covid-19 pandemic when all educational institutions were closed during the lockdown, our faculty rose to the challenge of shifting to online teaching and mastered all the know -how, training and connecting with their students from their homes. With their proactive teaching, the college managed to finish all semesters in time including online assessment and declaration of results. This gave an edge to the college over other colleges in terms of timely completion of the academic session of IVth semester students going out of the portals of the college.

Last but not the least, the Principal and the faculty, due to long

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

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

2.6 - Evaluation Process

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

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

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

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

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	View File

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually	**Five of the above**

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

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

Mechanism for grievance redressal related to examination is in place and operationally effective as per the statutes approved by the statutory bodies of the college from time to time. Continuous internal assessment process and term end semester examinations are the two components which constitute the entire examination mechanism in the institution. Internal assessment: The college monitors the performance of the students on the basis of continuous internal assessment, assignments and periodic examinations both at UG and PG levels. On the basis of the 1st internal examination, students who do not perform well and students who perform very well are identified. Based on this identification, a remediation 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.

External Assessment: The college being an autonomous institution, has a separate examination cell headed by Controller of Examinations, nominated by the Principal, who also happens to be the chief controller of examinations. College conducts its own semester end examinations for all semesters, declares results within stipulated time, and issues mark sheets, migration and provisional certificates.

A result review committee has been constituted to oversee the results in the light of maintenance of standards vis-à-vis paper setting, evaluation of scripts and pass percentage in each course of study. Once satisfied with the results, it authorises its publication. But if on scrutiny the committee feels that there has been distinct fall in pass percentage in the whole examination or particular subject/paper, on the basis of genuine complaint against a question paper set for that examination which has adversely affected the results and grievance of candidates could not otherwise be redressed, it shall authorise the moderation of results to such an extent as it deems absolutely necessary.

Besides, answer-scripts of end- semester examination are shown to the students, if they so desire, after the declaration of result within a period of seven days. If a student feels dissatisfied after going through his answer script with the evaluation in a particular subject/paper, he/she may apply for re-evaluation of the same to the Controller of Examinations, on the prescribed application form with a copy of marks certificate. The student shall be awarded best of the two scores obtained after re-evaluation and original evaluation. Re-evaluation is not permitted in internship, practicals, internal assessment, project report, dissertation and viva-voce.

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

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

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

Objective evidence link-https://www.miercollege.in/adminpanel/files/ 2022-2-17-10-14-30-143.pdf

2.7 - Student Performance and Learning Outcomes

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

The main objectives of the college have been delineated from the mission and vision statements which describe in a nutshell the different dimensions and 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 possible infrastructure and facilities for creating an institutional environment congruent with global trends. The objectives of the college, thus get percolated and translated as programme learning outcomes for different programmes depending on their areas of specialization. For example, B.Ed., B.Ed. Spl education, M.A. Education and M.Ed. programmes have their own expected learning outcomes, for both faculty and students. Once

the curriculum is framed for different courses at the level of the college, Principal and Dean Academics, the course learning outcomes are introduced at the beginning of all individual subjects to be taught keeping in view the broader programme learning outcomes. It gives great clarity to both the teacher and the taught what to expect from the different courses offered and how to get the maximum learning outcomes once these are transacted in the class through teaching-learning process. This way the institution ensures the alignment of stated PLOs and CLOs to make teaching-learning process more effective, meaningful, focused and beneficial.

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

2.7.2 - Pass percentage of Students during the year

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

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

Mapping CLOs with PLOs focuses on student learning and allows the faculty to create a visual map of the programme. This mapping it possible to explore how students are meeting programme outcomes at the course level. The most important step after deciding on CLOs is its alignment with the type of assessment for the topic under consideration. CLOs prescribe what students are expected to demonstrate on what they have learned, whereas the assessment plan shows how they will demonstrate their learning. As CLOs are statements that predict what learners will gain as a result of learning, a well written CLO thus clearly indicate the types of

assessment that are appropriate, and the skills and knowledge the learner will have to demonstrate to succeed in the course. To ensure effective learning outcomes, there is a need for the constructive alignment of the curriculum, which ensures that the PLOs, the CLOs, the instructional strategy, and the assessment techniques, all complement each other. The academic success for students is not demonstrated in terms of what they should remember, but with what they are able to apply the acquired knowledge to. The college has clearly stated learning outcomes for all its academic programmes. These expected learning outcomes are clearly spelled out in the prospectus/bulletins of the college and are also uploaded on the website. The syllabi of courses are designed based on desired learning outcomes. These outcomes are also reiterated in the orientation programme and in initial classes for the concerned course. The Internal Assessment component enables students to consistently test their attainment of course outcomes and the broader programme learning outcomes. It also enables them to overcome gaps in attainment and optimalise the same over the academic session. Constant faculty feedback through formal and informal processes ensures a steady stream of valuable input in terms of student learning. These inputs are invaluable in terms of their contribution in the curriculum design and amendment exercise. The attainment of outcomes is generated through examination results, which are managed by well-established integrated internal and external examination process.

