



YEARLY STATUS REPORT - 2021-2022

Part A	
Data of the Institution	
1.Name of the Institution	Miranda House
• Name of the Head of the institution	Prof. Bijayalaxmi Nanda
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	01127667367
• Mobile no	9891443469
• Registered e-mail	principal@mirandahouse.ac.in
• Alternate e-mail	iqac@mirandahouse.ac.in
• Address	Patel Chest Marg, University of Delhi
• City/Town	Delhi
• State/UT	Delhi
• Pin Code	110007
2.Institutional status	
• Affiliated /Constituent	Constituent
• Type of Institution	Women
• Location	Urban

• Financial Status	UGC 2f and 12 (B)				
• Name of the Affiliating University	University of Delhi				
• Name of the IQAC Coordinator	Dr. Nisha Vashishta				
• Phone No.	01127666201				
• Alternate phone No.	01127666983				
• Mobile	9968263243				
• IQAC e-mail address	iqac@mirandahouse.ac.in				
• Alternate Email address	nisha.vashishta@mirandahouse.ac.in				
3.Website address (Web link of the AQAR (Previous Academic Year))	https://mirandahouse.ac.in/files/iqac/aqar/2020-21/AQAR%202020-21.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.mirandahouse.ac.in/files/acecalendar/Aca_cal_2021-22.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	A++	3.54	2023	31/01/2023	30/01/2028
Cycle 1	A+	3.61	2017	02/05/2017	01/05/2022
6.Date of Establishment of IQAC			02/01/2016		
7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,					
Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount	
Dr. Monika Sharma and Prof. Sadhna Sharma,	SERB	DST	2018 (42 Months)	68.72 Lakhs	

Department of Zoology				
Prof. Monika Tomar, Department of Physics	Fabrication of lamb wave devices on SiO ₂ /Si membrane for strategic applications	DRDO	2019 (36 Months)	428.03 Lakhs
Prof. Monika Tomar, Department of Physics	SERB	DST	2019 (36 Months)	51.48 Lakhs
Dr. Poonam, Department of Chemistry	SERB	DST	2020 (36 Months)	46.41 Lakhs
Dr. Poonam, Department of Chemistry	Sustainable route for pesticide management using nano based efficient pesticide formulation technique to enhance crop productivity	DST	2021 (24 Months)	46.77 Lakhs
Prof. Monika Tomar, Department of Physics	Development of process and evaluation of electron suppression coating on the grids used in TWTs	DRDO	2021 (12 Months)	23.60 Lakhs
Dr. Rekha Kumari, Department of Zoology	Identification and characterization of extremophile	IoE, DU	2021 (12 Months)	3.00 Lakhs

	s from Jakrem hotspring, Meghalaya			
Prof. Bashabi Gupta, Department of Geography, Dr. Elangbam Geetanjali, Department of Botany, Dr. Deepali, Department of Botany	Ecological, agricultural and livelihood s sustainability: an integrated rural development study of the Loktak lake, Manipur	Mahatma Gandhi National Council of Rural Education, Hyderabad, Department of Higher Education, Ministry of Education, Government of India	2021 (12 Months)	2.00 Lakhs
Prof. Bijayalaxmi Nanda, Department of Political Science, Prof. Bashabi Gupta, Department of Geography	Establishing the Northeastern Regional Research and Resource Centre at Miranda House	North Eastern Council, Government of India	2022 (36 Months)	275.40 Lakhs
Prof. Sadhna Sharma, Dr. Monika Sharma, Department of Zoology	SERB	DBT	2022 (36 Months)	27.00 Lakhs
Dr. Hena Singh, Department of Political Science	Sexual violence along the war and peace continuum	School of Global Studies, University of Gothenburg, Sweden	2020 (36 Months)	60.00 Lakhs
Dr. Hena	Comparative	Institute of	2020 (36	20.00 Lakhs

Singh, Department of Political Science	research and consolidation project on understanding the impact of COVID 19 on sexual violence and post-rape care services on the adverse health effects of sexual and gender-based violence (SGBV) across contexts in Kenya and India	Advanced Studies at the University of Birmingham	Months)	
Dr. Shweta Sachdeva Jha, Department of English	Punjabi Christian women and the partition of 1947	Tata Trusts-Partition Archive Grant	2021 (1 Month)	0.5 Lakhs
Prof. Kalawati Saini, Department of Chemistry	In vitro study on radio-sensitization effect of functionalized ZnO nanoparticles in photon and ion irradiation of lung cancer cell lines	Inter University Accelerator Centre (IUAC)	2022 (12 Months)	0
8. Whether composition of IQAC as per latest NAAC guidelines		Yes		

<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File
9.No. of IQAC meetings held during the year	6
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes
<ul style="list-style-type: none"> • If No, please upload the minutes of the meeting(s) and Action Taken Report 	No File Uploaded
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
<ul style="list-style-type: none"> • If yes, mention the amount 	
11.Significant contributions made by IQAC during the current year (maximum five bullets)	
<p>The IQAC members have reviewed the following activities- Attendance of students and monthly uploading of the same on the college website. Timely uploading of faculty and class timetables on the college website, ensuring that the classes can begin as soon as semester starts without any delay. Updating timetables on an urgent basis to cover changes, if any.</p>	
<p>IQAC reviews the process of remedial teaching. Since students can join course of study which they might not have studied during their school education, so bridge courses were introduced to give them an orientation into the new curriculum. These bridge courses also enabled different education board students to come at par. These courses further solved several issues of classroom diversity and educational backgrounds, right at the initial stages of the course. Since the classes are diverse, certain students show greater interest in contemporary topics. To facilitate and encourage this interest, several short duration add-on courses are offered, over and above the prescribed curriculum. Since General Elective and Skill Enhancement Courses have been introduced, which are optional courses offered by the department, a pre-consultation is done with the students to get a clear number, even before the semester starts. This helps in the smooth functioning of the teaching-learning process. For greater access and wider reach among the students and</p>	

for interdisciplinary activities, google surveys were used by students and faculty, which facilitated faster and clearer communication for better organisation of class size.

The departments take due consideration of providing career counselling sessions and guidance to the students for their future prospects. This is enabled by giving exposure to students by holding focused talks, inviting industry/sector experts, inviting the alumna and organizing field visits to various organisations. Certain curricula have prescribed field trips which are organised with due consideration and planning. To enable the above activities, webinars and workshops, panel discussions are also organised. As a part of self assessment, all academic activities are constantly and routinely reviewed. This review is on the basis of academic audits and student feedback. The institution has adopted mechanism for taking dynamic feedback for facilities and services such as library, cafeteria, sanitation, toilets, infrastructure, ICT services, helpfulness of staff, administrative processes, etc. These feedback surveys are online and available on the website for easy access.

Career advancement for teaching and non-teaching are well formalised. Faculty research activities were documented through proforma. Details of faculty supervising M.Phil. and Ph.D. students were collated. Faculty development and capacity building programmes were organised for teaching and administrative staff.

Post-pandemic when the college reopened, the teaching as well as non-teaching staff ensured a smooth transition from online mode to the physical mode. Due attention was provided to arrangements in adherence to covid protocol. IQAC in collaboration with the departments provided Mental Health support in terms of resource persons, workshops, peer groups and mentor-mentee sessions. IQAC members have reviewed the upgraded infrastructure and innovative technology for enabling teaching-learning process. The IQAC constantly reviews and makes sure that Miranda House remains a pioneering institution with holistic education, community outreach and innovative research.

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

Plan of Action	Achievements/Outcomes
<p style="text-align: center;">Inclusive environment</p>	<p>Strict adherence to DU rules and national policies. Continuous efforts are made to create inclusive classrooms that respect diversity and create an atmosphere conducive for students with special needs. The institute gives special attention to students with learning problems, and uses a multifaceted strategy to assist them in learning. Some examples include audio-visual repositories to aid in the instruction of pupils who have visual impairments, providing special needs students with access to digital gadgets, to name a few. Increase the college IBSD's and NERRRC's support for students from India's North Eastern region.</p>
<p style="text-align: center;">Enhancing Teaching-Learning Quality</p>	<p>The institute believes in continuous enhancement of quality through a system of feedback from students, and an analysis of student responses. We try to incorporate their suggestions to the best of our ability. To create a more interactive environment, many departments have flipped classrooms that creates a more engaging environment between teacher-students, along with small group tutorials to focus on individual concerns. Collection of effective techniques for internal evaluation helps teachers mentor students who are lagging. Concept mapping, case studies, brainstorming, and interactive</p>

	and immersive learning are all examples of creative pedagogy.
Supporting Advanced Learners	The institute provides an environment for students to learn beyond the curriculum. Summer workshops, "Flavours of Research", are regularly conducted to expose students to research, projects, etc. Students are mentored by experts, given internships, encouraged to apply for prizes and financial aid.
Supporting Vulnerable Students	Diverse teaching techniques are applied to meet individual requirements of students. Bridge courses and remedial classes are regularly held for the same. Small tutorial groups are formed to help students catch-up with classroom teaching, mentoring slots are provided for students to discuss issues that goes beyond academics, financial aid is given to students in need, to name a few.
Activities for enrichment with a focus on employability: Academia -industry interconnections	Interested students can enrol in short-term add-on courses. Regular seminars, workshops, invited lectures, and other events are organised with business, government, and corporate sectors. These help students stay abreast with latest advancements in industry, and economy. Career guidance through counselling sessions help students broaden their perspective.
Strengthening and enhancing research and research writing	Opportunities for faculty research are offered. A number of educators received approval to supervise Ph.D. and were

	<p>provided with the necessary lab and office space. College students have the opportunity to participate in summer internship programmes to see research first-hand.</p>
<p>Increasing community outreach efforts</p>	<p>Educational videos for rural school children can help reintegrate dropouts into society. College students and faculty have undertaken community development programmes to help the vulnerable groups in rural areas. Like project to make masks to empower women in UBA villages. For the benefit of rural population, our students have built YouTube channels with information, instruction and communication materials to raise awareness of the necessity for vaccination and the prevention of cholera. A COVID assistance desk offering mental health therapy service was set up in the college.</p>
<p>Capacity building and bolstering infrastructure for blended learning</p>	<p>Upkeep and modernization of classrooms for blended learning. ICT resources were improved to support blended learning, particularly for disciplines that need laboratory work. Workshops were held to help and prepare the faculty and administrative personnel to engage in online and offline teaching, evaluation, invigilation, admissions, and other administrative activities in an effective and efficient manner. Providing comfort, guidance, and parental care to troubled students to ensure a smooth transition from online to</p>

