



Yearly Status Report - 2017-2018

Part A

Data of the Institution

1. Name of the Institution		INSTITUTE OF ADVANCED STUDY IN EDUCATION
Name of the head of the Institution		Professor Vanlalhruaii
Designation		Principal
Does the Institution function from own campus		Yes
Phone no/Alternate Phone no.		038902310565
Mobile no.		9436155021
Registered Email		principal.iaseMZ@gmail.com
Alternate Email		vanlalhruaii.vansons@gmail.com
Address		Republic Veng
City/Town		Aizawl
State/UT		Mizoram
Pincode		796005

2. Institutional Status	
Affiliated / Constituent	Affiliated
Type of Institution	Co-education
Location	Urban
Financial Status	state
Name of the IQAC co-ordinator/Director	Professor Lallianzuali Fanai
Phone no/Alternate Phone no.	03892310565
Mobile no.	9436141866
Registered Email	dr.zuali@gmail.com
Alternate Email	iasemizoram@gmail.com

3. Website Address	
Web-link of the AQAR: (Previous Academic Year)	https://iasemz.edu.in/storage/source/page/aqar/AQAR-2016-17.pdf
4. Whether Academic Calendar prepared during the year	Yes
if yes,whether it is uploaded in the institutional website: Weblink :	https://iasemz.edu.in/page/fixture

5. Accrediation Details					
Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
1	B	2.58	2009	15-Jun-2009	14-Jun-2015
2	B	2.87	2015	14-Sep-2015	13-Sep-2020

6. Date of Establishment of IQAC	01-Oct-2007
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7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries

Workshop on micro teaching	07-Aug-2017 2	25
Workshop on sensitization of teacher educators on project works to be conducted by B.Ed Multimode Students	06-Feb-2017 2	12
Teaching Aid Workshop	04-Aug-2017 1	117
Micro teaching workshop	07-Aug-2017 5	117
Mentoring	03-Aug-2017 2	304
Mentoring	22-Feb-2017 2	304
Sensitisation Workshop for Upcoming Semester	02-Aug-2017 1	304
Sensitisation Workshop for Upcoming Semester	21-Feb-2017 1	304
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8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/ Faculty	Scheme	Funding Agency	Year of award with duration	Amount
NIL	NIL	NIL	2018 0	0
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9. Whether composition of IQAC as per latest NAAC guidelines:

Yes

Upload latest notification of formation of IQAC

[View File](#)

10. Number of IQAC meetings held during the year :

5

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

Yes

Upload the minutes of meeting and action taken report

[View File](#)

11. Whether IQAC received funding from any of the funding agency to support its activities during the year?

No

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

The teachers prepare Semester Plan and Monthly Plan for effective delivery of the curriculum.

The institution exempted the fees of some students who had difficulty in paying admission fees for the course.

Teaching records is maintained in every class by the respective class representative to monitor the regularity of the teaching faculty.

Organizing two days workshop for teachers on micro teaching and supervision of project work for regular B.Ed Course and Multimodal B.Ed Programme.

Organizing workshop on Trainers 'training in ICT for College teachers.

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13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achivements/Outcomes
Circulation of Fixture to all teaching, non-teaching staff and students	Better participation from all concerned stakeholder of the institution
Organizing workshop for improving the capacity of the teacher educators	Uniformity in the practices and teaching strategies adopted by the teachers
Mentoring programme	Better support system for the students
Organization of Swachh Bharat team in the institution	Occasional inspection of classroom and toilets by the team ensures better hygiene and cleanliness in the institution
Student Teacher Evaluation and Course Evaluation	Lead to evaluation of teaching strategies and availability of course material. This improves the quality of education offered in the institution
Teaching Record Maintained by class Representatives	Monitoring the teachers activity lead to better curriculum delivery

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14. Whether AQAR was placed before statutory body ?

No

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?

No

16. Whether institutional data submitted to AISHE:	Yes
Year of Submission	2018
Date of Submission	15-Jan-2018
17. Does the Institution have Management Information System ?	No

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

The following mechanism are in place in Institute of Advanced Studies in Education, Aizawl for effective curriculum delivery and documentation:- 1) At the beginning of every academic session, faculty meeting is held wherein the subjects in B.Ed and M.Ed courses are distributed among the teachers after a thorough discussion with them. 2) The number of classes for each subject is decided according to the syllabus and credits assigned to each paper. The overall-in-charge for the B.Ed Programme and the M.Ed Programme prepared a well constructed time-table for the semester which undergoes review as and when necessary. 3) The teachers prepare semester plans for the subjects and topics they are going to take up for the current academic session at the beginning of the semester which is put up in a notice board for the students. 4) The teachers also prepare a break - up monthly plan for effective delivery of the curriculum at the beginning of every month which is also put up in panel board. The monthly plan includes detailed objectives of the topic, the teaching method, strategies and expected learning outcome to be adopted by the teachers for delivering the curricular content. It is basically a day to day plan of action for the teachers. 5) Classes are held according to the scheduled time-table prepared by the overall in charge for B.Ed and M.Ed programmes respectively under the supervision of Head of Department of both the programmes. 6) Evaluation of performance has been carried out according to the guidelines given by the Course outline wherein two tests are conducted during one semester. The first test is given on the second month of every semester and the second test is conducted one month before university examination. The students are also evaluated through their performances in activities organised by the course in charge for each subjects. 7) The institution has a very rich library for the benefit of the students and teachers. A good number of Journals (Education) and NLIST Programme of INFLIBNET (e-books and e-journals) facility is available for teachers and students. 8) The teachers use different teaching strategies for the effective delivery of the curriculum which are highlighted below: a) Whiteboard and Marker b) ICT-enabled teaching-learning method (Power-point presentation by teachers). c) Language laboratory and hybrid laboratory for teaching of Languages. d) Group discussion amongst the students during the class. e) Seminars are conducted by students. f) Paper presentation by the students. g) Project works and dissertations are carried out by M.Ed students for fulfilment of their courses under the close guidance of their supervisors. h) Field/ Project work are undertaken by B.Ed students. i) Internet facilities available in the college have been used successfully by the students during the class 9) Documentation of the internal marks awarded to the students'

