



YEARLY STATUS REPORT - 2020-2021

| Part A | |
|--|--|
| Data of the Institution | |
| 1.Name of the Institution | Institute of Advanced Studies In Education |
| • Name of the Head of the institution | Prof. Vanlalhruaii |
| • Designation | Principal |
| • Does the institution function from its own campus? | Yes |
| • Alternate phone No. | 03892322211 |
| • Mobile No: | 9436155021 |
| • Registered e-mail ID (Principal) | principal.iasemz@gmail.com |
| • Alternate Email ID | iasemizoram@gmail.com |
| • Address | Near Republic Field, Republic Veng |
| • City/Town | Aizawl |
| • State/UT | Mizoram |
| • Pin Code | 796005 |
| 2.Institutional status | |
| • Teacher Education/ Special Education/Physical Education: | Teacher Education |
| • Type of Institution | Co-education |

| | |
|---|--|
| • Location | Urban |
| • Financial Status | UGC 2f and 12(B) |
| • Name of the Affiliating University | Mizoram University |
| • Name of the IQAC Co-ordinator/Director | Prof. Lallianzuali Fanai |
| • Phone No. | 9436141866 |
| • Alternate phone No.(IQAC) | |
| • Mobile (IQAC) | |
| • IQAC e-mail address | iqac.iaseMZ@gmail.com |
| • Alternate e-mail address (IQAC) | |
| 3.Website address | www.iaseMZ.edu.in |
| • Web-link of the AQAR: (Previous Academic Year) | |
| 4.Whether Academic Calendar prepared during the year? | Yes |
| • if yes, whether it is uploaded in the Institutional website Web link: | |
| 5.Accreditation Details | |

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|---------|-------|------|-----------------------|---------------|-------------|
| Cycle 3 | B | 2.11 | 2021 | 26/10/2021 | 25/10/2026 |
| Cycle 2 | B | 2.89 | 2015 | 14/09/2015 | 13/09/2020 |
| Cycle 1 | B | 2.58 | 2009 | 15/06/2009 | 14/06/2014 |

6.Date of Establishment of IQAC

01/10/2007

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

| Institution/ Department/Faculty | Scheme | Funding agency | Year of award with duration | Amount |
|---------------------------------|--------|----------------|-----------------------------|--------|
| Nil | Nil | Nil | Nil | Nil |

8.Whether composition of IQAC as per latest NAAC guidelines

Yes

- Upload latest notification of formation of IQAC

[View File](#)**9.No. of IQAC meetings held during the year**

5

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?

Yes

- (Please upload, minutes of meetings and action taken report)

[View File](#)**10.Whether IQAC received funding from any of the funding agency to support its activities during the year?**

No

- If yes, mention the amount

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

Formation of new IQAC members.

Taking up necessary action by IQAC along with the Documentation Cell

in obtaining necessary documentary proofs of different activities undertaken by the Institute which are supposed to be used as references in the upcoming NAAC inspection.

Completion of the Self Study Report.

Renovation of Language Laboratory by identifying defects in Computer systems as well as the repair and replacements of Computer systems that were not working.

Organising workshops and seminars for faculty and students.

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

| Plan of Action | Achievements/Outcomes |
|--|--|
| Reconstitution of IQAC members | Composition of IQAC was reconstituted on 03.08.2020 |
| Preparation for submission of IIQA | IIQA submitted on 03.02.2021 |
| Strengthening of Documentation Cell for the upcoming NAAC inspection | Collection and organisation of all the necessary documents for NAAC inspection |

13. Whether the AQAR was placed before statutory body?

No

- Name of the statutory body

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

14. Whether institutional data submitted to AISHE

| Year | Date of Submission |
|-------------|--------------------|
| 2020 - 2021 | 24/02/2022 |