The application of knowledge and critical thinking, which are higher-order cognitive skills are of immense importance. To ensure the alignment of assessment with the CLO, Bloom's Taxonomy is used. Classroom instruction and assessment is also given due importance. Therefore, using Bloom's Taxonomy of cognitive domain addresses this situation and helps in choosing the correct teaching and assessment strategy, based on the topics to be covered. Measuring the students' performance provides inputs to the faculty in terms of the instructional strategy adopted, the assessment types and propose improvements, if any. Attainment of CLOs is computed using Direct and Indirect Assessment Methods. •Direct Method of assessment is based on the performance of the student in university examination, internal assessment, assignments, term work and oral and/or practical examinations. • Indirect Method of assessment is based on periodical feedback from stakeholders at the end of each course. This provides the students a transparent performance feedback and motivates them to enhance their performance further by achieving the given learning objectives, thus creating a link between expected learning outcomes in the beginning to the real outcomes at the end of the courses and programme in terms of cognitive and professional

attributes.

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

2.7.4 - Performance of outgoing students in internal assessment

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

110

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	View File

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

UG Level: College has evolved its own dynamic mechanisms for student assessment and adoption of remedial measures to assist students facing constraints. The system of continuous internal assessment through tests, seminars, assignments, sessional work, classroom discussions, presentations and such other means allows teachers to monitor and assess the progress of students. This system also helps students to get a feedback about their progress during mid-course so that they can work towards improvement. Based on their performance, students are advised and encouraged to attend remedial/tutorial classes that are included in the teaching schedules. These provide an opportunity to both advanced and slow learners to meet faculty members for individual- or smaller group-based learning sessions. Such sessions facilitate adherence to high standards of teaching-

learning, academic rigor with minimum or no dilution of the course content. College also organizes special add on programmes for the students on enhancing communication skills, confidence-building, mental health and life skills. And also follow a mentor-mentee process for providing personalized and regular support to students. Senior students or individual faculty members are assigned as mentors to students to help them to cope with their studies and even problems in their personal domain which impact their overall performance/well-being. College also have designated student counselors among faculty members who interact with, and assist students in both professional and personal matters so that they do not lose focus and are able to improve their academic standards. Students are encouraged to optimize their potential through special opportunities provided to them by way of scholarships, fellowships, awards and other recognitions. Platforms for enabling students to participate in diverse curricular and co-curricular forums like seminars, conferences, lectures, and other literary and cultural events are consistently organized. Students who demonstrate high standards of academic performance are encouraged to participate in conferences and seminars organized by other colleges and universities to broaden the scope of their learning. The college is having a provision of funding innovation projects which is a significant step in the direction of encouraging and providing the advanced learners a platform to showcase their creative experience under the guidance of a teacher-mentor.

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

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

2.8 - Student Satisfaction Survey

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

1

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

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

3,80,000

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

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	All of the above

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

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

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

3.2 - Research Publications

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

2

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

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

3

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

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

6

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

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

214

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	View File

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

200

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

200

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

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

The college has three main units for conducting outreach programmes namely NSS unit, environment unit and extension unit. All these units are headed by senior faculty members with student representatives from all courses and have their semester calendars approved in advance by the HoDs/Principal. A monthly report of the activities of all units is submitted to the Principal in writing.

The College conducts surveys to assess the needs of adopted villages or slum areas so that suitable extension activities can be organised for their socio-economic development. Extension programmes like rallies, awareness programmes on AIDS, environmental issues, issues related to women empowerment, child malnutrition, human rights, child labour, drug abuse, domestic violence, child marriage, etc., guest lectures and camps are regular features of college activities. These activities develop a philanthropic attitude in the students and sensitize them towards the needs of underprivileged community.

Through the active participation of faculty and students in the above conducted activities both inside and outside the college, an effort is made to create awareness and sensitization about the social issues confronting the public and community at large. This helps the student teachers to become positive and proactive in taking up issues in their real lives also. They inculcate values like communal harmony, religious tolerance, universal brotherhood, environmental protection, dignity of labour, democratic values, social service, human rights, equality, scientific temper, life skills and above all responsible citizenship.

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

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

1

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

3.4 - Collaboration and Linkages

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

3

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

3

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

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

2

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

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes	One/Two of the above

Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

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

1. An Air-Conditioned 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.

2. 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.

3. 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.

4. 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.

5. An air-conditioned multipurpose hall for conducting various day to day activities, teaching workshops, exhibitions etc. with a seating capacity of around 100 persons.