performance in their internal tests and their attendance are maintained by the faculty in charge of overall programme for both B.Ed and M.Ed.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entrepreneurship	Skill Development
NIL	NIL	03/05/2017	0	NIL	NIL

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
Vishistacharya	NIL (No Programme)	03/12/2018
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1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
Acharya	NIL (No Programme)	01/12/2018

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	0	0

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
Spoken English and communication Development	03/04/2017	152
Short Spoken Hindi Course	04/09/2017	123
Short course on Personality Development	19/02/2018	132
Course on Environmental Awareness	16/10/2017	96
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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BEd	Internship	118
MEd	Internship	16
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	

Employers	
Alumni	
Parents	

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution?
(maximum 500 words)

Feedback Obtained

IASE has a good feedback mechanism. Student- teacher evaluation is taken at the end of every semester. In this student teacher evaluation mechanism, the students evaluate the teachers in different dimensions related to their subject matter as well as their teaching. Other areas evaluated include the course outline for the B.Ed and M.Ed courses and the availability of learning materials. Student Feedback on Teachers consisted of the following parameters -

- Knowledge base of the teacher,
- Communication Skills,
- Sincerity/ Commitment of the teacher,
- Interest generated by the teacher in the class
- Ability to integrate course material with environment/ other issues to provide a wider perspective
- Accessibility and availability of the teacher in the department for academic consultations.
- Initiatives taken in formulating topics/ test/ assignment/ examinations/ seminars and projects
- Regularity in taking class
- Completion of the course in a thorough and satisfactory manner
- Fairness in evaluating the students' performances and awarding grades

Student feedback form on Courses included the following parameters -

- Course Content
- Adequacy of course content
- Scope for use of innovative teaching methods, (Group Discussion, field exercises, role play etc)
- Learning Value (in terms of knowledge, concepts, skill building, analytical abilities and in broadening one's perspectives)
- Availability of reading Material (Library/Internet/Others)

The points are calculated according to the grades given by the students on the four-point scale (1-4) in various criteria mentioned above for both the teachers and course content. The grades are given as A, B, C, D (where A Very Good (4), B Good (3), C Satisfactory (3), D Unsatisfactory (1)). The Average and percentage of various criteria are calculated. The strength and weaknesses mentioned by the students are summarized. From the calculated overall rating, the different areas where improvements are required are discussed in faculty meeting and the needed improvement in the teaching -learning areas are discussed and programmes are made according to the feedback. B.Ed Multimode programme follows different feedback mechanism. One semester is dedicated for collecting feedback from the students. They are asked to give their thoughts on the course outline and the institution at the end of every semester which is taken into consideration while planning the next programme. For all other consultation services provided by the institution to different institution and agencies, the institution takes feedback from the participant on the course content and the clarity of the lectures and material received during the workshop or short-term courses organised in the institution.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BEd	Education (Multimode Programme)	200	200	200
MEd	Education	50	50	46

BEd	Education	120	680	120
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2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2017	640	65	12	6	1

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Number of smart classrooms	E-resources and techniques used
19	19	10	9	0	0

[View File of ICT Tools and resources](#)

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2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

Teacher education equips prospective teachers with the knowledge, attitudes, behaviour and skills that they require to perform effectively in classroom, school and community. Mentoring plays an important role giving a holistic education to the prospective teacher. It provides a reliable support system from within the institution which enhances academic and non-academic performances of the students. It also helps the students in understanding the challenges and opportunities that the institution provides. As the students start their first semester in any of the programmes offered by the institution, faculty mentors are assigned for all students during the entire course of study in the institution. Certain days are assigned at the beginning of the session wherein the mentee and the mentors have time to get acquainted with each other. Some of the key features of the mentoring programme followed in the institution are as follows: • The Mentor keeps track of the performance of their mentee in the institution. • Occasional meetings between the mentor and the mentee are thereafter organised and the schedule of meeting is decided by the mentor. • If the students have any kind of problems, their mentors provide support through counseling and other measures as required. • A close relationship between the mentor and mentee ensures better discipline and improved performance of the students.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
705	19	1 : 37

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
29	19	10	0	9

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from	Designation	Name of the award, fellowship, received from
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	state level, national level, international level		Government or recognized bodies
2017	NIL	Assistant Professor	NIL
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2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BEd	B.ED MMP	4 semester	23/01/2018	04/08/2018
BEd	B.Ed MMP	2 semester	04/12/2017	26/02/2018
BEd	B.Ed	2 Semester	13/07/2017	22/09/2017
BEd	B.Ed	4 Semester	17/07/2017	22/09/2017
BEd	B.Ed	1 Semester	14/12/2017	15/04/2018
BEd	B.Ed	3 Semester	30/11/2017	15/04/2018
MEd	M.Ed	2 Semester	14/07/2017	22/09/2017
MEd	M.Ed	4 Semester	17/07/2017	22/09/2017
MEd	M.Ed	1 semester	14/12/2017	14/04/2017
MEd	M.Ed	3rd Semester	18/12/2018	14/04/2017
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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