	<p>offline mode. The development of capacity for numerous digital platforms, including Cisco Webex, Microsoft Teams, and Google Meets, was continued. For use by the administrative staff, teachers, and students to access information, Miranda House's online platform</p>
<p>Knowledge of NEP and its implementation</p>	<p>Programmes were created to raise awareness of NEP and its implementation strategies. For the purpose of assuring the multidisciplinary nature of NEP's implementation, webinars and workshops were organised.</p>
<p>Feedback of all stakeholders</p>	<p>Strengthening the procedures for providing feedback through teacher and student self-evaluation as well as perception studies by former students, parents, and other stakeholders.</p>
<p>Strengthening mentor mentee and Peer mentoring</p>	<p>To develop the bond between mentor and mentee, regular meetings with all parties are necessary, so that the students are comfortable to discuss issues beyond academics. An efficient system of cross-age peer mentorship resulted in a number of favourable effects for both groups of participants.</p>
<p>Motivating and incentivising Faculty and Non-Teaching Staff</p>	<p>Promoting both teaching and non-teaching staff members' careers by highlighting their accomplishments in yearly reports and submitting them for national honours. A conducive environment is provided to encourage faculty to conduct research and to write research publications.</p>

13. Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	
Name	Date of meeting(s)
Academic Committee	23/11/2022
14. Whether institutional data submitted to AISHE	
Year	Date of Submission
2023	02/02/2023
15. Multidisciplinary / interdisciplinary	
<p>At MH excellence in holistic education has been a precursor to the adoption of the National Education Policy (NEP) 2020. MH has always integrated classroom teaching with co-curricular and extra-curricular activities. All departments have collaborated to provide immersive multidisciplinary exposure to the students. CBCS-LOCF 2019 curriculum, which includes flexibility and allows students to select allied courses under Discipline Specific Electives (DSEs), serves as the foundation for MH. Students may choose Generic Electives (GEs) that are outside of their core discipline.</p> <p>In the new UGCF NEP 2020 DU framework students have options for multiple entry and exit points, allowing them to benefit from innovative, flexible and customised curricular structures and combinations of courses. They can carry forward credits saved in the Academic Bank of Credits (ABC) and even transfer them between different Higher Educational Institutes (HEIs). Students choose from a wide range of Skill Enhancement Courses (SECs) and Value Addition Courses (VACs) across disciplinary boundaries giving them exposure to sciences, humanities, and languages including courses of vocational, applied and professional fields. 18 Departments at MH makes it possible for the college to offer a wide range of courses to students.</p> <p>MH has taken huge strides towards digital learning by creating a customised AcadME app, remote access to library facilities and inhouse online resources. The college is known for its best practices in environmental sustainability, community outreach and social entrepreneurship providing students rich experiential</p>	

learning and hands-on training in environmental education, constructive public engagement and productive social contribution. MH engages with flagship government programmes such as Unnat Bharat Abhiyan (UBA) and Swachhta and Rural Engagement Cell SESREC supported by Department of Higher Education, GoI which offers Short Term Research Internships and workshops on sanitation, hygiene, waste, water, and energy management. NSS and MH Vatavaran₇ (the environment society), actively anchors activities towards achieving college's Zero Carbon goals.

Academic interdisciplinarity is an ongoing effort at MH. An international conference on "Science and Society" was organised in 2021-2022 by the social science departments in collaboration with the natural science departments to further the NEP's integration of multidisciplinary approach. It focused on applying scientific knowledge for society, in line with Atmanirbhar Bharat's vision. Research on "Climate Variability, Water Security and Livelihood Resilience: Role of Traditional Knowledge and Modern Technologies in Rajasthan, India" was conducted jointly by faculty and students from the Department of History and Geography, resulting in a book publication titled Waters of Rajasthan.

The Departments of Mathematics, Political Science, Sanskrit, and Hindi conducted multidisciplinary/interdisciplinary FDPs in 2022 to enhance faculty preparedness for NEP.

MH has a number of research centres for undergraduate research: Multidisciplinary Research Centre (MRC), Policy Centre Gender Lab (PCGL), Centre for Environment Studies and Disaster Management (CESDM), D. S. Kothari Centre for Research and Innovation in Science Education (DSKC), and North-East Regional Research and Resource Centre (NERRRC). The DSKC provides students with inter-disciplinary summer internships. MH continuously strives to strengthen multidisciplinary collaborative best practises specified above in keeping with NEP's objectives.

16.Academic bank of credits (ABC):

Students enrolled at MH will open an account with the Academic Bank of Credit of India along with a unique ID that identifies the student's account with the ABC. The ABC is a digital repository or platform that would store academic credits earned by students for completing various courses or modules. These credits can be accumulated over time, regardless of where the students pursue their education, and would be transferable among institutions. The primary objective of the ABC is to provide students with increased academic

flexibility and mobility. The scheme includes all kinds of courses offered by the HEIs which are recognised by the University Grants Commission (UGC), for graduation course, postgraduate course, diploma courses, certificate courses, etc. It covers courses which are offered through regular, open/distance as well as online mediums. SWAYAM, NPTEL, V-Lab and other such schemes offering their courses are available as large resource pool for students. Students at MH can customise their educational experience based on their interests, career aspirations, abilities, and personal learning preferences owing to increased academic flexibility and adaptability. The provision of storing credits and utilizing them in future provides students a much larger scope of freedom in terms of their academic/career choices. The credits awarded to a student for a particular program from any institution within the NEP 2020 structure may be transferred to another NAAC Grade A HEI as per the student's preference and consent. Miranda House, a constituent college of the University of Delhi, follows the guidelines and rules by the university for academic bank credit.

17.Skill development:

MH is dedicated to integrating the National Skill Qualification Framework (NSQF) into the academic curricula of both the social sciences and the sciences. Following the suggested skill-based offline courses given by NSQF, such as IT/ITeS/Social Media Marketing/Remote working, the institution has been bolstering its infrastructure. The institution promotes skill development at the following levels: (i) CURRICULAR: Every department at MH offers SECs and VACs from a pool of 109 SECs and 24 VACs. These practical oriented courses encourage experiential learning through individualised, group project presentations, collaborative workshops and field work. Instilling ideals including professional ethics, gender and environment sensitivity, human values, and sustainability is the major thrust of the courses. All departments combine cutting-edge pedagogy with industry-academia and civil society collaboration putting emphasis on skill development, social responsibility and greater employability. (ii) CO-CURRICULAR: NCC, NSS and a vibrant sports culture promote organisational and leadership abilities, team spirit, as well as civic responsibility. Community radio and a Multilingual Digital Language Lab help students improve their language and communication abilities. A number of research centres at MH support the development of writing and research skills. Projects Aagaaz (for teaching underprivileged children), Sadbhavna (for helping elderly and orphans), Sakaar (for helping peers who are visually impaired), and Sahyog (for promoting mental health awareness) are examples of community outreach

programmes in nearby urban clusters that encourage social skills required in fulfilling civic duties. The Placement Cell acts as the primary forum for communication between industry and academia propelling students' career pathways. The goal of being technologically driven has been realised with the cell's portal, ensuring effectiveness and target accomplishment. (iii) EXTRA-CURRICULAR: A wide spectrum of 33 societies and 11 clubs/chapters at MH include the Environment Society (MH Vatavaran), MH-SPICMACAY, Debating Society, Dance Society, Music Society, Vivekananda Society, Disaster Preparedness Team, UBA Cell, Women Development Cell (WDC), and TULA MH-Consumer Club. Students imbibe the values of Satya (Truth), Ahimsa (Non-Violence), and Sahanshilta (Tolerance) via the Gandhi Study Circle and the Vivekananda Society. Lakshita, The Enabling Society empowers PwBD students by upskilling them in a range of technological aids. Enactus helps to develop social entrepreneurship by emphasising outreach and diversity. The projects supported by corporate social responsibility (CSR) include "Project Zaffran," which aims to empower women who have experienced domestic violence through the creation of a self-sustaining spice business, and "Project Ikhtiyar," which aims to unlock the hidden potential of water hyacinth. A Skill Hub has been established under the prestigious Pradhan Mantri Kaushal Vikas Yojna (PMKVY) to train women and school dropouts from marginalised communities in entrepreneurial skills of making eco-friendly products like green bags. Faculty members and non-teaching personnel are participating as programme trainers. Legal literacy, Financial skills, and IT skills are some knowledge areas taught to students in form of add-on courses. They help students learn necessary social and economic skills to better navigate the requirement of everyday life and increase their employability. The college has also established an Incubation Lab for start-ups under the NERRRC with funding from the GOI.