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

7. Two fully air-conditioned computer labs with 65 computers having 50 Mbps Fibre based Internet connectivity manned by qualified staff.

8. High speed Internet (BSNL FTTH and Reliance Jio connections) and Wi-Fi access available for the staff and students on 24 × 7 basis.

9. One air conditioned Research Scholar room has been added to the college infrastructure for research scholars.

10. Air conditioned 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 especially for PG Dept.

11. Physiotherapy unit and occupational unit for special students.

12. Provision of relaying of programmes of academic and curricular importance from college auditorium has also been made in each classroom for reaching a wider audience.

13. Besides the college shares following physical infrastructure with experimental school Model Academy which also provides an Inclusive educational services setup under the B.Ed. Special Education department and is housed in the campus:

1. Science Labs (Physics, Chemistry and Bio)

2. Computer Labs

3. Math Lab

4. Art and Craft Room

5. Music Room.

6. Language lab

7. Class room for special students

8. Resource room for special students

9. Playgrounds

? 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. Facilities for indoor games namely, table tennis, chess, carom board etc. are also provided.

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

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

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

15

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

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

1293098

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

4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

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 each library exclusively for students for e-resources browsing. There are two computers for librarians with bar-code readers in both libraries. The librarians have the knowhow of managing the library services, documentation and automation of the library. Two quality network printers and reprographic machines with scanning facilities are available in the library for all types of printing work. The libraries are automated using an ERP software. The software is used in the areas of acquisitions, cataloguing and circulation.

Features of Library Module of the software are as under:

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

2. Circulation – books can be issued and returned using the barcode

3. Barcode - It can generate and read barcode

4. Search – the software has the facility to search the book using different criteria like accession number, title, name of the author, subject etc.

5. Generation of reports from the software

The automation of the library has helped bring improvement in the variety, amount and quality of materials that are available in the library' collection. It has also helped in weeding out old, outdated and irrelevant books and materials from the collection which in turn has helped to keep the library's collection more updated and easier to search books. All this has provided ease of access and made the library staff available to answer reference questions and help the students and faculty in case they have trouble researching or finding the right information.

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

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

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

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

The N-List includes publications not only in India but also from different countries so that the world-class information is available to the readers. These e-sources include research articles from world-renowned researchers, students, professors, as well as e-books, e-journals, bibliographic databases, etc. including information content. It provides access to 6,000+ journals, 1, 64,300+ eBooks under N-LIST and 6, 00,000 eBooks through National Digital Library (NDL). With facility for advance online publication, research papers are available online two months ahead of the print version. The students and the faculty who study e-sources in N-LIST come to know about the latest trends in the field of education and allied areas. It also gives the information briefly. N-list is an ongoing process and information is updated every day so there is no limit for information. Readers can get updated information. N-List thus provides students and faculty the opportunity to deepen their knowledge using the e-resources through the server.

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

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

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

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

306839.00

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

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

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

27

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://www.miercollege.in/adminpanel/files/239202152158l314.pdf
Any other relevant information	View File

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

obtained as and when teachers recommend
Documents are obtained as gifts to College

File Description	Documents
Data as per Data Template	[View File](#)
Any other relevant information	[View File](#)

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

The college continuously strives to provide state-of-the-art technologies and update its ICT facilities to ensure efficient functioning. The ICT infrastructure used by the College includes-campus wide Wi-Fi with optical fibre backbone, interactive whiteboard and plasma TV smart classrooms, desktop computers in ET Cell, laptops, classrooms equipped with projector and screens, computer labs, conference rooms and multipurpose auditorium equipped with projector and screen, PA system, iPads and tablet computers.

The college completed the "Wi-Fi Campus" project to provide high speed wireless internet to students and faculty. Based on fibre optic backbone, it has greatly enhanced the experience of accessing college ERP, LMS, and YouTube channel besides other educational resources. In 2020, 1.5 Km of Fiber Optic Cable was installed to strengthen the backbone of the network (LAN & Internet access) of the whole campus. Ubiquiti Ethernet and Fiber switches were installed at different locations. In additional to 50 Mbps Jio leased line, two Airtel FTTH connections with 300 Mbps each connection is being used for internet access. Wi-Fi facility was also installed with Ubiquiti Unifi access points including wifi-6 models to keep the whole campus wireless enabled for internet access. To secure the network from web threats like spam, ransomware and viruses etc., we have installed Sophos XG 230 firewall. Moreover, we are using Ubiquity gateway controller to manage all associated Ubiquity switches and access points.

The Centre of Educational Technology (CET) added new laptops and projectors for enhancing ICT setup in the college.