The Course requirement for the B.Ed as well as the M.Ed course include two internal examination as well as learning activity which is given in the course outline. The institution conducts one Unit Test at the end of the second month of the semester and Pre-University Examination after completion of the whole course in order to evaluate the performance of the students. The Examination Cell of the institution decides the full mark for the test for every semester according to the nature of the students. Ten marks each is taken from the internal examination/test. The concern teacher selects appropriate activities for the students according to the abilities of the student-teachers. The learning activity carries 20marks for each subject. This is evaluated by the subject in charge. The evaluation procedure is evaluated through the feedback given by the all the course/subject- in-charge after the end of every academic session and is being discussed in faculty meeting and suggestions are being made. Keeping in view the feedback given, the examination cell institutes a programme of evaluation for the next academic session.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

At the beginning of every academic session (every semester), an academic calendar is prepared by the institution which is in conformity with the programme laid out by the university in the form of Fixture. The basic highlights of the Fixture are as follows: 1) Faculty meetings to be conducted during the semester 2) Holidays 3) Restricted Holidays 4) Date of Assignment and Submission of Learning Activities 5) Unit Test 6) Pre-University Examination 7) University Examination 8) Equity Programmes during the session 9) Any other Programme to be carried out during the session like Open House

Programme, Annual Sports, etc 10) Observation of National and International days of importance. 11) Assembly which is conducted every Wednesday. The fixture highlights the classes responsible for conducting the assembly. 12) Opening of complain box Fixtures are prepared separately for each course and semester according to the nature of the subject matters. The prepared fixture is tentative in nature and is subjected to change according to the need and feasibility of the Institution.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

<https://iasemz.edu.in/storage/source/page/results/>

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
B.Ed	BEd	Education	118	111	93.82
M.Ed	MEd	Education	14	13	92.86
B.Ed(Multimode)	BEd	Education	200	167	83.42

[View File](#)

2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

<https://iasemz.edu.in/page/student-satisfaction-survey>

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Minor Projects	730	ICSSR	8	2.3

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3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
NIL	Education	13/04/2017

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
NA	NA	NA	03/12/2018	NA

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3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
NIL	NIL	NIL	NIL	NIL	05/01/2017
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3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
0	0	0

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
0	0

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
National	Education	4	5
International	Education	11	5
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3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
Education	5
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3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
NIL	NIL	NIL	2017	0	NIL	0
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3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
NIL	NIL	NIL	2017	0	0	0
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3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	1	11	14	0
Presented	3	1	0	0

papers

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3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
In-service teacher training for existing teachers for Social Studies subject	Rashtriya Madhyamik Shiksha Abhiyan	8	36
In-service teacher training for existing teachers for English subject	Rashtriya Madhyamik Shiksha Abhiyan	8	29
In-service teacher training for existing teachers for Mizo subject	Rashtriya Madhyamik Shiksha Abhiyan	8	25
Workshop on Development of Teaching Skills for Faculty of Academy of Paramedical Technology	Institutional	8	25
Study Tour	Higher and Technical Education, Mizoram	2	60
Science Field Trip	Institutional	2	25
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3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
NIL	NIL	NIL	0
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3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/ collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
Swachh Bharat Programme	RUSA, Mizoram	Cleanliness Drive	18	705
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3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
MADAT Himna Project	Department of School Education, Directorate of Health and Medical Education, National Tobacco Control Programme, Directorate of Health Service, Social Welfare Department, Institute of Advanced Studies in Education, Light for Comprehensive Development	Government of Mizoram	730
CSSTE Evaluation	Tata Institute of Social Science, Mumbai & Institute of Advanced Studies in Education, Aizawl.	Ministry of Human Resource Development	2
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3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
Experience in Teacher Education Institution	Internship	SCERT	04/09/2017	29/09/2017	M.Ed Students
Experience in Teacher Education Institution	Internship	DIET	04/09/2017	29/09/2017	M.Ed Students
School Experience	Internship	Department of School Education	19/09/2017	10/11/2017	B.Ed Students
Consultancy Service	Pedagogy Class	Aizawl Theological College, Durtlang	01/11/2017	21/12/2017	Master of Theology (MTh) Students
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3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of
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			students/teachers participated under MoUs
Department of School Education, Government of Mizoram	02/01/2017	School Internship	200
IGNOU	10/12/2018	Consultation Outsourcing Professional Knowledge.	19
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CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
43.76	43.76

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Number of important equipments purchased (Greater than 1-0 lakh) during the current year	Newly Added
Laboratories	Existing
Class rooms	Existing
Campus Area	Existing
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4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of automation
SOUL 2.0	Partially	SOUL 2.0	2017

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	9890	624680	3159	249872	13049	874552
Reference Books	1970	375110	106	88195	2076	463305
e-Journals	3828	26500	0	0	3828	26500
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4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
NIL	NIL	NIL	02/01/2017

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4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/GBPS)	Others
Existing	27	0	27	1	1	1	3	0	27
Added	33	0	33	2	2	0	0	0	33
Total	60	0	60	3	3	1	3	0	60