Extended Profile

2. Student

2.1

334

| Number of students on roll during the year | | | | | | |
|--|--|------------------|-----------|---------------|---------------------------|--|
| <table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td>View File</td> </tr> </tbody> </table> | | File Description | Documents | Data Template | View File | |
| File Description | Documents | | | | | |
| Data Template | View File | | | | | |
| 2.2 | Number of seats sanctioned during the year | 209 | | | | |
| <table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td>View File</td> </tr> </tbody> </table> | | File Description | Documents | Data Template | View File | |
| File Description | Documents | | | | | |
| Data Template | View File | | | | | |
| 2.3 | Number of seats earmarked for reserved categories as per GOI/State Government during the year: | 83 | | | | |
| <table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td>View File</td> </tr> </tbody> </table> | | File Description | Documents | Data Template | View File | |
| File Description | Documents | | | | | |
| Data Template | View File | | | | | |
| 2.4 | Number of outgoing / final year students during the year: | 142 | | | | |
| <table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td>View File</td> </tr> </tbody> </table> | | File Description | Documents | Data Template | View File | |
| File Description | Documents | | | | | |
| Data Template | View File | | | | | |
| 2.5 | Number of graduating students during the year | 137 | | | | |
| <table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td>View File</td> </tr> </tbody> </table> | | File Description | Documents | Data Template | View File | |
| File Description | Documents | | | | | |
| Data Template | View File | | | | | |
| 2.6 | Number of students enrolled during the year | 346 | | | | |
| <table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td>View File</td> </tr> </tbody> </table> | | File Description | Documents | Data Template | View File | |
| File Description | Documents | | | | | |
| Data Template | View File | | | | | |
| 4.Institution | | | | | | |
| 4.1 | Total expenditure, excluding salary, during the year (INR in | 26.68 | | | | |

| | |
|---|---------------------------|
| Lakhs): | |
| 4.2 | 52 |
| Total number of computers on campus for academic purposes | |
| 5. Teacher | |
| 5.1 | 21 |
| Number of full-time teachers during the year: | |
| File Description | Documents |
| Data Template | View File |
| Data Template | No File Uploaded |
| 5.2 | 25 |
| Number of sanctioned posts for the year: | |
| Part B | |
| CURRICULAR ASPECTS | |
| 1.1 - Curriculum Planning | |
| 1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words | |
| Curriculum Review and Revision: | |
| <p>Faculty members are tasked with reviewing their respective subjects to identify any anomalies, overlapping, or redundancies and to note them down. These identified issues are then compiled, a common forum is held for discussing the same and for pooling in of suggestions and ideas. All suggestions and ideas are made in light of students' performance, Semester examination results, course and learning activities. These are recorded and documented for deliberations in the joint exercise for curriculum revision with Mizoram University.</p> | |
| Curriculum Planning: | |
| <p>Based on the course content and the available time for curriculum transaction planning is carried out before the commencement of every Semester. Teaching subjects/ courses are assigned to the faculty where each faculty carefully works out individual plan such as</p> | |

semester work plan, monthly work plan, daily lesson plan, learning activities and practicum to fit in with the programme learning outcomes/ course learning outcomes. Curriculum plan are reflected in the time table and fixtures prepared for each semester.

| File Description | Documents |
|--|---------------------------|
| Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed | View File |
| Plan developed for the academic year | View File |
| Plans for mid- course correction wherever needed for the academic year | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

D. Any 2 of the above

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme

B. Any 3 of the Above

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

| File Description | Documents |
|--|---|
| Data as per Data Template | View File |
| URL to the page on website where the PLOs and CLOs are listed | https://iasemz.edu.in/page/programme-learning-outcome--course-learning-outcome |
| Prospectus for the academic year | View File |
| Report and photographs with caption and date of student induction programmes | View File |
| Report and photographs with caption and date of teacher orientation programmes | No File Uploaded |
| Any other relevant information | No File Uploaded |

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

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

23

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum | View File |
| Academic calendar showing time allotted for optional / electives / pedagogy courses | Nil |
| Any other relevant information | Nil |

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

0

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

0

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Brochure and Course content along with CLOs of value-added courses | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

0

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

0

| File Description | Documents |
|---|------------------|
| List of the students enrolled in the value-added course as defined in 1.2.2 | No File Uploaded |
| Course completion certificates | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

Three of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template | View File |
| Document showing teachers' mentoring and assistance to students to avail of self-study courses | View File |
| Any other relevant information | No File Uploaded |