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

4.3.2 - Student – Computer ratio during the academic year

5:1

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	E. < 50 MBPS
4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	Four of the above

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

4.4 - Maintenance of Campus and Infrastructure

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

7732536.84

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

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

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

? The physical and instructional infrastructure such as buildings, ICT facilities, laboratories, library 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, NEET 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.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.miercollege.in/policydocuments.aspx
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning

`Four of the above`

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

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

`Seven/Eight of the above`

File Description	Documents
Geo-tagged photographs	[View File]()
Any other relevant information	[View File]()

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

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

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

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
25	218

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

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

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

29

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

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

2

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

5.3 - Student Participation and Activities

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

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

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

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

6

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

5.4 - Alumni Engagement

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

The college has applied for formal registration of Alumni Association to the concerned authorities and is awaiting formal registration certificate.

Following are the two main contributions of Alumni in the growth and development of the institution:

? The alumni of the college have always played an active role in the development of the institution. Some of our illustrious Alumni are

members of Governing body, Academic Council and Board of Studies of the college. The alumni of the college are also members of the advisory committee of the Internal Quality Assurance Cell (IQAC) and Smt. Shanti Gupta Centre for Women Studies (CWS).

? Some alumni are also working as faculty in M.Ed. B.Ed. and B.Ed. Special Education (ID) in the college of education.

? Alumni are continuously in touch with the college. Various suggestions are received in the light of which improvements are made in teaching learning practices and staff- student support.

? Eminent Alumni are invited for interactive conduct guest lectures with students, which lead to productive interaction and experience sharing. Such interactions help in developing professional competencies among students.

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

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

Three/Four of the above

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

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

2

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

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

Following are the mechanism through which Alumni Association acts as effective support system by: 1. The members of the association share their success stories in their respective fields during their interaction with the students. They also share how college has contributed in their all-round development by laying equal emphasis on academics as well as co-curricular activities and community services. Through such interactions, the association guides the students and shares valuable insights for developing professional competencies. The members of the Alumni Association visit the college, maintain their links with the students, staff and colleagues and provide academic and moral encouragement. 2. The members encourage students to pursue higher studies: They provide academic or technical expertise and career advice with the aim to achieve transformative personal development of the students. They have a significantly positive impact on students' academic achievement and help them to be successful in professional careers. They encourage the students to pursue higher studies by joining P.G. programmes. The details of students' progression to higher studies is given under metric 5.2.2.

Video Link:

(https://www.youtube.com/watch?v=g6Hur512fzc)

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

VISION:

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.

a) Nature of Governance: The vision and mission statements of the institution are reflective of its effective leadership and participatory mechanism. 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. Through continual mentorship and opportunities for self-development, the management supports the faculty to develop and demonstrate their leadership and life skills to influence the future generation of teacher educators. The leadership team ensures that the teacher trainees achieve academic and competitive excellence and

obtain competencies, leadership and interpersonal skills valued by employers.

b) Perspective Plans: The perspective plans of the college are aligned with its vision and mission. The institution has identified six core areas of distinctiveness namely:

• Academics:

Faculty- to build faculty engagement and leadership

Students- to enhance students' Learning capacity

Courses- to ensure excellence in academic programmes

• Technology- to build Innovative ways of ICT Usage

• Linkages- to explore mutually beneficial partnerships

• Research- to improve research quality, productivity & impact

• Quality- to continue with our commitment to quality

• Brand- to redefine organisational identity and image

c) Participation of Faculty, Non-Teaching Staff and Students: The Management 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. 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. 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 programmes being offered in the college according to the activity calendar can be executed efficiently with their cooperation and support.

The top management of the College consists of its Board of Directors which includes well known and reputed educationists of all India fame. The college has also constituted the following four statutory bodies as per UGC's guidelines for autonomous colleges in 2014 for proper academic, administrative and financial management of the college:

? Governing Body

? Academic Council

? Board of Studies; and

? Finance Committee

At the college level, there are four centres several other committees to facilitate smooth academic and administrative functioning. These include:

Centres:

1. Centre for Women Studies

2. Centre for Educational Technology

3. Centre for Educational Research

4. Internal Quality Assurance Cell

Committees and Units:

1.Planning and Evaluation Committee

2.Admission Committee

3.Academic Committee

4.Examination & Evaluation Committee

5.Library Committee

6.Co-Curricular Committee

7.Student Support Services

8.NSS Unit

9.Extension Unit

10.Environment Unit

11.Alumni & Placement

12.Media &Publication Committee

13.Grievance Redressal Committee

14.Anti-Ragging Committee

15.Committee Against Sexual Harassment (CASH)

16.Infrastructure & Maintenance

17. Hostel Committee

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

? The functions of the institution and its academic and administrative units are in accordance with the principles of participation, accountability and transparency. The administration of the college is totally decentralised. Reporting is done in hierarchy following a top to bottom approach of communication and flow of information. Job profiles specifying roles and responsibilities have been chalked out and issued for every job position which leads to transparency and accountability. Decentralization has been effected in such a manner that responsibilities are shared by all and the members contribute towards efficient functioning of the college. Refer to 6.1.1, part c.