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

4 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
NA	NA

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
0	0	0	0

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

The Institution has adequate physical infrastructure as per NCTE norms to run the educational programmes efficiently. According to the NCTE norms the total land area required is 3000 sq.m. with a built up area of 2000 sq.m. for Institutions offering B.Ed. M.Ed. Programmes. The infrastructure facilities available for co- curricular activities and extra- curricular activities consist of the following: a. Playground b. Volley ball court cum Basketball court c. Gymnasium d. Laboratories for conducting different practical works and tests e. Reading room for students f. Two international standard size Badminton Court g. Teaching aids room (workshop) h. Day care centre with educational toys and necessary equipment. i. One large college canteen j. College Auditorium with good sound system and big screen television. k. College Conference Room • The college has been maintaining a hostel for boys since the initial stage of its inception. • The Institution ensures optimum utilization of its infrastructure facilities by implementing all items of work in the B.Ed. and M.Ed. course of studies since 2012. • The College has a Website www.iasemz.net and also had internet facility. Computers, Laptops, photocopier and audio recorder and cassettes are available for use by the staff and students. • The Institution ensures optimum utilization of its infrastructure and learning resources by making them available for use by students, faculty and staff of IASE as well as other educational agencies, government departments, community programmes. NGOs and various other agencies for conducting short courses, training programmes, examination, holding meetings, seminars, competition and

other activities. • The R.M.S.A Mizoram and RMSA Aizawl District have used the academic facilities of the college for their contact and training programmes. The Institution is serving as a study centre for IGNOU B.Ed and M.Ed courses with a very high enrolment figure. • The institution has been undertaking Multi-mode programme to counter the backlog of teachers without professional qualification in the state of Mizoram since 2015. • M.A. Education course has also been opened under the IGNOU Programme of studies. Many aspiring teachers and students unable to pursue the regular course are reaping the benefits of distance mode of learning and raising their educational and professional stature through the opportunity thus offered. • All the existing and available equipment and facilities are utilized by the user agencies with little or no added expenditure. The teaching faculty of the Institute serving as academic counselors is available for consultation, guidance and supervision. The variety and diversity of socially and educationally useful programmes held at the college enhances the worth and value of the Institution. • The library has 12409 books including 7653 text books, 4756 reference books, 16 journal besides 18 magazines and periodicals. • The Institution is using INFLIBNET SOUL - 2.0 facility. All the documents are installed in SOUL - 2.0 which is used for all purposes offered by SOUL 2.0.

<https://iasemz.edu.in/page/optimal-utilization>

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	NA	0	0
Financial Support from Other Sources			
a) National	Tribal Scholarship	316	632000
b) International	NA	0	0
View File			

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
Seminar on Persons with Disabilities Act, 2016	28/02/2018	300	IASE Faculty
Sesitisation Worshop for Upcoming Semester	03/08/2017	300	IASE Faculty
Mentoring	02/08/2017	300	IASE Faculty
Micro-teaching Workshop	07/08/2017	117	IASE Faculty
Teaching Aid Workshop	04/08/2017	117	IASE Faculty
Seminar on "Legal Rights on Gender Equality"	09/02/2018	300	Law and Judicial Department, Government of

			Mizoram
Language Lab Workshop	07/08/2017	300	IASE Faculty
Library Orientation Workshop	08/08/2017	140	IASE Library Staff
Visit to MZU Central Library	19/10/2017	120	MZU Library Staff
EIP on "Solidarity based on Understanding Tolerance and Dialogue"	28/02/2018	300	DIET
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5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
2018	EIP programme for career counselling	0	300	0	0
No file uploaded.					

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
2	2	5

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
NA	0	0	NA	0	0
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5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of programme admitted to
2017	33	B.Ed	Education	IASE	M.Ed
2017	2	B.Ed	Education	MZU	Ph.D
No file uploaded.					

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
NET	6
Any Other	17
No file uploaded.	

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Press for Progree - Gender Equity	Institutional	1200
Annual College Sports	Institutional	300
Annual College Day	Institutional	300
Teachers Day	Institutional	300
National Sports Day	Institutional	300
Annual Field trip for 4th Semester students	Institutional	117
Nature Field Trip for Science Students	Institutional	35
Theme display on important days	Institutional	10
No file uploaded.		

5.3 – Student Participation and Activities

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

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2017	NIL	National	0	0	0	NIL
No file uploaded.						

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

The Institute of Advanced Study in Education grants no permission for the setting up of Student Council in the institute. However, all the students are divided into four houses namely Houses Friedrich Froebel, Jean Piaget, John Dewey and Friedrich Herbert. The students are grouped or divided into houses during the first week of their entrance into the institute. Each of these houses has two leaders who are selected by the students themselves. The students also select their class representatives in their own classes. These selected leaders and class representatives take the role of representing all the students in every important academic and administrative body. As there are activities to be carried out in the institute, the students work cooperatively and collaboratively. The students of IASE have significant participation in the academic and administrative bodies of the institution. They are selected to be active members of important sub-committees. These sub-committees are • Campus Management Cell, • Anti-Tobacco Club, • Equal Opportunity Cell, • Internal Quality Assurance Cell, • Assembly Committee, • Library Committee • Co-Curricular Activity Cell, • Canteen Management Cell, • Community Mobilisation

and Development Cell, • Placement Cell. These cells organize various activities and the students are expected to be present when meetings are called upon. Following the instructions of the faculty concerned with the activities, students work on necessary tasks accordingly.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