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

0

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

0

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Certificates / evidences for completing the self-study course(s) | No File Uploaded |
| List of students enrolled and completed in self study course(s) | View File |
| Any other relevant information | No File Uploaded |

1.3 - Curriculum Enrichment

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

- A fundamental or coherent understanding of the field of teacher education

The teaching-learning process at IASE endeavours to develop the skills and competencies of the students in varied ways. The Institute tries to inculcate an understanding of the various aspects of teacher education like ethics, work culture, principles, and the values required in the teaching profession. The methodologies adopted are selectively done to ensure that learning activities are participative, engaging, inclusive and interactive as is needed in the real world of teaching. There is special focus on Field experiences and skill development programmes to prepare the students to face personal and professional challenges. These are reflected in the various subjects offered in the course.

- Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization

B.Ed. curriculum provides scope for different pedagogy courses such as: Teaching of Social Science, Geography, English, Mizo, Physical Science, Biological Science and Mathematics. Students are given options to select two pedagogy courses (Pedagogy I and Pedagogy II) based on the stream in which they graduated. Each pedagogy course

provides intensive learning activities having both theoretical and practical components. M.Ed. curriculum also provides scope for core specialization of Elementary education and Secondary education along with internships in the respective teacher education institutions for their specialization.

- Capability to extrapolate from what one has learnt and apply acquired competencies

Students gain first-hand learning experiences through practicum. Micro-teaching, practice teaching, school visits, pre-internship, internships, teaching in actual classroom setting, case study, project work, field visits, dissertations and institutional studies are the learning activities undertaken for transacting the course requirement. However, some of the aforementioned activities such as field work and school visits could not be done due to the Covid-19 Pandemic.

- Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

Class discussions, Brainstorming sessions, and debates are conducted to enhance the learners critical thinking, skill of negotiation and communication skills. Students' also conduct Psychology Practical on Emotional Intelligence which further enhance their understanding of emotional intelligence.

| File Description | Documents |
|---|---------------------------|
| A fundamental or coherent understanding of the field of teacher education | View File |
| Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization | View File |
| Capability to extrapolate from what one has learnt and apply acquired competencies | View File |
| Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc. | No File Uploaded |

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

The institute familiarizes students with diversity in school system in both the national and international perspectives in the form of group activities, classroom learning, discussions, lectures delivered by resource persons in programmes organized by the institution. Diversity in school systems is elaborated during the foundation course classes. Special discussions are also held in certain subjects like "Gender, School, and Society". The faculty tries to inculcate inclusiveness and tolerance in the students' mindset.

The courses also include certain subjects which focus on the National Education Policies and the norms and regulations at various levels of education. Study of various Teacher Education Institutions, their Regulating Authorities, comparative study of various Boards of School Education and schools within the state and outside the state for which students write report and give presentations are other activities undertaken to familiarize the students with these institutions and their structure. The students take up learning activities related to course requirement like international and comparative perspective, the state-wise variations, norms and standards, assessment system, etc. which are all part of B.Ed. and M.Ed. curriculum.

| File Description | Documents |
|--|---------------------------|
| Action plan indicating the way students are familiarized with the diversities in Indian school systems | View File |
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

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

The institute provides professional education by providing opportunities for practice teaching under effective supervision and mentorship of teacher-educators. It provides correlated, collaborative and comprehensive professional guidance to the students in developing interconnectedness of various theory courses and practicums such as micro-teaching, practice teaching, school visits, pre-internship, school internship, teaching in actual classroom setting, case study, project work, research, field visits, group work, institutional studies and other practicums taken up by the students. The students also have the opportunity to interact with professionals in the field of teacher education through workshop, seminars and other programmes conducted within the Institution and with other Teacher Education Institutions. The norm of the Institute is to engage students in Campus development work, community development work, annual college Day celebration, conducting Assembly, observation of State, National and International Days of Importance, peer mentoring, peer assessment, Co-curricular activities, membership in different functional cells and committees constituted in the institution and other extra-curricular activities. The institution also provides opportunities for the students to explore and acquire knowledge and develop their skills through the use of language laboratory, psychology laboratory, science laboratory, hybrid laboratory, curriculum laboratory, art and craft laboratory and computer Laboratory. However, due to the pandemic some of these activities like Campus development work, community development work, annual college Day celebration, conducting Assembly, Co-curricular activities, school visits, pre-internship, school internship, teaching in actual classroom setting and field visits regrettably could not be carried out.