File Description	Documents
Relevant documents to indicate decentralization and participative management	[View File](#)
Any other relevant information	[View File](#)

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

Academic Processes: The institution strictly adheres to the academic calendar that details the various activities in advance. Admission notifications are made through newspapers and on its website. Admission forms are processed online/offline, with all the relevant details explained in the prospectus and also on the website. The entire academic plan is clearly explained to all students in a compulsory orientation programme on admission, addressed by the Principal, HoDs and faculty. The credits of each programme, PLOs/CLOs are clearly specified and are also uploaded on the college website. The internal assessment, comprising various components, ensures that students receive their evaluated answer sheets and monitor their progress, performance and fairness in the evaluation. There is provision for re-evaluation, remedial examinations and grievance redressal system. The elaborate system of various committees and bodies coupled with a strong multiple-level feedback mechanism from all stakeholders, also ensures the dynamism required to keep pace with the changing educational environment. The IQAC of the college organises the visit of External Peer Team of experts for annual assessment of the college as per the guidelines for autonomous colleges by UGC which further ensures maintenance of transparency in academic processes. Administrative Processes: Recruitments and selection of employees is undertaken with utmost transparency. All posts are advertised online/newspapers. The interview process strictly adheres to required academic qualification, experience, skills and competencies commensurate with the post advertised. Staff appraisals and promotions also follow a transparent mechanism. Employees can readily access their records in the administrative section with prior permission of the management. Each employee is made go through the remarks given in the appraisal and sign the same to make the system transparent and objective. Notices/circulars are promptly shared on emails and official WhatsApp groups of the college. Through leave, attendance and payroll ERP the staff can see daily attendance details, leave balance and salary slips. Govt. regulations and amendments are promptly placed before the concerned bodies and circulated. Major

issues are decided through consensus and finalized through involvement and feedback of all stakeholders. 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 college. The Statutory Auditor of the Institution is also a member of the finance committee nominated by the Governing Body. The College has a mechanism for regular internal and external audit by statutory auditors. 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 of examining annual accounts and balance sheet of the college.

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

6.2 - Strategy Development and Deployment

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

The college has framed a comprehensive and forward looking strategic plan titled "Vision Ahead 2017-2022" which is in tune with its vision and mission. The document clearly spells out the core areas of excellence and plans thereof. One of the core areas is establishment of new linkages and exploration of mutually beneficial partnerships. The college successfully implemented this important area of the strategic plan by establishing linkages with Curtin University, Australia and Commonwealth of Learning, Canada. These partnerships aim to promote international exchange and service programmes for students and faculty and to provide global experiences. These partnerships have also facilitated networking and effective collaboration in teaching, learning and research.

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

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

The following institutional/statutory bodies are functioning in the College:

- **Governing Body**

- **Academic Council**

- **Board of Studies**

- **Finance Committee**

- **Board of Directors**

Functions of the Governing Body:

1. Guide the college while fulfilling the objectives for which the college has been granted autonomous status.

2. Institute scholarships, fellowships, studentships, medals, prizes and certificates on the recommendations of the Academic Council.

3. Approve new programmes of study leading to degrees and/or diplomas.

4. All recruitments of Teaching Faculty/Principal shall be made by the Governing Body/state government as applicable in accordance with the policies laid down by the UGC and State Government from time to time.

5. To approve annual budget of the college before submitting the same at the UGC.

6. Perform such other functions and institute committees, as may be necessary and deemed fit for the proper development of the college.

Functions of the Academic Council:

The Academic Council has powers to:

1. Scrutinize and approve the proposals with or without modification of the Boards of Studies with regard to courses of study, academic regulations, curricula, syllabi and modifications thereof, instructional and evaluation arrangements, methods, procedures relevant thereto etc., provided that where the Academic Council differs on any proposal, it shall have the right to return the matter for reconsideration to the Board of Studies concerned or reject it, after giving reasons to do so.

2. Make regulations regarding the admission of students to different programmes of study in the college keeping in view the policy of the Government.

3. Make regulations for sports, extra-curricular activities, and proper maintenance and functioning of the playgrounds and hostels.

4. Recommend to the Governing Body proposals for institution of new programmes of study.

5. Recommend to the Governing Body institution of scholarships, studentships, fellowships, prizes and medals, and to frame regulations for the award of the same.

6. Advise the Governing Body on suggestions(s) pertaining to academic affairs made by it.

7. Perform such other functions as may be assigned by the Governing Body.

Functions of Board of Studies:

1. Prepare syllabi for various courses keeping in view the objectives of the college, interest of the stakeholders and national requirement for consideration and approval of the Academic Council.