Yes

The Institute of Advanced Study in Education grants no permission for the setting up of Student Council in the institute. However, all the students are divided into four houses namely Houses Friedrich Froebel, Jean Piaget, John Dewey and Friedrich Herbert. The students are grouped or divided into houses during the first week of their entrance into the institute. Each of these houses has two leaders who are selected by the students themselves. The students also select their class representatives in their own classes. These selected leaders and class representatives take the role of representing all the students in every important academic and administrative body. As there are activities to be carried out in the institute, the students work cooperatively and collaboratively. The students of IASE have significant participation in the academic and administrative bodies of the institution. They are selected to be active members of important sub-committees. These sub-committees are • Campus Management Cell, • Anti-Tobacco Club, • Equal Opportunity Cell, • Internal Quality Assurance Cell, • Assembly Committee, • Library Committee • Co-Curricular Activity Cell, • Canteen Management Cell, • Community Mobilisation and Development Cell, • Placement Cell. These cells organize various activities and the students are expected to be present when meetings are called upon. Following the instructions of the faculty concerned with the activities, students work on necessary tasks accordingly.

5.4.2 – No. of enrolled Alumni:

447

5.4.3 – Alumni contribution during the year (in Rupees) :

15229

5.4.4 – Meetings/activities organized by Alumni Association :

0

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

Decentralization is one of the most important aspects of the governance of the Institution. The institutional activities are carried out through different cells and committee which are formulated by the institution. The cells are given below: • Programme Implementation Committee • Building Committee • Equal Opportunity Cell • Internal Quality Assurance Cell • Purchase Committee under UGC Grand-in-aid and assistance • Anti-tobacco Cell • Grievance Redressal cell and Internal complain committee • Guidance and Counselling Cell • Assembly-in-charge • Research Committee • Examination and screening Committee (B.Ed) • Examination and screening Committee (M.Ed) • Library • Teacher Education programme and extension activities and consultation services • Co-curricular activities Cell NSS • Psychology Laboratory in charge • Anti-Ragging Cell • Red Ribbon Club • B.Ed Multimode • Community Mobilization and Development Cell • Canteen Committee • Alumni • Placement Cell Members for the above mentioned

Committees and Cells include faculty members, non-teaching staffs and class representatives from B.Ed, B.Ed Multimode and M.Ed. Each Cell/Committee laid out the activities for their respective area each academic year and implements the same under the supervision of the principal of the institution.

6.1.2 – Does the institution have a Management Information System (MIS)?

No

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Admission of Students	Selection of students for admission to B.Ed(regular) and M.Ed is carried out by the examination and screening committee for B.Ed and M.Ed respectively. The applicants for these courses are screen through a written examination and interview.
Human Resource Management	The teaching faculty participated in orientation courses, refresher course and winter/summer schools organised by Human Resource Development Department, Mizoram University. The teaching and non-teaching faculty undergo training programme on administrative procedure organised by Administrative Training Institute (ATI), Mizoram University and other agencies occasionally.
Library, ICT and Physical Infrastructure / Instrumentation	The institution has a well-established library which provides access to printed resources as well as e-resources. A partially automated Soul 2.0 version is being used in the library. All the classroom is ICT enabled. The institution also have language laboratory with hybrid laboratory and UGC Network Resource Centre The other physical infrastructure available includes : 1) Basketball Court/Volley Ball Court 2) Language Lab 3) EDUSAT 4) Student recreation Centre 5) Multipurpose Hall 6) Badminton Court 7) Library 8) Day Care Centre 9) Classrooms and necessary furniture 10) Cafeteria 11) Workshop Room 12) Science Lab 13) Psycho Lab
Research and Development	The institution motivates its faculty members to make research publications in peer reviewed journals with high impact factor. The faculty members are encouraged to present papers in International/National/State Level Seminars, workshops and to act as resource persons. IASE also explores various funding agencies for sponsoring

major / minor projects. (DBT, DST, ICSSR, UGC etc.) that can be conducted by the research cell. The institution through the research cell also takes up researches in collaboration with other agencies and published the same.

Examination and Evaluation

As per the guidelines given in the course, evaluation consisted of both internal and external evaluation procedures. The internal evaluation consisted of two tests and one learning activity which are evaluated by the teacher in charge of the subject. Two unit tests is conducted by the institution one on the second month of the semester and the other on completion of the course. Learning activities for each subject matter is decided by the subject-in-charge according to the need of the students. External evaluation comprised of term end examination of the whole course. For practical subjects, the evaluation procedure is different wherein, the students are internally evaluated the performances of the students activities. External evaluation is carried out through VIVA VOCE and practical teaching in actual classrooms setting.

Teaching and Learning

The teachers varied their teaching strategies in the following ways - a) ICT-enabled teaching-learning method. b) Hybrid laboratory and language laboratory for teaching to enhance the skill of learners in ICT. c) Group discussion, seminars and paper presentation from the students are incorporated in teaching - learning environment to enhance the learning skills of the students. d) Internet access available in the college is being used to acquaint the students with management of online learning resource. e) E-journals and e-learning resources are made available to the students through inflipnet for expanding the knowledge base of the students.

Curriculum Development

The teachers made semester plan and monthly plan for effective curricular content delivery which highlights the main objectives of of teaching the particular topic. Every year two to three faculty members are sent to SCERT and MBSE for developing or reviewing school curriculum.