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

Indian Values and Knowledge System has been integral to teaching-learning at MH. The college promotes plurality of perspectives, constitutional values, and indigenous language and cultures. The college has been offering variegated course combinations including languages such as Bengali, Punjabi, Sanskrit and Tamil with sciences and social sciences. Classroom teaching is bilingual, however, teachers walk an extra mile to help students from various linguistic backgrounds during tutorials and mentor-mentee sessions. Traditional knowledge of Vedic mathematics and sciences, Indian political thought and statecraft, and Indian

culture and languages, have been blended into the course modules and units across all departments. Humanities and Social Sciences papers such as "Indian Classical Literature," "Indian Epigraphy," and "Paleography and Chronology" are framed to introduce Indo-centric literary and cultural practises. Students are introduced to texts and inscriptions from the classical eras through these studies. Multiple departments have hosted seminars, talks, and heritage walks to inculcate an appreciation of Indian traditions. Research and translation works in numerous Indian languages; Bengali, Bhojpuri, Hindi, Malayalam, Marathi, Telugu, Tamil, and Urdu, are being undertaken by the various departments at MH. The translation and preservation of Indian scriptures and culture are their main goals. Multilingual Digital Language Lab is a pivotal resource in this aim. Notable works include the translation of Abhigyaan Shankantulam, works on Bhojpuri performing artists, and the restoration of Ramcharitramanas' concepts. Under the auspices of the Mahatma Hansraj Faculty Development Centre (A Centre of MoE, Government of India under PMMMNMTT), the college also held an FDP in collaboration with Shiksha Sanskriti Utthan Niyas on the "Concept of Indian Languages in National Education Policy (NEP) 2020." It placed an emphasis on using the local language as a medium of instruction and the need to promote, preserve, and enrich all Indian languages. The department of Sanskrit hosts Sanskrit speaking camps and offers an inter-college certificate programme in the language. Additionally, there are a number of value- and skill-based language programmes available in Bengali, Punjabi, and Tamil. Creative writing in Sanskrit and Hindi is encouraged. The Hindi department's yearly publication Pehchan publishes student writings, and its literary group Shabdita promotes Hindi among students. The North East festival, Leirang, highlights the region's varied cuisine, culture, language, and handicrafts. Innovative initiatives like setting up regional fairs, hosting online quizzes on other cultures, promoting regional films, and holding picture exhibits are also organized. The college regularly offers certificate courses in Foundations of Yog, Ethics Law and Policy Making, and Living Values. A number of college organisations, like SPICMACAY, the theatre society, and Mridang and Geetanjali, the dance and music society of MH, are actively working to revive Indian art, music, and culture. The college's Herbal Garden and "Nakshatra Vanam" raise awareness of the nation's rich medicinal biodiversity and in-situ conservation. Recent "Panchvati" tree plantings by MH used Vedic knowledge. Many immersion programs with International/Global Universities on the theme of Indian heritage and promotion of India's role as Vishwa-Guru are offered. MH aspires to create an Indian Knowledge Centre in alignment with NEP goals.

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

MH supports outcome-based education (OBE) as a way to improve the standard of instruction and instil professionalism in our students. The college adheres to the Learning Outcome-based Curriculum Framework (LOCF), which was implemented by UGC in July 2019 and DU UGCF-NEP 2020. It is designed with the OBE approach in mind. Students have a lot of opportunity to express their creativity and develop their analytical and problem-solving abilities. This inculcates constitutional responsibilities and duties. The curriculum aids in their skill growth and reinforcement in preparation for their future endeavours. For instance, the institution provides various SECs in the current LOCF/UGCF-NEP 2020 system, such as Heritage and Religious Tourism, Archives and Museums, Renewable Energy and Energy Harvesting. This expands students' options for careers as archivists, archaeologists, museologists, data analysts, editors, media communication professionals, energy maintenance/harvesting professionals. Under UGCF-NEP 2020 at MH, the emphasis is on what a student can accomplish once they have finished a course or program. Being centered on the needs of the student, MH provides them the options to curate their future goals. The Placement Cell of Miranda House organises Quantizilla (a mock aptitude test series) to train students in analytical, critical reasoning, and problem-solving skills. The students receive critical feedback after their work has been evaluated, including assignments, quizzes, presentations, projects, and fieldwork. This process leads to increased employability in their chosen fields. Innovative techniques are employed to continuously assess students' progress, such as online quizzes, PowerPoint presentations, book reviews, and research paper writing. As a result, MH graduates pursue research in the top universities in India and overseas, including Oxford, Cambridge, and other top universities in the USA and Europe. Alumni positions and current placements attest to the fact that MH graduates go on to hold executive positions in both the public and commercial sectors. For instance, more than 30 businesses (including Tata, Outlook, Thomson Reuters, ICICI Bank, Mahindra Logistics, and Barclays) gave jobs and internships to more than 600 students in 2021. MH offers an ecosystem that promotes research and a practical learning style. Faculty development, techno-infrastructural advancement and expansion of resources are at the core of OBE implementation strategy at MH.

20.Distance education/online education:

MH seamlessly transitioned to online teaching learning by utilising cutting-edge technology. During the pandemic, faculty members and

students were able to efficiently connect and plan online classrooms, lectures, meetings, webinars, and other activities via online platforms like Zoom, Google Meet, Microsoft Teams, Skype and Webex as well as through cellular phone calls. Laptops and Internet data cards were provided to students in need. Study material was distributed through online as well as offline (postal/ courier service). Faculty members prepared a strategic combination of both synchronous and asynchronous teaching. The interaction (lectures, assignments, files, study material, chat group IDs, modules, pages, discussions) with students were planned and communicated with well-established structure in advance so that they could prepare themselves in terms of technological setup and study material required. Dedicated and easy to access college website and acadME app were updated and regularly used to provide study material as per lesson plans. Students benefitted from virtual labs, virtual field work and virtual orientation programs and even a virtual college tour. For instance, Elementary Education Department's School Internship programme was held in ODL with government schools. Government supported, UGC-MHRD recommended online resources like Swayam, MOOC, etc. were integrated into the teaching-learning. A series of faculty development programs on integration of ICT tools and online technology with their innovative pedagogy ensured a smooth ODL experience for the students. During the pandemic the college switched its long-standing Indo-Dutch joint exchange initiative with Utrecht University in the Netherlands to online mode. Every year this unique exchange initiative focuses on inter-cultural interaction complimented via a mix of lectures from academics as well as industry experts

To support distance learning MH operates as one of the Centres of Non-Collegiate Women's Education Board and School of Open Learning in DU. In addition, MH associates with and functions as one of the study centres of Indira Gandhi National Open University (IGNOU), New Delhi, offering courses through ODL mode in sciences, social sciences and humanities.

Extended Profile

1.Programme

1.1

650

Number of courses offered by the institution across all programs during the year

File Description	Documents
Data Template	View File

2.Student

2.1 5789

Number of students during the year

File Description	Documents
Institutional Data in Prescribed Format	View File

2.2 1124

Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year

File Description	Documents
Data Template	View File

2.3 1783

Number of outgoing/ final year students during the year

File Description	Documents
Data Template	View File

3.Academic

3.1 200

Number of full time teachers during the year

File Description	Documents
Data Template	View File

3.2 200

Number of sanctioned posts during the year

Extended Profile	
1.Programme	
1.1 Number of courses offered by the institution across all programs during the year	650
File Description	Documents
Data Template	View File
2.Student	
2.1 Number of students during the year	5789
File Description	Documents
Institutional Data in Prescribed Format	View File
2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	1124
File Description	Documents
Data Template	View File
2.3 Number of outgoing/ final year students during the year	1783
File Description	Documents
Data Template	View File
3.Academic	
3.1 Number of full time teachers during the year	200
File Description	Documents
Data Template	View File

3.2	200
Number of sanctioned posts during the year	
File Description	Documents
Data Template	View File
4.Institution	
4.1	110
Total number of Classrooms and Seminar halls	
4.2	216.31
Total expenditure excluding salary during the year (INR in lakhs)	
4.3	1763
Total number of computers on campus for academic purposes	
Part B	
CURRICULAR ASPECTS	
1.1 - Curricular Planning and Implementation	
1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process	
<p>In consonance with the curriculum prescribed by DU, Miranda House exercises its relative autonomy to achieve specific course objectives and course outcomes.</p> <p>The Academic Committee, consisting of Teachers-in-Charge of all departments, and its various mandated committee groups like the Workload Committee, and Timetable Committee oversee planning and implementation and ensure effective teaching-learning. It also ensures offering of choices for optional, workload preparation and submission of internal assessment.</p> <p>The College has a robust ICT infrastructure that enhances teaching. Blended teaching-learning pedagogy that combines chalk and talk method, with IT-enabled tools, enhances the teaching-learning process. The college, through its website and acadME app, timely updates and disseminates information about course structure and curriculum. This in-house online platform, acadME, is used by</p>	

faculty, students and administrative staff for uploading timetables, lesson plans, e-content, attendance, internal assessment and other notifications.

Classroom teaching is complemented by various academic and extra-curricular activities by different departments and students' societies to ensure holistic development. The activities are cataloged in the Annual Reports of the departments and societies.

Besides curriculum delivery, teachers continuously upgrade their skills by participating in enhancement programmes in and outside DU. Some faculty of MH are also involved in curriculum planning and development at the university level.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	https://www.mirandahouse.ac.in/faculty-wiseprevsem.php

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

As a constituent college of DU, Miranda House adheres to the DU Academic Calendar for undergraduate and postgraduate teaching, strictly following the mandated admission process, teaching days, timetable, class hours, credit requirements - lectures, tutorials and practicals, and examination schedule.

Each academic session begins with an Orientation Programme for the newly admitted batch where students are introduced to their departmental curricula, various co-curricular and extra-curricular activities in the college.

CIE of students is interwoven within the annual academic calendar. Tutorials and practicals factored in as per credit requirements, ensure discussion in smaller groups enabling students to think critically. It also helps in removing any kind of language barrier with its participative approach. They are duly informed about the Internal Assessment (IA) procedure, and are given feedback for each of their assessments. IA marks are moderated at the departmental level and subsequently by the College Moderation Committee before uploading on DU Samarth portal. Each department analyses end-semester examination results. The analysis is presented and

discussed in Academic Committee, which then suggests the modalities for improvement. The students are also evaluated for their research and writing skills, through internships, research projects, field trips and summer projects for academic enrichment.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	https://www.mirandahouse.ac.in/files/aceca_lendar/Aca_cal_2021-22.pdf

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University

A. All of the above

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

34

File Description	Documents
Any additional information	View File
Minutes of relevant Academic Council/ BOS meetings	View File
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

10

File Description	Documents
Any additional information	View File
Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

806

File Description	Documents
Any additional information	View File
Details of the students enrolled in Subjects related to certificate/Add-on programs	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

MH notifies teaching, non-teaching staff and students about Code of Professional Ethics that ingrain moral and ethical values including qualities of honesty, integrity, discipline, empathy and respect for the other.

Courses on Ethical Decision Making, Living Values, Bio-ethics,

Sociology of Gender, Women's Writings, Women Power and Politics, Human Rights, Gender and Environment, Fundamentals of Ayurveda, Environmental Management, Disaster Management, Wildlife Conservation and Management, Consumer Rights and Legal Literacy are offered within the academic curriculum cutting across all disciplines. AECC paper titled EVS in a mandatory course for all the first year students.