2. Suggest methodologies for innovative teaching and evaluation techniques.

3. Suggest panel of names to the Academic Council for appointment of

examiners.

4. Coordinate research, teaching, extension and other academic activities in the department/college.

Functions of the Finance Committee:

The Finance Committee shall act as an advisory body to the Governing Body, to consider:

1. Budget estimates relating to the grant received/receivable from UGC, and income from fees, etc. collected for the activities to undertake the scheme of autonomy; and

2. Audited accounts for the above.

Functions of Board of Directors:

1. The board is responsible for developing and approving the institute's mission, strategic goals, objectives and establishing academic and administrative policies.

2. The Board makes policy recommendations on all matters that affect the college, including additions or changes in service rules and personnel policies.

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

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students	All of the above

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

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

Due to Covid-19 Pandemic, all Universities, Colleges and other Educational Institutions had remained closed under the Lockdowns. HRD Ministry as well as UGC had issued specific guidelines regarding adoption of online learning / digital means. To ensure continuity in teaching-learning process and keeping in view the MHRD and UGC guidelines, the College had already taken the initiative of imparting online education to the students by making the best use of e-resources such as Social Media (WhatsApp, Zoom, Google classroom YouTube, e-mails, video-conferencing, mobile apps etc.). It was therefore, proposed that the College may be permitted to adopt teaching-learning, Conduct of evaluation/ viva-voce and Practice of Teaching /practicals (wherever applicable) through online/Digital Mode/other alternative modes for the courses being run by the College, In future also many uncertainties and difficult times may demand quick switch over to these means for extended periods. It was proposed to utilize online teaching/ e-learning modes as integral part of regular curriculum, transaction and assessment in the college so that students and faculty members become competent in using these modes. The matter was placed before the Ninth Meeting of the Board of Studies held on11-08-2020 ONLINE. The Board of Studies endorsed the matter for the approval of the Academic Council. The matter was placed before the Tenth Meeting of the Academic Council held on 21-08-2020. The Academic Council endorsed the adoption of Teaching-learning, Conduct of evaluation/ viva-voce and Practice of Teaching /practicals (wherever applicable) through online/Digital/other alternative modes for Courses being run by the MIER College of Education (Autonomous) for final approval of the Governing Body. The Governing Body approved the same in the 10th Meeting of the Governing Body held on 3rd September 2020.

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

6.3 - Faculty Empowerment Strategies

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

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

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

? The working environment in the college is congenial. The Faculty and other staff members are provided with spacious and well-furnished office space, conference rooms, rest rooms and modern ergonomic furniture besides air conditioned working environment and facilities like filtered cold water, tea and coffee dispensers, microwave etc. First-aid facility is also available for the employees.

? 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, laptops and internet facility for doing their day today work more efficiently.

? Under the Research Promotion scheme, cash incentives 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.

? Group accidental/disability insurance scheme for teaching and non-teaching staff.

? Policy against sexual harassment: The college has framed (CASH) Committee against Sexual Harassment to protect an employee from harassment of any kind, guidelines are provided for proper action and also for protecting the aggrieved employee.

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

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

0

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	**No File Uploaded**
E-copy of letter/s indicating financial assistance to teachers	View File
Certificate of participation for the claim	View File
Certificate of membership	View File
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	View File

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

5

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

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

17

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

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

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

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

? The 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 appraisal is developmental and constructive, aimed at assisting and motivating individuals to attain their maximum potential so as to increase efficacy of the educational system.

? The performance appraisal includes self-appraisal, student assessment of teachers, and feedback from academic peers, faculty and management respectively. Each employee is made go through the remarks given in the appraisal and sign the same to make the system transparent and objective.

? PI360 analytic software is also used for the annual performance appraisals of faculty by the college. This software generates a consolidated performance report of each faculty member on Key Performance Indicators like Research, Academic Results, Staff Development and Achievements during the year. The report is shown to each faculty member for further improvement and is a part of service file of employees for performance appraisal.

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

6.4 - Financial Management and Resource Mobilization

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

The College has a mechanism for regular internal and external audit. The Finance Committee of the college is entrusted with the task of monitoring all financial transactions of the College and periodically reviews the receipts and expenditures in the College. A statutory and certified Charted Accountant along with his team of

auditors conducts annual financial audit of the college. The audits are conducted as per the regulations of the Ministry of Corporate Affairs. No audit objections were raised during the last financial year.

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

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

0

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

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

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

Additionally, the college also receives grants through its international linkages namely Commonwealth of Learning, Canada and national agencies like ICSSR for specific projects These grants are utilised for academic infrastructural support to students and faculty and are also utilised for research projects and are utilised for the same.

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

6.5 - Internal Quality Assurance System

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

? The college aligns its goals and objectives with national frame work of core values given by NAAC. For this purpose, 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. To achieve this end, it undertakes a number of activities that have contributed significantly for institutionalizing the quality strategies.