6.2.2 – Implementation of e-governance in areas of operations:

E-governance area	Details
Planning and Development	Online submission of proposals and development plans of the Institute under RUSA and Perspective Plan, Annual Work Plan and Budget Estimate of the Institute under Centrally Sponsored Scheme (CSS).
Administration	Notifications, circulars, orders and other important information are displayed on the official website of IASE.
Finance and Accounts	All funds received were transacted online through PFMS except funding under Centrally Sponsored Scheme for Teacher Education.
Student Admission and Support	For admission into different programmes, all required details are made available on the official website. Payment of fees, scholarships have been managed through online transaction.
Examination	Official notification such as examination related matters, result publications were being notified through IASE website and the official website of the affiliating University.

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
2017	Vanlaltanpuui	Refresher Course on Teacher Education dated 21.6.17-11.7.17	Faculty Development Council, MZU	1000
2017	Lalhlimpuii	Refresher Course on Teacher Education dated 21.6.17-11.7.17	Faculty Development Council, MZU	1000
2017	Sian Lalchhandami	Refresher Course on Teacher Education dated 21.6.17-11.7.17	Faculty Development Council, MZU	1000
2017	Lalrinfeli	Refresher Course on Teacher Education dated	Faculty Development Council, MZU	1000

		21.6.17-11.7.17		
2017	Lalmawipuii Chawngthu	Refresher Course on Teacher Education dated 21.6.17-11.7.17	Faculty Development Council, MZU	1000
2017	Lalrinfeli	Principal's Meeting Preparation of Annual Work Plan Budget dated 11th 12thMay, 2017	SCERT	1000
2017	Vanlalruatfela Hlondo	Principal's Meeting Preparation of Annual Work Plan Budget dated 11th 12thMay, 2017	SCERT	1000
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6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2017	Workshop on Micro teaching Skills	NA	04/08/2017	04/08/2017	19	0
2017	Workshop on integration of ICT in teaching-Learning	NA	06/07/2017	07/07/2017	19	0
2017	NA	Workshop on integration of ICT with the management of Office	06/04/2017	07/04/2017	0	8
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6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development	Number of teachers who attended	From Date	To date	Duration
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programme				
23rd Orientation Course organised by Mizoram University	2	21/02/2018	20/03/2018	29
Special Winter School	2	21/11/2017	11/12/2017	14
Refresher Course for teacher educators	4	21/06/2017	11/07/2017	14
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6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
10	9	14	5

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
IASE WELFARE SOCIETY	IASE WELFARE SOCIETY	NA

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

<p>Since the Institution is under the government of Mizoram, internal and external financial audit is carried out by 'the office of the Accountant General, Mizoram' at an interval of three years regularly. The last audit was carried out on December, 2015 for the period of 1/10/2012 to 30/22/2015. The institution also undergoes external auditing regularly by two other agencies namely, RUSA (Rashtrya Utchara Shisha Abhiyan) and CSSTE (Centrally Sponsored Scheme for Teacher Education) every year.</p>
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6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
NIL	0	NIL
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6.4.3 – Total corpus fund generated

0

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No		No	IQAC
Administrative	No		No	IQAC

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

Not Available

6.5.3 – Development programmes for support staff (at least three)

1) They attended training programme organised by programme in ATI 2) Non-teaching staff receives training in Mizoram University on administrative matters. 3) The institution sponsors training programme for one non-teaching staff for a computer course

6.5.4 – Post Accreditation initiative(s) (mention at least three)

The following initiatives has been taken after NAAC Accreditation- 1) Initiatives have been taken for expanding research activities. 2) Initiatives have been taken for improving library. Books have been purchased from NEDP fund to cater to the needs of the students. 3) Swachh Bharat team have been set up to ensure hygienic campus

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b) Participation in NIRF	No
c) ISO certification	No
d) NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2018	Workshop on sensitization of teacher educators in project works to be conducted by B.Ed Multimode students	12/02/2018	12/02/2018	13/02/2018	13
2018	Workshop on Micro teaching skills	04/08/2017	06/08/2018	07/08/2018	19
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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Seminar on Legal right of gender Equity	18/08/2017	18/08/2017	213	157

EIP on Solidarity based understanding Tolerance and Dialogue	22/09/2017	22/09/2017	213	157
Person's with Disability Act, 2016	09/10/2017	09/10/2017	199	138

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
NA

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	No	0
Provision for lift	No	0
Ramp/Rails	No	0
Braille Software/facilities	No	0
Rest Rooms	No	0
Scribes for examination	No	0
Special skill development for differently abled students	No	0

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2017	1	0	01/08/2017	365	Hostel for Boys from rural areas.	The students from Rural areas having locational disadvantages are addressed by providing hostel facility.	16
2017	0	2	02/10/2017	2	Financial support	Support provided	2

					to Local council, YMA, republic veng	to the local community through financial aid when the community faced difficulty	
2017	0	10	03/04/2017	200	Free legal aid services	Free legal aid services are being extended to local community members in need	2
2017	0	2	25/08/2017	2	Clean up drive	Clean up drive carried out in surrounding vicinity	250
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7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
Handbook of code of conduct for IASE students	24/07/2017	The handbook of code of conduct expected of IASE students was prepared by the Institution to ensure a good discipline in the institution. The booklet was distributed on 1st August 2017, on the first day of the academic session to all the students.