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

1.4 - Feedback System

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

| File Description | Documents |
|--|---------------------------|
| Sample filled-in feedback forms of the stake holders | View File |
| Any other relevant information | No File Uploaded |

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

Feedback collected and analysed

| File Description | Documents |
|---|---------------------------|
| Stakeholder feedback analysis report with seal and signature of the Principal | View File |
| Action taken report of the institution with seal and signature of the Principal | No File Uploaded |
| Any other relevant information | No File Uploaded |

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

346

2.1.1.1 - Number of students enrolled during the year

346

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Document relating to sanction of intake from university | View File |
| Approval letter of NCTE for intake of all programs | View File |
| Approved admission list year-wise/ program-wise | View File |
| Any other relevant information | No File Uploaded |

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

28

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

28

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

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

0

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

0

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Certificate of EWS and Divyangjan | No File Uploaded |
| List of students enrolled from EWS and Divyangjan | No File Uploaded |
| Any other relevant information | View File |

2.2 - Honoring Student Diversity

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

The different learning needs of the students at entry level are identified by assessing their general awareness on areas of - Contemporary India and Education, Arithmetic Aptitude, Teaching Aptitude and General Competency in English.

Since all the programmes and courses offered by the institution is Education based, the level of their knowledge in general education is an extremely important area of evaluation. The medium of instruction used in the institution is primarily English and all the course works are being conducted in English medium, their competency in English has to be necessarily evaluated. The practical components including practical teaching sessions and internship require sufficient grounding in the English language. The teaching aptitude also requires attention as students are aspiring teachers. Arithmetic Aptitude is also evaluated to assess their ability to manipulate numbers.

All the academic activities are designed to implement the PLOs and CLOs of the programmes outlined by the Affiliating University.

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in support of the claim | View File |
| Documents showing the performance of students at the entry level | View File |
| Any other relevant information | No File Uploaded |

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

Two/One of the above

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Relevant documents highlighting the activities to address the student diversities | View File |
| Reports with seal and signature of Principal | View File |
| Photographs with caption and date, if any | View File |
| Any other relevant information | No File Uploaded |

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

Three of the above

| File Description | Documents |
|--|---------------------------|
| Relevant documents highlighting the activities to address the differential student needs | View File |
| Reports with seal and signature of the Principal | View File |
| Photographs with caption and date | View File |
| Any other relevant information | No File Uploaded |

2.2.4 - Student-Mentor ratio for the academic year

20:1

2.2.4.1 - Number of mentors in the Institution

16

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Relevant documents of mentor-mentee activities with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

2.3 - Teaching- Learning Process

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

IASE being basically an institution providing professional learning, the teaching-learning processes have been devised to cater to the needs of aspiring professionals. Thus, emphasis are put on flexibility, practice, articulation, critical thinking, and learners' involvement. Therefore, the teaching-learning means, methods, techniques and strategies have to be adopted accordingly.

The institute adopts measures to support both advanced and slow learners through various modes of learning. ICT enabled teaching learning process through e resources, power-point presentation, software (that is SONAKO, 4 language learning skills) innovative lecture styles, zoom and google classrooms, seminars and presentations, group discussions, practical as in learning activities are utilized by the faculty in the teaching-learning process. Students with good academic performance are given due recognition and suitable awards. The institution encourages creativity and innovativeness in the teaching learning process. Pedagogical papers include practical/learning activities like case studies, classroom-based seminars, internship and presentation, use of audio-visual aids, other ICT based methods, project based/ filed studies. Library reading are also being given slots in the time-table so that students find time to access the well-stocked library updated with the latest textbooks, referenced materials and e resources.

| File Description | Documents |
|--|---------------------------|
| Course wise details of modes of teaching learning adopted during the academic year in each programme | View File |
| Any other relevant information | No File Uploaded |

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

0

| File Description | Documents |
|--------------------------------|---------------------------|
| Data as per Data Template | View File |
| Link to LMS | Nil |
| Any other relevant information | View File |