Workshops, lectures, and film screenings help students understand the layers of overlapping marginalization and empower them to become strong, progressive women. Policy Centre on Gender Lab (PCGL) helps students develop gender sensitivity and exchange ideas with peers and mentors to cope with gender discrimination within society.

Environmental consciousness and sustainable coexistence are the ethos of MH. Mirandians pledge to keep the college premises and its surroundings clean, by participating in Swacch Bharat Abhiyan, tree plantation drives, etc. The Environmental Society, MH Vatavaran, spreads awareness about environmental protection. The paper recycling unit and the composting unit within the college premises ensures that the paper waste and biodegradable waste is put to sustainable use by converting it into handmade paper recycled products and organic compost, respectively.

File Description	Documents
Any additional information	View File
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View File

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

55

File Description	Documents
Any additional information	View File
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View File
MoU's with relevant organizations for these courses, if any	View File
Institutional Data in Prescribed Format	View File

1.3.3 - Number of students undertaking project work/field work/ internships

1443

File Description	Documents
Any additional information	View File
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders
Students
Teachers
Employers
Alumni

A. All of the above

File Description	Documents
URL for stakeholder feedback report	https://www.mirandahouse.ac.in/igac/satisfactionsurveys.php
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View File
Any additional information	View File

1.4.2 - Feedback process of the Institution may be classified as follows	A. Feedback collected, analyzed and action taken and feedback available on website						
<table border="1"> <thead> <tr> <th data-bbox="139 283 570 352">File Description</th> <th data-bbox="570 283 1403 352">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="139 352 570 451">Upload any additional information</td> <td data-bbox="570 352 1403 451" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="139 451 570 594">URL for feedback report</td> <td data-bbox="570 451 1403 594" style="text-align: center;">https://www.mirandahouse.ac.in/igac/satisfactionsurveys.php</td> </tr> </tbody> </table>	File Description	Documents	Upload any additional information	View File	URL for feedback report	https://www.mirandahouse.ac.in/igac/satisfactionsurveys.php	
File Description	Documents						
Upload any additional information	View File						
URL for feedback report	https://www.mirandahouse.ac.in/igac/satisfactionsurveys.php						
TEACHING-LEARNING AND EVALUATION							
2.1 - Student Enrollment and Profile							
2.1.1 - Enrolment Number Number of students admitted during the year							
2.1.1.1 - Number of students admitted during the year							
2221							
<table border="1"> <thead> <tr> <th data-bbox="139 930 570 999">File Description</th> <th data-bbox="570 930 1403 999">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="139 999 570 1062">Any additional information</td> <td data-bbox="570 999 1403 1062" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="139 1062 570 1157">Institutional data in prescribed format</td> <td data-bbox="570 1062 1403 1157" style="text-align: center;">View File</td> </tr> </tbody> </table>	File Description	Documents	Any additional information	View File	Institutional data in prescribed format	View File	
File Description	Documents						
Any additional information	View File						
Institutional data in prescribed format	View File						
2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)							
2.1.2.1 - Number of actual students admitted from the reserved categories during the year							
1196							
<table border="1"> <thead> <tr> <th data-bbox="139 1451 570 1520">File Description</th> <th data-bbox="570 1451 1403 1520">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="139 1520 570 1583">Any additional information</td> <td data-bbox="570 1520 1403 1583" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="139 1583 570 1671">Number of seats filled against seats reserved (Data Template)</td> <td data-bbox="570 1583 1403 1671" style="text-align: center;">View File</td> </tr> </tbody> </table>	File Description	Documents	Any additional information	View File	Number of seats filled against seats reserved (Data Template)	View File	
File Description	Documents						
Any additional information	View File						
Number of seats filled against seats reserved (Data Template)	View File						
2.2 - Catering to Student Diversity							
2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners							
MH promotes peer learning through inclusive classrooms, catering to its diverse student population.							

A strong tutorial system allows teachers to examine students' learning needs, and challenges to measure their learning levels. Continuous Internal Assessment and review is used to track their progress. The mentor mentee programme ensures active mentoring and coaching.

The pace of classroom teaching is kept student-centric to provide additional support to students with difficulties. Personalized support is also provided through the tutorial system. Within the coursework, students are helped with reading material and improvement assignments. Several departments offer Bridge Courses for 1st year students, especially in sciences, to address academic heterogeneity at the entry level.

MH is committed to providing an enabling system for PwBD students. The Amba Dalmia Centre provides ICT support for visually challenged students. Reading material in accessible format, computers and devices with assistive software are provided to these students.

Options offered under LOCF UG programmes, helped high-achieving students to opt for advanced level papers. Other in-house opportunities such as add-on and certificate courses, exchange programmes and DSKC summer workshop for undergraduate research, further boosts students' capabilities.

The college also gives out Merit-cum-Means scholarships and awards to motivate students to excel.

File Description	Documents
Paste link for additional information	https://www.mirandahouse.ac.in/centres.php
Upload any additional information	View File

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

Number of Students	Number of Teachers
5789	200

File Description	Documents
Any additional information	View File

2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Fieldwork and practical project work are promoted within and outside the classroom through extra curricular and departmental activities. Both individual and collaborative works help in optimizing experiential as well as participative learning and generate problem-solving skills.

Departments enhance experiential and participative learning by generating opportunities for students to engage with experts in academia, research as well as industry. Seminars, conferences, workshops, webinars and guest lectures are organized by all departmental societies to expose students to academicians, practitioners and experts in various fields. DSKC and PCGL provide the facility for UG research under the guidance of MH faculty to enhance participative learning and problem-solving abilities. Internships outside the college are encouraged and facilitated, within the University regulations for attendance and continuous assessment.

Experiential and participative learning is also enhanced through a very wide array of extra-curricular and co-curricular activities. The Entrepreneurship Cell and Enactus provide space for applying knowledge to real-world issues. Another example of blending extracurricular skills and domain-based expertise is Robotics Society, where students work on various projects throughout the year and participate in various prestigious competitions. UBA Cell of MH provides a platform for students to learn about and contribute to sustainable development efforts in the adopted villages.

File Description	Documents
Upload any additional information	View File
Link for additional information	https://www.mirandahouse.ac.in/centres/dskc.php

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

ICT infrastructure in MH includes Wi-Fi campus, classrooms with projection facilities, computer labs, library equipped with management software Libsys and Amba Dalmia Resource Centre for

visually challenged students.

MH website portal provides login to all teachers and students. The website is accessible to the college community on mobile phones and other devices through a dedicated app - acadME, which is useful in uploading and tracking timetables, student's attendance and IA scores. The well-equipped computer labs (Digital Resource Centre) ensures that all students have access to ICT facilities in college. Administrative and technical support is available for smooth rendering of the academic learning.

Use of ICT tools has become integral in preparing lectures, sourcing and distributing reading material, collecting information, maintaining records and for communication. Chalk and talk is supplemented by presentations routinely to help students visualise better. Faculty are also involved in the preparation of e-Resources for the University of Delhi, and for MOOCS. The general familiarity with ICT helped in smooth transition to online teaching during the pandemic. Besides using ICT tools for teaching-learning, administration and evaluation, the College also used ICT tools for providing a learning environment for holistic development through webinars, quizzes, performing arts, etc.

File Description	Documents
Upload any additional information	View File
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View File

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

200

File Description	Documents
Upload, number of students enrolled and full time teachers on roll	View File
Circulars pertaining to assigning mentors to mentees	View File
Mentor/mentee ratio	View File

2.4 - Teacher Profile and Quality	
2.4.1 - Number of full time teachers against sanctioned posts during the year	
200	
File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	View File
List of the faculty members authenticated by the Head of HEI	View File
2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)	
2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year	
153	
File Description	Documents
Any additional information	View File
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template)	View File
2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)	
2.4.3.1 - Total experience of full-time teachers	
2675	
File Description	Documents
Any additional information	View File
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

Miranda House adheres to guidelines and regulations of the University of Delhi pertaining to internal assessment.

While adhering to the University norms regarding internal assessment, MH has retained the flexibility to allow teachers to design the pattern and schedule of internal assessment to best suit the domain requirements of the course being assessed, and the profile of the students attending the course. As a college policy, students are given multiple opportunities to improve their performance.

Students are provided practice questions and practice tests. Improvement tests are encouraged. The tutorial system and contact hours help students to clear doubts and to prepare for internal assessments as well as semester-end centralized examinations.

The finally compiled internal assessment grade is shared with students, and displayed on departmental notice boards for at least a week. Internal assessment scores are also uploaded on the acadME app, and accessible to students. This allows for a prompt correction of errors, should any occur. Due concessions for extra-curricular and co-curricular activities are granted.

Grievance redressal and scrutiny is done by the moderation committee, both at the department level and college level.

File Description	Documents
Any additional information	View File
Link for additional information	https://www.mirandahouse.ac.in/iqac/best-practices.php

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

The college has established three layers of grievance redressal in consonance with the mechanism laid down by Delhi University. This involves the concerned teacher, who addresses the evaluation issues fairly, Department Moderation Committee, which ensures consistency across courses and further scrutinized by College IA Monitoring Committee. The Internal Assessment (IA) process in the

college is monitored at every level, giving students accessibility and emphasizing on transparency and accountability for all stakeholders.

A student may approach the College IA Monitoring Committee in case her grievance is not addressed appropriately at the level of the department. This Committee ensures that all grievances are resolved in a time-bound manner, and the timelines laid down by DU regarding the uploading of the Internal Assessment marks are maintained.

The college also has an Academic Grievance Redressal Committee, comprising of Vice Principal, Bursar, and two Senior-most Teachers. The Principal functions as an appellate. This committee addresses student grievances as and when received, related to any issue faced by students in their departments or Students' Society or related to infrastructure.

Students can also submit their grievances through email or submit directly to the College Office.

File Description	Documents
Any additional information	View File
Link for additional information	https://www.mirandahouse.ac.in/discipline/disciplinegrievanceredressal.php

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Miranda House adheres to the academic calendar and examination schedule announced by the University. The academic calendar is displayed on the Miranda House website. The college website is also regularly updated on all matters. Contact details on the website enable students to access administrative support staff as and when required.