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Observation of Communal Harmony Campaign Week (directed by The National Foundation for Communal Harmony under the Ministry of Home Affair)	20/11/2017	24/11/2017	705
Display of Poster and Pamphlets to create awareness	20/11/2017	24/11/2017	120

about the importance of Communal Harmony and National Integration			
Fund Raising by Voluntary Donation among the students and faculty members for National Foundation for Communal Harmony	20/11/2017	20/11/2017	724
Performing Drama on World Disabled Day	15/03/2018	15/03/2018	20
Powerpoint Presentation on Solidarity based Understanding Tolerance and Dialogue	22/09/2017	22/09/2017	705
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7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

Banning of burning dried leaves
Annual Planting of trees
Maintaining Campus Garden
Segregation of Waste (Wet/Dry/Recycle)
Transportation in the form of hiring Institute buses

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

BEST PRACTICE NO : 1 Title of the practice: TEACHING RECORD. IASE, Aizawl has taken the participation of the students in the governance of the institution to the level that they have a say in the process of curriculum delivery in the institution. Maintenance of teaching records by the Student Representatives ensures regularity of the teachers of the institution in classroom interaction. Aims: Maintenance of teaching records by the Student Representatives has the following objectives: - 1) To ensure the participation of the students in the governance of the institution 2) To keep detailed record of the regularity and time management of teachers. 3) To avoid teacher absenteeism in the institution. Context: Institute of Advanced studies in Education (IASE), Mizoram is one of the most renowned, prominent and prestigious teacher education institution in Mizoram. Labelled as a 'Model IASE'' in the country by Centrally Sponsored Scheme for Teacher Education (CSSTE) Evaluation conducted by TATA Institute of Social Sciences (TISS), Mumbai and sponsored by Ministry of Human Resource Development, Government of India, the institution has been consistently striving for improvement in different quality indicators of teacher education. Maintenance of weekly teaching records by the Student Representatives in each classroom has been adopted by the institution to ensure students' participation in the teaching learning transaction. This practice is mainly adopted by the institution to ensure transaction effective and maximal learning and curb the problems that may arise due to teacher irregularity and absenteeism. There could be valid reasons for a teacher to be away from the

classroom as the institution discharges many other functions. However, the institutional organisation system provide for advanced notification in such cases. Regardless of the reason, an education system can suffer a lot when there are high levels of teacher absence and lead to wasted time, energy and resources. To ensure consistency and regularity in teaching-learning process which otherwise is a serious threat to quality learning, teaching record is being maintained by the Students' Representatives of all the classes. Practice: The institution has developed teaching record book that is to be maintained by the student representatives of all the classes of the institution. The teaching record book consists of a booklet where the Students' Representatives enter the following information: 1) The first page has a space where the Students' Representatives can fill up the required details of specific group 2) The second page consists of space where the Students' Representatives can enter the subject and the name of the subject teacher for all working days of the week 3) All the sheets provide space where the Students' Representatives, the Head of Department and the Principal of the institution countersign the daily record maintained by the class representatives. At the beginning of the semester, instructions on the proper and accurate ways of maintaining the record book are given to all the class representatives. The teaching records are submitted on the last working day of the week and again given out at the beginning of every week to the class representatives. The teaching records are submitted to the IQAC co-coordinator for endorsement and then countersigned by the Principal of the institution. The Principal calls for explanation from teachers who happen to be absent from their classes without permitted or valid reasons after proper review of the weekly teaching records. Problems encountered and Resources Required The teaching record maintained by the class representative of IASE is very effective in curbing unreported teacher absenteeism in the institution and ensures quality curriculum delivery. Despite the positive impact it has on improving the quality of the institution, the following problems and challenges has been faced: 1) The class representatives sometimes missed out on updating the teaching record books when both the class representatives are absent on the same day. 2) Some of the class representatives fail to discharge their duties properly in regularly and appropriately filling in the weekly teaching record books and submit the same on time. This has sometimes caused delay in follow up actions taken by the Principal when problem arises. BEST PRACTICE NO : 2 Title of the practice CONSULTANCY SERVICES. Teaching is a noble job and it requires skills, knowledge and expertise of pedagogical practices. A teacher must be dynamic enough to be able to adjust according to the need of the students. The resource offered by IASE in the form of pedagogical skills and professional expertise is extremely valid for other organisations, academies, agencies and institution.. Outsourcing of the professional knowledge to is carried out through IASE Consultancy Services. Aims: Provision of consultancy services in the institution has the following aims and objectives: - 1) To outsource professional expertise specifically the pedagogical knowledge and skills to other organisations, institutions and agencies and other professional bodies. 2) To collaborate and work with other educational bodies for the improvement in pedagogy, methodology, curriculum, syllabus and other related issues. 3) To organize and conduct State/Regional/National Level Workshops, Conferences, Refresher Courses and Orientations Course for enhancement and updation of different professional groups. Context: One of the key functions of Institute of Advanced studies in Education (IASE), Mizoram is to work towards quality teacher education. The professional expertise of the institution specifically the pedagogical knowledge is invaluable to many institutions particularly in the higher education within the State. As the main agency and institution capable of providing professional support service in the field of education, Consultancy services have been extended to organisations and agencies requiring such services through workshops, Conferences, Refresher Courses, Orientations Courses, in-service teacher training, special pedagogy classes as well as