• IQAC Coordinator conducts SWOT analysis of the college in the light of the goals and objectives and try to develop a perspective plan to achieve these. The Principal and the members of IQAC committee identify the innovative practices after conducting periodical reviews. These are adopted, practiced, internalised and finally institutionalised.

• IQAC in consultation with the Manager HR Trainings and Quality Assurance identifies training needs of the students, faculty and non-teaching staff on the basis of administration of Training Need Questionnaire. It conducts orientation and training programmes for students, faculty and non-teaching staff on the basis of the same.

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

students' feedback on their courses of study, college facilities and performance of teachers under the 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 deficient areas in different criterion of assessment.

• Periodical audits are conducted by Quality Assurance Officer as per quality manual (ISO standard 9001:2015) to keep track of all the academic events of the college and maintaining records and ensuring documentation of the college activities. Regular management review meetings are also organised with the faculty, non-teaching staff and student representatives to ensure conformity of standards and non-compliance, if any.

• IQAC Coordinator also conducts 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.

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

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

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

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View File](#)
Any other relevant information	[View File](#)

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

The IQAC Coordinator through the Principal and the HoDs regularly reviews and takes steps to improve the quality of the teaching-learning process. The academic calendar is prepared in advance, displayed and circulated in the college and strictly followed. Academic and co-curricular activities, examination schedules and declaration of results are notified in the academic calendar. Students are apprised of the time-table, programme structure, syllabi of the courses before the commencement of the semester through the induction programme.

The IQAC Coordinator through the Principal organises open forum interactions with the students where feedback is taken from the students regarding: 1. Academics/ online teaching learning. 2. Faculty feedback 3. Conduct of examination/evaluation 4. Conduct of activities 5. Infrastructural facilities 6. Grievances, if any

The feedback is also shared with the HoDs and the faculty members in faculty meetings. The feedback is analysed and an action taken report is prepared which is uploaded on the institutional website.

Academic Audit: The college conducts an annual academic audit of the faculty. The academic audit team comprising the Principal, Dean Academics and HoDs of the UG and PG departments review the teaching learning process inside the classroom through an appraisal form specifically made for the purpose. Additionally, the college management team also considers the recommendations of the Academic Council, which regularly reviews the academic progress and gives necessary recommendations.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	View File

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

7

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

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

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

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

First cycle (2006-2012):

Describe two examples to show incremental improvements achieved within the institution during the year in not more than 200 words each

1. The college established four specialized centres namely Internal Quality Assurance Cell (IQAC), Centre for Educational Research (CER), Centre for Educational Technology, (CET), Centre for Women Studies (CWS) during the first cycle of accreditation. Each centre has well-defined objectives, advisory committees and functions effectively to achieve the centre and institutional aims, values and goals.

2. Computerization of administrative work- Personal Computers with high-speed internet and printers have been provided to all administrative and teaching staff for their efficient working.

For second(2012-2017) and subsequent cycles(2017-2024):

1. 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. Four statutory bodies namely Governing Body, Academic Council, Board of Studies and Finance Committee were constituted as per the UGC guidelines.

? 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.

? Appointment of Dean Academics- This position was created to provide academic leadership to the faculty to prescribed 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.

? 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

2. National and International Linkages: The college partnered with reputed and progressive national and international institutions of education and research to facilitate networking, effective collaborations and sharing of experiences. These linkages have provided global exposure to the students and staff and has kept them abreast with the latest trends in the field of education. At the same time, such linkages and partnerships serve the purpose of brand building and redefining organisational identity and image. The college has partnered with the following institutions:

• Curtin University, Australia

• Commonwealth of Learning, Canada

• St. Christopher's College of Education (Autonomous), Chennai

• Shivalik College of Education, Udhampur, Jammu

- **Model Institute of Education and Technology, Jammu**

File Description	Documents
Relevant documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

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

1. Campus planning, design and development

2. Landscaping and biodiversity

3. Energy Conservation

4. Waste and water management

The college ensures that regular reviews of all sustainability measures and initiatives are takenfrom time to time so that the measures are not only implemented but also monitored.

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

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in

not more than 100 - 200 words.

The institutional policy for waste management along with its implementation procedure is given in the policy document "Framework for Environmentally Sustainable and Green Campus Development" in which the institutional policy for waste management along with its implementation procedure is given under the heading -water and waste management.

Waste and water management The college shall: ? Direct all stakeholders to take the ethical responsibility in reducing individual waste generation based on the waste management motto: Reduce, Reuse and Recycle. ? Communicate the college's waste management policy to employees, students, and other campus agencies so that everyone is aware of the college's waste management plan. ? Use on-site composting of food and garden waste for reuse on campus grounds. ? Segregate waste as bio-degradable and non-degradable and keep waste bins at all places in the campus, including classrooms. ? Have an efficient and effective water distribution system in the campus. ? Capture and re-use rainwater for non-potable uses. ? Promote a water self-sufficient campusThe policy framework is attached as documentary evidence.