Links to all University documents with regard to Undergraduate framework are available on the college website. The college prospectus and website carry details of the course structure and options available to students for each type of course. The college website also provides links to the DU portal regarding examination forms and results.

Counselling sessions are arranged at the beginning of each semester to ensure that students make informed choices regarding optional papers - DSE, GE and SEC following their long-term academic and career plans. These are reiterated through discussions and small group tutorials. Through hands-on training in all laboratory courses, the importance of arriving at an outcome in consonance with the task set is emphasized.

MH faculty actively participate in curricular revisions at the university level. Faculty are encouraged to participate in FDPs to gain further knowledge about specific course objectives and tune classroom teaching accordingly.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://www.mirandahouse.ac.in/courses.php
Upload COs for all Programmes (exemplars from Glossary)	View File

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

MH believes in continuous upgradation and works towards attainment of the desired outcome in its teaching-learning process. The Academic Committee conducts periodic internal audits. Through this the programme outcomes are monitored regularly at the college level.

Faculty members share with their students a detailed and comprehensive teaching scheme which lays out the structure and weekly distribution of lectures, tutorials and practicals that help bridge the gap that emerge in the routine classes.

Systemic mechanisms are in place to continuously monitor the academic progress of students and ensure that course and programme outcomes are attained. During lectures, tutorials, practicals, as well as mentor-mentee meetings, teachers keep track of students' learning. Feedback from these is used for remedial sessions.

Every year, the college undertakes a careful programme-wise analysis of DU Examination Results. This analysis is available on the college website. The analysis of the final grades of students, which include performance in semester-end centralized examinations and IA, reflects Miranda's adherence to the motto 'No Student is

Left Behind'.

Students' feedback helps the college to improve and devise effective strategies for advancement of teaching-learning process.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://www.mirandahouse.ac.in/departments.php

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

1783

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	View File
Paste link for the annual report	https://www.mirandahouse.ac.in/files/naac/2.6.3.2.pdf

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

https://www.mirandahouse.ac.in/academe/file_uploads/aqar-2021-22/2.7.1/Criteria-2.7.1-dataTemplate.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

3.1.1 - Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

1080.16	
File Description	Documents
Any additional information	View File
e-copies of the grant award letters for sponsored research projects /endowments	View File
List of endowments / projects with details of grants(Data Template)	View File
3.1.2 - Number of teachers recognized as research guides (latest completed academic year)	
3.1.2.1 - Number of teachers recognized as research guides	
32	
File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File
3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year	
3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year	
6	
File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	View File
Supporting document from Funding Agency	View File
Paste link to funding agency website	https://www.mirandahouse.ac.in/academe/file_uploads/aqar-2021-22/3.1.3/Criteria-3.1.3-dataTemplate.pdf
3.2 - Innovation Ecosystem	

3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

MH has built an ecosystem conducive to research, innovation and transfer of knowledge through the upgradation and enhancement of various labs and research centres such as multidisciplinary research centres; outreach programmes; and national and international collaborations. In order to facilitate the research activities and innovation, the college has established the D S Kothari Centre for Research and Innovation in Science Education and four advanced research laboratories namely the Materials Science Research Lab, Biosciences Research Lab, the Nano Science Research Facility and the Plant Tissue Culture Lab to carry on expansive scientific research. Additionally, college has Quarknet Nodal Centre, Robotics Laboratory, 3D Printing Laboratory and MirandaTech: the technology park, to impart training to students towards innovation and product development. Other innovative initiatives include the Multidisciplinary Research Centre, the IBSD MH centre for Northeast Studies, Policy Centre and Gender Lab, Unnat Bharat Abhiyan, Elementary Education Teacher Resource Centre and the CESDM. In addition, the North East Regional Research and Resource Centre and the Entrepreneurship Cell also contribute to this effort. MH has also added a community radio which works towards disseminating knowledge and insights into multiple career opportunities. The college has several active MoUs with institutions across the country and globe for academic exchange and collaborative outcomes.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.mirandahouse.ac.in//research/research.php

3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year

3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year

234

File Description	Documents
Report of the event	View File
Any additional information	View File
List of workshops/seminars during last 5 years (Data Template)	View File

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

1

File Description	Documents
URL to the research page on HEI website	https://www.mirandahouse.ac.in//research/teachersrecognisedresearchguides.php
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)	View File
Any additional information	View File

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year

103

File Description	Documents
Any additional information	View File
List of research papers by title, author, department, name and year of publication (Data Template)	View File

3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year

49

File Description	Documents
Any additional information	View File
List books and chapters edited volumes/ books published (Data Template)	View File

3.4 - Extension Activities

3.4.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

MH strives to be in the frontline in terms of expanding its extension activities and outreach in the neighbourhood. Several societies such as National Service Scheme (NSS), MH Vatavaran, UBA, Lakshita: the enabling society, TULA- MH Consumer Club and ENACTUS work tirelessly towards sensitizing students on social and environmental issues. The synergy between societies and clubs is reflected in various activities that help in sensitizing students on various social and cultural issues. Annual activities organized during the year attest to the spirit of Samaveshan, promoting inclusiveness, and accessibility in the college. One of the significant outreach initiatives has been undertaken by the UBA that has developed a Village Development Plan (VDP) for four villages in Delhi-NCR and one village in Rajasthan that involved women in these villages towards awareness -building activities. The MH NSS and NCC volunteers work towards creating a pool of organized, trained and motivated youth with leadership qualities in all walks of life. MH-Vatavaran, the Environment society, helps build a number of green practices for a sustainable future. TULA, the Consumer Club, is instrumental while working incessantly to acquaint students with consumer rights by conducting workshops, seminars, competitions and certificate courses on consumer awareness.

File Description	Documents
Paste link for additional information	https://www.mirandahouse.ac.in/studentlife/studentunion.php#
Upload any additional information	View File

3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year

50

File Description	Documents
Any additional information	View File
Number of awards for extension activities in last 5 year (Data Template)	View File
e-copy of the award letters	View File

3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.4.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

82

File Description	Documents
Reports of the event organized	View File
Any additional information	View File
Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template)	View File

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year

12486

File Description	Documents
Report of the event	View File
Any additional information	View File
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year

40

File Description	Documents
e-copies of related Document	View File
Any additional information	View File
Details of Collaborative activities with institutions/industries for research, Faculty	View File

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year

23

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	View File
Any additional information	View File
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

The college has a robust infrastructure with latest facilities and its adequacy is reflected in smooth teaching learning that ensures quality enhancement. It has 2 auditoriums, 2 seminar halls, 5 porta cabins, 2 atriums and 2 committee rooms equipped with an EVOTA projection system. The entire campus is wi-fi enabled and has classrooms that are multimedia enabled. The new academic block has added 09 ICT-enabled laboratories, 6 classrooms and a mini auditorium with an AV system. The 6 Multidisciplinary Research laboratories and applied social science and policy research centers facilitate research and learning. MH library has 6 dedicated segments and 2 digital resource centers; digital resource access through DULS and web OPAC which adds to the rich learning infrastructure in the college. The college also has invested resources in development of custom designed software packages for enterprise resource planning that are periodically upgraded to meet new requirements. A number of web-linked software modules enable a seamless integration and linking of the administrative functioning including student admissions, examinations, attendance and internal assessment records. The offices of administration, accounts, library, hostel, and all miscellaneous services are ergonomically designed work spaces with contemporary facilities.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.mirandahouse.ac.in/facilities/facilities.php

4.1.2 - The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

At MH, co-curricular, cultural, and sports activities are central to its focus on dynamic and holistic student development. The institution provides students with excellent facilities, including cultural societies and sports' teams. MH has various outdoor spaces such as an open-air theater, arcades, cafeteria lawns, front lawns, sports ground, and hostel lawns, where a range of

cultural events take place. It has 2 auditoriums with modern audio-visual equipment and seating capacities of 450 and 170 persons, respectively. Indoor cultural activities such as music concerts, dance, theatre, workshops, and panel discussions are held in learning studios like the Heritage Hall and Student Activity Centre. The college also has an active Physical Education Department that offers morning sessions on aerobics, yoga, recreational games, intra-college sports events, and an annual sports festival. Additionally, there is an air-conditioned multigym with free weight and cardio training equipment, as well as 2 open gyms, and a large sports ground for various athletics sports and other activities. MH offers a certificate course titled 'Foundations of Yogasana' to encourage daily yoga practice for physical, mental, emotional, and spiritual wellness. MH prioritizes health and hygiene, with renovated washrooms equipped with sanitary napkin vending machines and disabled-friendly facilities.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.mirandahouse.ac.in/studentlife/cocurricular/sports-new.php

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

70

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://mirandahouse.ac.in/images/roomphotosgeotagged/
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR

in lakhs)	
135.81	
File Description	Documents
Upload any additional information	View File
Upload audited utilization statements	View File
Upload Details of budget allocation, excluding salary during the year (Data Template)	View File
4.2 - Library as a Learning Resource	
4.2.1 - Library is automated using Integrated Library Management System (ILMS)	
Nature of ILMS software - LIBSYS LSease LMS package	
Nature of Automation - Fully Automated	
Version - LSase.Rel.1.0.	
Year of Automation - 2005	
File Description	Documents
Upload any additional information	View File
Paste link for Additional Information	https://www.mirandahouse.ac.in/facilities/library.php
4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources	A. Any 4 or more of the above
File Description	Documents
Upload any additional information	View File
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

11.64571

File Description	Documents
Any additional information	View File
Audited statements of accounts	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

4.2.4.1 - Number of teachers and students using library per day over last one year

577

File Description	Documents
Any additional information	View File
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

The college has invested in state-of-the-art digital infrastructure to stay at the forefront of knowledge-based communities. The campus is equipped with a strong Wi-Fi network comprising 73 indoor and 8 outdoor access points and is connected to the National Knowledge Network, providing high-speed Wi-Fi access on campus. The college's internet connection has a bandwidth of over 50 Mbps, with an additional Wi-Fi connection from Tata-Telly Business Services through an RF link with a bandwidth of 30 Mbps. To facilitate online webinars, workshops, and meetings for a large number of participants, the college purchased two versions of Zoom supporting up to 100 participants and up to 1,000 participants respectively. The college has also developed an Online Internal Assessment Module that has an inbuilt system to calculate cumulative marks for tests/quizzes and

attendance given to each student. To further promote a transparent and interactive teaching-learning environment, the college has developed a software module acadME mobile app of the college, which students can access on their smartphones. Some noteworthy upgradation activities include procurement of three years warranty of WiFi controller RUCKUS Zone Director and installation of APC 2KVA online UPS with 65AH Batteries in the new academic block computer labs.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.mirandahouse.ac.in/facilities/wifiinternet.php