provision of human resources. Practice: The professional expertise of Institute of Advanced Studies in Education within Mizoram is invaluable to many institutions and agencies within the State. Institute of Advanced Studies in Education, Mizoram set up a committee 'Consultancy Services' to take up the charge of coordinating rendering the professional expertise to other institutions and agencies and to discharge other functions mentioned in the objectives of the consultancy services provided by the Institution. For outsourcing Professional Expertise, the institutions, organizations or agencies in need of the services approach the head of the institutions, viz, the Principal stating their requirement. The deliberation and planning of the programme or the services as per the need of the agencies requiring the services to be provided is worked out by the Consultancy Services Committee. The worked out programme is conducted and executed by the Committee. Some of consultancy services provided by the institution to the other agencies are as follows: • Special pedagogy courses for Master of Theology (M.Th) II Semester students of Aizawl Theological Colleges and Academy of Integrated Christian Studies. • Special pedagogy Class Mizoram Government Undergraduate Colleges, Academy of Paramedical Technology and Regional Institute of Paramedical and Nursing Science (RIPAN). • Capacity building programme for teachers of Mizoram Institute of Comprehensive Education, Venghlui, Aizawl. The institution in collaboration with RMSA coordinates and conducts in-service teacher education programme for existing secondary school teachers working in Government, Government Aided and RMSA Schools within Aizawl District under RMSA scheme for Social Studies, Mizo, English and Mathematics every year. The deliberation and planning of training according to the need of secondary schools and necessary academic support worked out by the institution are being extended by the Consultancy Service Committee. The Consultancy Service Committee holds meeting every month assessing the kind, nature, type and need for conducting workshops and other professional development programmes. According to the availability of funds and time, workshop and other professional development programme are worked out and conducted by the Committee. Problems encountered and Resources Required The faculty of Institute of Advanced Studies in Education provide the needed human resources for all the consultancy services provided to the needy institution. Financial requirement are usually met from the service charge from the agencies requiring the services. Faculty shortage sometimes restrict the longevity and duration of the programmes. The following are the difficulty faced by the institution in providing the consultancy services: 1) Due to the tight pre-determined academic calendar set by Mizoram University, extension of consultancy services is limited to semester break and during suspension of regular classes or when academic load of the regular programme is lighter. 2) Insufficient funds and lack of funding for Professional Development Programmes has imposed restrictions on the institution's capability in coordinating and conducting the required Professional Development Programmes and working out relevant academic support to the secondary schools in the state.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

<https://iasemz.edu.in/page/institution-best-practices>

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

Institute of Advanced studies in Education (IASE) is one of the most prominent and prestigious teacher education institutions in Mizoram. Centrally Sponsored Scheme for Teacher Education (CSSTE) Evaluation conducted by TATA Institute of Social Science, Mumbai and Ministry of Human Resource Development, Government of India remarks IASE, Aizawl as a 'Model IASE'' in the country. The main

vision of the institution is to maintain, sustain and improve the quality of teachers and teacher educator and to inspire them to be self-sufficient, innovative and creative, always in search of better ways, means and method to achieve the ultimate common goal of quality education. The institution puts all its effort to achieve its vision by taking up several measures which makes it distinctive among other educational institutions. Some of the ways which makes the institution distinctive are as follows: 1) Evaluation Mechanism: Good internal evaluation system formulated within the programmes has enhanced the performances of the students. This has resulted in extremely high academic achievement of students in University examination. Out of the top ten positions in university examination in the year Jun 2017, IASE secured top nine positions. 2) Consultancy Services: The institution has provided consultancy services to different agencies by rendering professional knowledge and skills. The consultancy services provided to the other agencies are as follows: • In-service teacher training for existing teachers under RMSA scheme for Social Studies, Mizo, English and Mathematics • Special pedagogy courses for Master of Theology (M.Th) II Semester students of Aizawl Theological Colleges and Academy of Integrated Christian Studies. • Special pedagogy Class to College teachers and other agencies • Capacity building programme for teachers of Mizoram Institute of Comprehensive Education, Venghlu, Aizawl. • The faculty members are often invited as resource persons by different agencies and organization to render their expertise in various fields. 3) B.Ed Multimodal programme: On the recommendation of the Education Reform Commission (ERC) of Mizoram, IASE takes the key role for designing and formulating a special and innovative B.Ed Multimode programme (one of its kind in India). This programme is meant to clear the backlog of untrained teachers in secondary and higher secondary schools in Mizoram. 4) Gymnasium: The institution set a gymnasium especially for the students which are also accessible with a professional trainer. The timing for gymnasium has been worked out so that it is accessible for the students as well as the teaching and non-teaching staffs. Minimal fees have been levied for the service. 5) Hybrid Laboratory: A very well equipped hybrid laboratory where students can access audio and audio visual materials having the latest technology is made available for the students as well as the teachers. This is specifically useful for teaching and practicing language skills. It can also be used for taking regular classes. 6) Legal Aid Services: A legal aid service is available in the institution which renders services to the students, teaching and non-teaching staffs and the local community.

Provide the weblink of the institution

<https://iasemz.edu.in/page/institution-distinctiveness>

8.Future Plans of Actions for Next Academic Year

The plans of action for the next academic year are as follows: • To open add-on courses like NIELIT CCC courses and Post Graduate • Certificate in Reflective Teaching in ICT (RTICT) in collaboration with TATA Institute of Social Science, Mumbai • To explore possibility of opening research degree courses like M.Phil and Ph.D in Education • To develop a mix academic community to promote new innovations in teaching and Learning. • To improve teacher Students ratio by recruiting quality faculty • To offer consultancy services to government and non-government educational institution, organization, etc • To provide academic and professional guidance to other educational organizations and academic agencies like DIET, MBSE, SCERT, RMSA, etc • To create good academic ambience and develop the state of art facilities in order to enhance learning output. • To enrich online resources in library through constant up-gradation.