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

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

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

7.1.4 - Institution has water management and | Two of the above

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

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

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

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

The institutional policy for maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment is given below:

The college shall:

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

• Prepare the master plan using a professionally surveyed map that depicts open, built-up, and green regions, as well as current and projected plantation plans for future development.

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

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

• Protect and conserve vegetated buffers as much as feasible during

campus development, and conserve habitats of species of special concern.

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

• Comply with all relevant environmental legislations and regulations and avoid as much as possible any unnecessary environmental impact on the surrounding landscape.

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

• Protect and enhance the natural biodiversity of local areas and aim to conserve locally endangered flora and fauna.

• Plant more trees and create vegetated buffers.

• Value old trees and their habitat role for birds and other forms of organisms.

• Maintain a botanical garden.

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

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

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

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

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

10,745.00

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

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

The college, through the Centre for Women Studies, the NSS, Environment and Extension Units conducts programmes that leverage local environment, locational knowledge and resources, community practices and challenges.

The Centre for Women Studies organizes gender sensitization programmes, counselling sessions for adolescents, workshops, seminars, extension programmes on issues related to women and their empowerment. The Centre provides a formal platform for the College to study, understand and develop strategies to resolve the local issues concerning women. Through the active participation of faculty and students in the above mentioned activities both inside and outside the college, an effort is made to create awareness and

sensitization about the social issues confronting the public and community at large.

Extension programmes like rallies, awareness programmes on AIDS, environmental issues, child malnutrition, human rights, child labour, drug abuse, domestic violence, child marriage, etc., guest lectures and camps are regular features of activities organised by the three units. These activities develop a philanthropic attitude in the students and sensitize them towards the needs of underprivileged community.

The hostel of the college offers a communal living setup, where all residents learn to live harmoniously and have the chance to interact with others from a similar age group and pursuing similar educational goals. The students, due to their diverse backgrounds, also learn to appreciate different cultures, traditions and celebrate local festivals like Lohri, Baisakhi, Eid, etc.

The college organises "I-Survive", a 2-day intensive and rigorous adventure boot camp setup at a local hill station. The camp is a unique opportunity to explore nature trails and the flora and fauna. Apart from providing an adrenalin-rush, the adventure activities also impart key learnings pertaining to overcoming individual fear, mental-blocks and takes students out of their comfort zones. It allows them to appreciate and gain knowledge about local environment and resources.

The college organises various programmes from time to time through "Kala Kriti". Kala Kriti is a platform for promoting and showcasing local culture and heritage through music, poetry, dance and drama, depicting different social and cultural facets of the region of Jammu and Kashmir. Students of the college participate in these events. The local artists are also especially invited to perform and are felicitated for their immense contribution as cultural ambassadors of the region. However, due to the Covid-19 pandemic restrictions these two events were not organised in the last academic session.

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

| 7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators | C. Any 2 of the above |

and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website) Describe any two best practices successfully implemented by the institution as per NAAC format

The two institutional best practices are as follows:

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

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

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and

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

MIER College of Education has had a long-standing commitment to women emancipation and is working towards their education, empowerment and development which can be gauged from the establishment of Smt. Shanti Gupta Centre for Women Studies in 2006.

The Centre for Women Studies at MIER provides a formal platform to study, understand and develop strategies to resolve the pandemic issues concerning women in our society.

Awareness camps, gender sensitization sessions, celebration of important days like Mother's day, International Women's day, extension Lectures on women issues by experts, faculty development in the areas of gender issues, mentoring and empowerment programmes, Adolescent Education Programmes in schools and counseling services both individual and group, sharing of experiences with eminent women are being organized from time to time as per the calendar of activities every year. Besides, seminars, workshops, advocacy and extension programmes on relevant women themes, CEDAW (Convention on the Elimination of All Forms of Discrimination Against Women) programmes were specifically taken up to make women conscious, concerned, committed and competent to take up decision making roles in life.

Following are some of the achievements of the centre:

• Publication of a book entitled "Women Achievers of J&K" containing profiles of 15 women

• Publication of annual newsletter 'Nurture' highlighting major activities conducted by the centre

• Conducted many Research Studies on Women related issues

• Created awareness by organising a number of Gender Sensitization programmes for youth

• Successfully organised UGC sponsored Capacity Building programme for women managers

• Conducted several Counselling sessions for adolescents and young women

• Organised numerous workshops, seminars, advocacy and extension

programmes for women

• **Shared life experiences and developmental milestones with prominent and successful women personalities**

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