4.3.2 - Number of Computers

1763

File Description	Documents
Upload any additional information	View File
List of Computers	View File

4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

File Description	Documents
Upload any additional Information	View File
Details of available bandwidth of internet connection in the Institution	View File

4.4 - Maintenance of Campus Infrastructure

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

4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

80.49

File Description	Documents
Upload any additional information	View File
Audited statements of accounts	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

MH has established a systematic approach to maintain and upgrade its physical, academic, and support facilities to accommodate its increasing number of students and faculty members over the years. The Building Committee consists of the Principal, Bursar, Section Officer Administration, and GB nominated member is responsible for maintaining the college infrastructure. The committee identifies requirements, allocates funds, and decides on construction and repair projects based on feasibility and challenges. The college invites e-tenders for major and minor repair works. A dedicated staff ensures that borewells, stormwater and sewage drains are functional. MH has a strong IT infrastructure and regularly maintains and upgrades its support facilities. The library, sports complex, cafeteria, garden, and labs are maintained by various committees. The IT staff checks IT equipment and systems, and the library committee ensures efficient functioning and maintenance of the library. The sports and cafeteria committees ensure the facilities' quality, while the garden committee supervises the maintenance and utilization of gardens and sprawling lawns. The lab development fund maintains the labs, and department Teacher-in-Charges conduct regular meetings to decide on equipment procurement and maintenance expenditure. Overall, the college ensures efficient utilization of its facilities by displaying rules and regulations for stakeholders. General financial Rules are adhered to in all financial matters

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.mirandahouse.ac.in/tender.php

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support	
5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year	
5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year	
678	
File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	View File
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File
5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year	
5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year	
193	
File Description	Documents
Upload any additional information	View File
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	View File
5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills	A. All of the above

File Description	Documents
Link to Institutional website	https://www.mirandahouse.ac.in/studentlife/studentunion.php#
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

1449

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

1449

File Description	Documents
Any additional information	View File
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - 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
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View File
Upload any additional information	View File
Details of student grievances including sexual harassment and ragging cases	View File

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

196

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File
Details of student placement during the year (Data Template)	View File

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

677

File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	View File
Details of student progression to higher education	View File

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

87

File Description	Documents
Upload supporting data for the same	View File
Any additional information	View File
Number of students qualifying in state/ national/ international level examinations during the year (Data Template)	View File

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year

5.3.1.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national / international level (award for a team event should be counted as one) during the year.

142

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

MH is democratic, giving importance to every student's voice, and actively involving students in college activities. It has Students' Union (MHSU), an annually elected body that organizes

various college activities, including counselling during admissions, festivals, graduation dinners, and educational tours under the able guidance of faculty advisors. MHSU has a dedicated office on the college premises. Several societies and clubs are for extracurricular activities, each with its own office bearers. The National Service Scheme (NSS), National Cadet Corps (NCC), and Sports conduct co-curricular activities with active student participation, led by democratically elected student representatives. Students are encouraged to form clubs based on shared interests, and these clubs can be formally converted into societies after three successful years, with approval from Staff Council. Each department has its own elected Students' Union and each class has democratically elected Class Representatives (CR). The student-led Placement Cell provides employment opportunities, organizes career counselling sessions, and extends internship opportunities. Student-driven platforms in its various research centres support the college's academic culture. The MH Hostel is a residence for 360 students which has its elected Hostel- Union of residents that organizes educational, social, and cultural activities. Further, students are also nominated and elected to be part of the IQAC and ICC respectively.

File Description	Documents
Paste link for additional information	https://www.mirandahouse.ac.in/studentlife/studentunion.php
Upload any additional information	View File

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

143

File Description	Documents
Report of the event	View File
Upload any additional information	View File
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	View File

5.4 - Alumni Engagement

5.4.1 - There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

The Miranda House Alumnae Association (MHAA) plays a vital role in preserving the vision and rich heritage of the college and its overall growth. The association is an autonomous body with a duly elected Executive Committee, including ex-officio members such as the Principal, Vice-Principal, President, and Secretary of the MHSU. All former students and teachers are eligible to join, with some members serving on various decision-making bodies of the college. MH has a proud list of distinguished alumni from diverse professions, including Padma Awardees, who have contributed to institutions and society. The MHAA sponsors various Alumni Fellowships/Scholarships and provides career counselling, guidance, and mentoring to students. The association has also organized awareness campaigns, seminars, and special screenings for students. Alumni donations and faculty contributions have supported various initiatives such as the "Give for Miranda" campaign, which facilitated the renovation of the auditorium. The MHAA is committed to infusing progressive, secular, and liberal outlooks among the stakeholders and has alumni representatives on the Governing Body of MH. Alumni meets and events organized by departments provide invaluable information and motivation for students, and many alumni have joined as teachers and principals.

File Description	Documents
Paste link for additional information	https://www.mirandahouse.ac.in/distinguish-edalumnae.php
Upload any additional information	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs)

A. ? 5Lakhs

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

The vision and mission of Miranda House is embodied in the Upanishadic maxim of the college logo Swadhyayann Pramaditavyam which signifies introspection and self-learning. The legacy of excellence of the college is validated through 7 consecutive years (2017-2023) of being recognized as Rank 1 college in the Colleges Category by the National Institutional Ranking Framework (NIRF) from the Ministry of Education, Government of India. A spirit of nationalism, citizenship values and adventure steeped in idealism with a firm commitment to Women empowerment and holistic development are some of the ideals Miranda House has come to hold. MH nurtures highly aspirational and intellectually empowered women who take up leadership roles in varied fields of social, political, and economic lives. MH combines its rich heritage and legacy with a dynamism aligned with the changing face of education in the context of the nation's goals and towards the flourishing of the National Education Policy (NEP 2020). The college is able to sustain its excellence through the guidance of the visionary leadership of the Governing Body Members, support of Staff Council, IQAC and the Academic Committee (AC). These pillars of the college foster a syncretic, collective, student-centric decision-making process that is transparent in nature.

File Description	Documents
Paste link for additional information	<a href="https://www.mirandahouse.ac.in/legacyvisio
nmission.php">https://www.mirandahouse.ac.in/legacyvisio nmission.php
Upload any additional information	View File

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

Miranda House fosters effective, efficient and collective leadership through decentralisation and participative management which entails delegation of responsibilities. This is best reflected in process of students admission which is initiated by the Academic Committee which coalesces the lessons learnt from the previous admission cycle with the changes introduced by the University of Delhi. Along with this an Extended Admission Committee is constituted by the Staff Council incorporating two faculty members from each department. B.A. Programme Admission Committee is formed as a subset of the Extended Admission Committee which comprises members from all the participating departments. Non-teaching staff and technical resource persons are integrally involved in the admission process aiding the functioning of each department and guiding and assisting applicants on the online system. The cut offs are finalised in the meeting of the Extended Admission Committee after being scrutinised by the teaching and non-teaching staff, IT department, Admission Committee and the Principal, before publishing it on the University of Delhi's website. NSS and NCC are roped in during the admission process to provide necessary assistance to the applicants. A Public Relations Desk (PR Desk) consisting of faculty members from various departments is created to counsel and guide admission seekers.

File Description	Documents
Paste link for additional information	<a href="https://www.mirandahouse.ac.in/admission/o
verview.php">https://www.mirandahouse.ac.in/admission/o verview.php
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

Student-centric methods such as experiential learning are integral to our pedagogical approach. We emphasize upon hands-on learning, field visits, internships, and project-based assignments. Encouragement of enhanced use of ICT tools to increase student participation, promote collaborative learning, along with providing access to an array of educational resources is effected. The DSKC at Miranda House fosters multi-disciplinary research collaborations bringing together scholars, industry experts, and social entrepreneurs to address pressing societal issues through research and innovation. Our commitment to research excellence is evident through our publications and citations. Faculty and students are encouraged to publish their research findings in reputed journals and participate in conferences to contribute to the academic discourse. We prioritize the placement of our students, partnering with leading organizations to facilitate job opportunities. Our robust placement cell connects students with industry professionals, arranges internships, and conducts skill development workshops to enhance employability. We actively engage in outreach and inclusivity initiatives through programs like "Agamyā," which aims to provide education and skill development opportunities to marginalized communities. Through "Enactus," the social entrepreneurship club, we empower students to develop sustainable solutions for pressing social challenges. Additionally, participation in the "UBA" (Unnat Bharat Abhiyan) initiative reinforces the commitment to rural development and community engagement.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://www.mirandahouse.ac.in/centres.php
Upload any additional 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.

Under the aegis of Ministry of Education (GOI), MH is a constituent college of the University of Delhi maintained by the University Grants Commission.

1. The institution has a well-structured and effective management system, that is based on clear chain of responsibilities,

transparency and robust policies. The Governing Body, IQAC, Staff Council and the Student Council work synchronously.

2.The Governing Body, operates on the statutes and ordinances of the University of Delhi.

3.The Principal heads administrative and academic activities and guides the direction of work, including facilitating the enrichment of teaching-learning, co-curricular and extra-curricular activities. The Vice-Principal and Bursar assist the Principal.

4. The administrative staff includes administrative officer, section officer (administration), Section Officer (Accounts) and their team of support staff.

5.The Staff council is at the helm of the academic affairs of the college with the principal-in-chair. It lays down policy implemented through the Academic Committee.

7.The Internal Complaints Committee (ICC) addresses the complaints against sexual harassment.

8. Each department led by a TIC acts as an interface between administration and stakeholders of the department.

9. Elected Student Union aid organizing co-curricular activities.

10.MH Library is headed by the Librarian and supported Professional Assistant, Library Assistant and Attendants.

File Description	Documents
Paste link for additional information	https://www.mirandahouse.ac.in/igac/policydocuments.php
Link to Organogram of the institution webpage	https://www.mirandahouse.ac.in/administration.php
Upload any additional information	View File

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and

A. All of the above

Support Examination	
File Description	Documents
ERP (Enterprise Resource Planning) Document	View File
Screen shots of user inter faces	View File
Any additional information	View File
Details of implementation of e-governance in areas of operation, Administration etc(Data Template)	View File
6.3 - Faculty Empowerment Strategies	
6.3.1 - The institution has effective welfare measures for teaching and non- teaching staff	
<p>The college subscribes to the central government welfare rules and regulations. These include leave rules guiding the procedure for casual leave, earned leave, medical leave etc. Maternity and paternity leave and its benefits are also provided. MH provides Leave Travel Concession (LTC) and Home Leave Travel Concession (HLTC) to all teaching and non-teaching staff. House Rent Allowance (HRA) and Transport Allowance (TA) are made available to employees. Retirement benefits such as GPF/CPF, Gratuity, NPS, pension and encashment of earned leaves, as well as Loan benefits, are given to employees. Free/subsidised health care is made accessible in WUS Health Centre, Government and empanelled private hospitals. Residential facilities including a complex of 20 teachers' flats and 30 quarters for non-teaching staff are available along with a Teachers and Residents Welfare Association. The hostel provides furnished accommodations for the Hostel Warden and the Resident Tutor. Miranda House tries to provide its teaching and non-teaching staff, opportunities for sustained professional development by carrying out periodic capacity building and training programmes. Counselling and support centers managed by a counsellor and a network of certified counsellors are also made available.</p>	
File Description	Documents
Paste link for additional information	http://www.du.ac.in/index.php?page=rules-and-policies
Upload any additional information	View File

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

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

05

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

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

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

5

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	View File
Reports of Academic Staff College or similar centers	No File Uploaded
Upload any additional information	View File
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

45	
File Description	Documents
IQAC report summary	View File
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	No File Uploaded
Upload any additional information	View File
Details of teachers attending professional development programmes during the year (Data Template)	View File
6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff	
<p>In order to appraise the performance of its employees, MH requires periodic preparation of individual formal reports on personal, scholastic, and extramural achievements. Annual Report (AR) is submitted by Teachers-in-Charge (TIC) of Departments and Conveners of various societies and task groups to detail their activities. Faculty members update their profile and CV's on college website and report their achievements, publications, evaluation responsibilities, and student-centered activities. An Online Self Appraisal Proforma (SAP) has been developed based on University guidelines. It is self-evaluated on an existing rubric to assign API scores along different dimensions. To provide 360-degree performance appraisal of faculties, students provide peer review and feedback. The IQAC scrutinizes performa and evaluates it to recommend measures to faculties. Teaching faculty members who fill their Annual Performance Appraisal Report (APAR) are reviewed and assessed by a screening/selection committee at the time of career advancement. Non-teaching staff undergoes an annual performance appraisal, and the promotion is decided based on completion of training programs. The laboratory staff appraisal is reviewed by Teacher-in-charge of respective department, followed by Administrative Officer and Principal. MH incentivizes teaching and non-teaching staff by giving them awards/certificates at its Founder's Day Celebration for recognizing their contributions to institution.</p>	

File Description	Documents
Paste link for additional information	http://www.du.ac.in/index.php?page=rules-and-policies
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

MH has a systematic and strategic approach towards the use of financial resources, with a focus on maximizing efficiency and efficacy, while ensuring accountability and transparency. Internal and external financial audits are conducted on a regular basis to ensure compliance with the rules and regulations. MH prepares annual accounts and budget estimates in accordance with the guidelines of DU. Payments go through the Public Finance Management System to ensure transparency in financial transactions. Major purchases are made through the Government e-Marketing system, and price quotations are verified before any purchase. Funds received from governmental agencies and DU are authorized through certificates attested and audited by institutional CA. The financial statements and books of accounts are maintained with highest professional accounting standards and subjected to independent third-party audits. DU conducts internal audits to examine financial management protocols and maintenance of prescribed books of accounts. The external audit of financial statements and accounts is conducted by Auditors from the office of CAG, India. Audit-related documents are preserved in an Accountant General of Central Revenue repository for future reference. MH encourages efficient budgeting, capping, and moderation to ensure adequate financial resources for creating a conducive environment for innovation while discouraging non-essential expenditures.

File Description	Documents
Paste link for additional information	https://mirandahouse.ac.in/uploads/financialstatements/final%20balance%20sheet%202022.pdf
Upload any additional information	View File

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

28.30

File Description	Documents
Annual statements of accounts	View File
Any additional information	View File
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

MH, a constituent college of DU, receives 100% grant-in-aid from Government of India through UGC. It receives an Annual Maintenance Grant that includes salary, retirement benefits, and non-salary components, which are used to improve teaching and learning, academic enrichment, and infrastructure support. It follows strict monitoring process and uses Public Finance Management System (PFMS) to ensure fiscal discipline and optimum utilization of funds. Funds are collected through Treasury Single Account (TSA) and disbursed after scrutinizing proposals, then planned and non-planned budgets are created with capped expenditures for designated purposes only. MH receives various merit-cum-need-based scholarships, sponsorships, donations, and project grants, which are used for mandated purposes and audited annually. MH hostel is partially maintained by UGC funds and fees received from its residents. The college allocates funds for effective teaching-learning practices, including Orientation Programmes, Workshops, Interdisciplinary activities, Training programmes, and Faculty

Development Programmes to ensure quality-education. Expansion, repair or construction of new facilities is undertaken only after approval by UGC and DU, and enhancement of library facilities is done every year with requisite funds. MH also allocates funds for social service activities through NSS and NCC and hosts satellite and open learning programmes, such as Non-Collegiate Women's Education Board (NCWEB).

File Description	Documents
Paste link for additional information	https://www.mirandahouse.ac.in/studentlife/awardscholarships.php
Upload any additional information	View File

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

At MH, Internal Quality Assurance Cell IQAC has implemented two practices to enhance the quality of education provided:

The first practice involves promoting multidisciplinary research. The IQAC, in coordination with the National Institutional Ranking Framework (NIRF) Coordinating team, has facilitated the establishment of interdisciplinary and multidisciplinary research centers. These centers encourage innovative research projects, involving collaboration between teachers and students from diverse fields. MH also provides training and capacity building programs in various fields of research, including disaster studies and sustainable development. Incentives and recognition are given to faculty and students for their efforts in multidisciplinary research, and various resources, such as add-on courses and international conferences, are made available to promote learning in this area.

The second practice involves building institutional efficiency and accountability. The IQAC encourages performance improvement through strategies and processes that benefit all stakeholders, including teachers, students, and non-teaching staff. Feedback mechanisms, such as formal and informal reports and student feedback, are regularly used to inform the IQAC's recommendations. It also promotes best practices in administrative procedures, including self-evaluation and professional development for non-teaching staff. Internal and external academic audits, as well as

environmental audits, are conducted periodically to ensure continuous improvement in quality of education.

File Description	Documents
Paste link for additional information	https://www.mirandahouse.ac.in/igac/igac.php
Upload any additional information	View File

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

The response outlines the approach adopted by MH to continuously improve its teaching-learning processes. The institution uses a consultative process that involves feedback from all stakeholders to identify areas for improvement. MH has established various mechanisms for collecting feedback, including peer monitoring by the Academic Committee, surveys across all stakeholders, and external academic audits. Feedback is analyzed to identify areas for improvement, and the institution has made incremental improvements to its teaching-learning processes over the years. In addition to improving its teaching-learning processes, MH has also upgraded its research and instrumentation facilities. The construction of a new Academic Block with state-of-the-art research laboratories and classrooms was completed in 2019, and the institution has set up new research centers and labs. MH has also been recognized as NIRF Rank-1 in the College Category for seven consecutive years, from 2017 to 2023. Overall, MH has taken a comprehensive approach to continuously improving its teaching-learning processes and research facilities. By using a consultative process that involves feedback from all stakeholders, the institution has been able to identify areas for improvement and make incremental changes over time. This approach has helped MH to maintain its position as a top-ranked college in the country.

File Description	Documents
Paste link for additional information	https://www.mirandahouse.ac.in/igac/satisfactionsurveys.php
Upload any additional information	View File

<p>6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)</p>	<p>B. Any 3 of the above</p>										
<table border="1"> <thead> <tr> <th data-bbox="142 527 570 590">File Description</th> <th data-bbox="574 527 1403 590">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="142 596 570 730">Paste web link of Annual reports of Institution</td> <td data-bbox="574 596 1403 730">https://www.mirandahouse.ac.in/igac/annual_reports.php</td> </tr> <tr> <td data-bbox="142 737 570 827">Upload e-copies of the accreditations and certifications</td> <td data-bbox="574 737 1403 827">View File</td> </tr> <tr> <td data-bbox="142 833 570 924">Upload any additional information</td> <td data-bbox="574 833 1403 924">View File</td> </tr> <tr> <td data-bbox="142 930 570 1058">Upload details of Quality assurance initiatives of the institution (Data Template)</td> <td data-bbox="574 930 1403 1058">View File</td> </tr> </tbody> </table>	File Description	Documents	Paste web link of Annual reports of Institution	https://www.mirandahouse.ac.in/igac/annual_reports.php	Upload e-copies of the accreditations and certifications	View File	Upload any additional information	View File	Upload details of Quality assurance initiatives of the institution (Data Template)	View File	
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<p>INSTITUTIONAL VALUES AND BEST PRACTICES</p>											
<p>7.1 - Institutional Values and Social Responsibilities</p>											
<p>7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year</p>											
<p>Miranda House possesses an enduring legacy of fostering gender equity and creating an enabling environment for women belonging to different walks of life through its research, teaching-learning and other allied activities. The institution offers courses, organizes panel discussions and workshops on gender specific subjects. The Women Development Cell (WDC), addresses questions on gender equity, upholds the principles of intersectionality and ensures a safe and enabling environment through self-defence workshops and awareness generation programmes. The Internal Complaints Committee (ICC) works towards the prevention and redressal of sexual harassment as per law. The Policy Centre and Gender Lab (PCGL), provides avenues for research in public policy and gender studies. The Miranda House Queer Collective addresses the health and well-being of transgender people and advocates for their mainstreaming. Unnat Bharat Abhiyan Cell and Enactus work towards empowering women by imparting entrepreneurship skills and promoting livelihoods for marginalised rural women. For PWBD</p>											

students a supportive environment is promoted through multidimensional infrastructure, digital resources and awareness programmes. Enactus and Entrepreneurship cell fosters a sustainable economic empowerment for marginalised women. Self defence workshops are held to instil confidence and strength.

File Description	Documents
Annual gender sensitization action plan	https://www.mirandahouse.ac.in/icc/actionplan.php
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://www.mirandahouse.ac.in/discipline/disciplinegrievanceredressal.php

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

B. Any 3 of the above

File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Miranda House through various innovation projects and initiatives has setup an efficient solid waste management system predicated on segregating waste at the source and discouraging the use of Single Use Plastic (SUP). The accumulated waste paper is recycled by the college paper recycling units to be re-utilized for internal communication. The process of recycling is carried out on the four R principle: reduce, reuse, recycle and recreate. The College composting unit processes biodegradable waste which along with shredded leaves and horticulture waste are aerobically decomposed to create organic compost, utilized in lawns and gardens of the college. There are consistent efforts being made by the

institution to reduce its carbon footprint through use of alternative sources of energy such as Photovoltaic solar cells and planting trees to absorb carbon dioxide. The total carbon absorption capacity of the campus is 22.49 tons. A concerted effort is made to reduce the generation of hazardous waste and manage chemical and bio waste as per prescribed protocols. The institution also periodically disposes of the unserviceable electronic and electrical equipment safely. The college has a hydroponics unit, wherein grey water is recycled to be used for irrigation in lawns and gardens of the college.

File Description	Documents
Relevant documents like agreements / MoUs with Government and other approved agencies	View File
Geo tagged photographs of the facilities	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

A. Any 4 or All of the above

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	View File

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	A. Any 4 or all of the above
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File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	View File
Certificates of the awards received	View File
Any other relevant information	View File

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading	A. Any 4 or all of the above
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File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	View File
Details of the Software procured for providing the assistance	View File
Any other relevant information	View File

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

The institution implements policy initiatives launched by Government of India (GoI) and Delhi University (DU) for inclusivity, equity, and accessibility. Miranda House's Equal Opportunity Cell (EOC) fosters an equitable environment for students from socially and economically disadvantaged groups. Scholarships, which are need-cum-merit based, are being offered to Students. Complete or partial fee concessions are given to students based on the annual income of their parents. The Principal's Fund for Needy Students also provides financial support. MH undertakes a range of initiatives to uplift PwBD students. Amba Dalmia Digital Resource Centre offers state-of-art assistive technologies to the visually challenged. Lakshita, the Enabling Society organises programmes to raise awareness about specific concerns of the PwBD students. Miranda House North- East Society for students coming from the North-Eastern tries to promote and nurture their culture through various cultural programmes, food festivals, etc. The North-East Regional Research and Resource Centre granted a research project by the North Eastern Council, Shillong, GoI with aims at skill enhancement, training and development. MH also possesses a robust and structured mentor-mentee system. Queer Collective offers an equitable space to all genders. Anukriti, the Hindi dramatic society organises Street Theatre covering a wide range of themes including various socio-cultural issues.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File
Any other relevant information	View File

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

MH is dedicated to inculcating constitutional values and creating responsible citizens. For several years now, Vigilance Awareness Week has been celebrated to highlight Constitutional Values. College committees like the Proctorial Committee, Anti-Ragging Committee, Internal Complaints Committee, Academic Grievance Redressal Committee and the Equal Opportunity Cell work towards promoting constitutional obligations. The NCCUnit undertakes activities for community service and strives towards inculcating a sense of discipline and duty towards the nation by engaging in activities and programmes commemorating days like Rashtriya Swachhata Diwas, Fit India Campaign, Martyr's Day, Shaheed Diwas, the Constitution Day, etc. They have participated in the Republic Day and Beating the Retreat parade of the country. MH holds seminars /webinars on Gandhian values, democracy, Secularism, and citizenship rights. The college has a Policy Centre and Gender Lab (PCGL) to sensitize students about values of gender equality and justice. The lab holds conferences, colloquiums, webinars, and other academic activities on a regular basis for empowerment. MH has an equal opportunity cell which is for inclusive growth of its staff and students. The college celebrates the Ethics week in which normative and philosophical ideas are deliberated upon.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	https://www.mirandahouse.ac.in/academe/file_uploads/aqar-2021-22/7.1.9/Criteria-7.1.9-dataTemplate.pdf
Any other relevant information	https://www.mirandahouse.ac.in/icc/actionplan.php

7.1.10 - The Institution has a prescribed code of conduct for students, teachers,

A. All of the above

administrators and other staff and conducts periodic 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 4. Annual awareness programmes on Code of Conduct are organized

File Description	Documents
Code of ethics policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View File
Any other relevant information	View File

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

MH observed national and international commemorative days, events and festivals during the year. It celebrated 'Army Day', 'Indian Airforce Day', 'Navy Day', and 'NCC Day' commemorating the selfless service of the military personnel. As a tribute, NSS celebrated 'Kargil Vijay Diwas' by sending handcrafted eco-friendly Rakhis to the soldiers as a token of gratitude. 'National Youth Day' was celebrated where eminent speakers were invited to spread the idea of active and positive participation of youth in the development of the country. 'Martyr's day' was observed by the Gandhi Study Circle. TULA, the Consumer Club celebrated the 'National Consumer Day' and 'World Consumer Rights Day'. The Women's Development Cell organises a series of events to celebrate 'International Women's Day'. Several other events are held on National Girl Child's Day, International Day of Women and Girls in Science, and Menstrual Hygiene Day. MH Vatavaran celebrated the 'World Environment Day'. NSS also organised events around the theme FIT INDIA, HIT INDIA, supporting the GoI's call for a fitter nation. The college also celebrated 'International Yoga Day' that focussed on Yoga at home, highlighting the benefits of Yoga during the pandemic. A week-long initiative 'Swachta Abhiyan' was also

carried out.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	View File
Geo tagged photographs of some of the events	View File
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

1. RISE: RESEARCH, INNOVATION AND SKILL ENHANCEMENT: Research and Innovation for academic excellence and employability

In order to promote a culture of inquiry, discovery, innovation, entrepreneurship, and student greatness, MH is committed to provide open possibilities for research at the undergraduate level. With its Multidisciplinary/Interdisciplinary research, MH fosters an inclusive participation of sciences and humanities that align with national goals, especially under the National Education Policy 2020, and in line with NAAC and NIRF. The college strengthens research infrastructure and instrumentation facilities for inspiring students and faculty to embark on collaborative and individual research. It motivates students to pursue careers in research.

2. Samaveshan : Environmental consciousness and response with Social Entrepreneurship

MH fosters smart entrepreneurship that is socially inclusive, gender-sensitive, and climate resilient. By community-based environmental practices and outreach initiatives, it aims to establish a holistic learning environment beyond the traditional classrooms. With a variety of initiatives and programmes, the college is committed to inculcate consciousness of social entrepreneurship and sustainable living. The environmental practices that are being followed in the college and the outcomes

achieved by them are a testimony to the commitment towards Sustainable Development Goals (SDGs). In this process, young minds are prepared to become change makers.

File Description	Documents
Best practices in the Institutional website	https://www.mirandahouse.ac.in/academe/file_uploads/agar-2021-22/7.2.1/Criteria-7.2.1-supportingDocument.pdf
Any other relevant information	https://www.mirandahouse.ac.in/academe/file_uploads/agar-2021-22/7.2.1/Criteria-7.2.1-dataTemplate.pdf?vt=2e754cea593adb8d42e016af136cdd69

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

MH continues to build on its illustrious history as a pioneer in the field of women's education. By helping students overcome socioeconomic barriers and discrimination, it is committed to providing women with a holistic education and developing their leadership skills. MH strives to create a society where women have their rightful place and are given due recognition as leaders. The institution seeks to help students build personally fulfilling lives radiating integrity and strength of character. Through non-hierarchical pedagogy and collaborative learning the environment of the college instills critical thinking in the learners. Apart from core courses, MH offers certificate and add-on courses related to legal literacy, consumer affairs, and women-specific laws. The extracurricular and cocurricular engagements imbibe the spirit of democratic planning and teamwork while inculcating professionalism, nationalism and ethical values fostering qualities of accountability, responsibility, and integrity. The faculty encourages inquisitiveness for research through college's several research centres and initiatives, and motivates students towards community outreach and social entrepreneurship. MH prepares students to excel in academic scholarship, community engagement, and civic virtues that contribute to building "Atmanirbhar Bharat Ki Atmanirbhar Beti". The emerging leaders exhibit confidence and become role models for women and girls in India.

File Description	Documents
Appropriate web in the Institutional website	View File
Any other relevant information	View File

7.3.2 - Plan of action for the next academic year

Miranda House remains committed to its mission and vision of continuing and sustaining inclusive and diverse learning for its teaching-learning community. To achieve this vision and mission, an emphasis is given to draw from the Indian knowledge and value system.

To achieve this vision, future plan of action includes

- Strengthening of Multidisciplinary Research labs.
- Develop e-content and create digital museums and archives.
- Blended classrooms with digital devices.
- Consolidation of Language Labs.
- Strengthening mental health services through establishing wellness centres.
- Provide an inclusive teaching-learning environment, especially for students from different communities, such as the Northeast, through initiatives like the Northeast research and resource centre with a special focus on inclusion and employability.
- Strengthening of Disaster Preparedness awareness.
- Developing courses on Indian Knowledge system.
- Pedagogically, the institution plans to further and structure the peer mentorship and outreach modules for career counselling and placement opportunities.
- Attempts to align further with the tenets of the National Education Policy 2020.
- MH seeks to build a strong and vibrant environment for entrepreneurship and innovation through developing incubation labs, bolstering placements and strengthening start up initiatives.
- The plan to build a skill hub is a step in this direction with a commitment to sustainability.