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

0

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Programme wise list of students using ICT support | No File Uploaded |
| Documentary evidence in support of the claim | No File Uploaded |
| Landing page of the Gateway to the LMS used | No File Uploaded |
| Any other relevant information | View File |

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

One of the above

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations | No File Uploaded |
| Geo-tagged photographs wherever applicable | No File Uploaded |
| Link of resources used | Nil |
| Any other relevant information | View File |

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

Students are assigned mentor teachers at the beginning of the Course/ Programme and initial mentoring session are held at the beginning of each semester and continued informally throughout the semesters. The mentoring programme starts from the special meeting between the teacher mentor and mentee which is usually held on the second or third day of the Programme. The mentor teacher monitors all the activities of their mentee and they are held responsible for their ward during the course of their study in the institution. The following are the ways in which mentoring system influences the students -

a) The mentor teachers identify the differential needs of their mentees through continued monitoring of their mentees' activity in the institution and an appropriate action are taken to assist the student in need.

b) Counseling sessions are held whenever there is a need for them. Grievances among the students brought forth to the mentors by their mentees are addressed in proper ways.

c) The personal relationship developed between the mentee and the mentors facilitates communicativeness and openness which allows opportunities for guidance, counselling and advice.

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

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

One of the above

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Documentary evidence in support of the selected response/s | View File |
| Reports of activities conducted related to recent developments in education with video graphic support, wherever possible | View File |
| Any other relevant information | No File Uploaded |

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

A One Day Workshop on Hosting, Participation and Management of Zoom Meeting was conducted on 5th May, 2020 for M.Ed Students in which two resource persons Mr. Joseph Ramdinmawia and Mr. Francis Lalruattluanga talked about the working and usage of Zoom App to conduct and host online classes. Additionally, selected students are invited to attend workshop, seminar, conferences and other such events and activities mainly conducted for Teacher Educators and professionals.

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

| 2.4 - Competency and Skill Development | | | | | | | | | | | |
|---|-------------------------------|-----------|---------------------------|---------------------------|--|---------------------------|---|---------------------------|--------------------------------|-------------------------|--|
| 2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP) | Five/Six of the above | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data as per Data Template</td> <td>View File</td> </tr> <tr> <td>Documentary evidence in support of the selected response/s</td> <td>View File</td> </tr> <tr> <td>Reports of activities with video graphic support wherever possibl</td> <td>View File</td> </tr> <tr> <td>Any other relevant information</td> <td>No File Uploaded</td> </tr> </tbody> </table> | File Description | Documents | Data as per Data Template | View File | Documentary evidence in support of the selected response/s | View File | Reports of activities with video graphic support wherever possibl | View File | Any other relevant information | No File Uploaded | |
| File Description | Documents | | | | | | | | | | |
| Data as per Data Template | View File | | | | | | | | | | |
| Documentary evidence in support of the selected response/s | View File | | | | | | | | | | |
| Reports of activities with video graphic support wherever possibl | View File | | | | | | | | | | |
| Any other relevant information | No File Uploaded | | | | | | | | | | |
| 2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement | Six/Seven of the above | | | | | | | | | | |

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Reports and photographs / videos of the activities | View File |
| Attendance sheets of the workshops / activities with seal and signature of the Principal | View File |
| Documentary evidence in support of each selected activity | View File |
| Any other relevant information | No File Uploaded |

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

Three of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Details of the activities carried out during the academic year in respect of each response indicated | View File |
| Any other relevant information | No File Uploaded |

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

Three of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Samples prepared by students for each indicated assessment tool | View File |
| Documents showing the different activities for evolving indicated assessment tools | View File |
| Any other relevant information | No File Uploaded |

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

Three of the above

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Documentary evidence in support of each response selected | View File |
| Sample evidence showing the tasks carried out for each of the selected response | View File |
| Any other relevant information | No File Uploaded |

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

One of the above

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Documentary evidence showing the activities carried out for each of the selected response | No File Uploaded |
| Report of the events organized | No File Uploaded |
| Photographs with caption and date, wherever possible | No File Uploaded |
| Any other relevant information | View File |

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

Two of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Samples of assessed assignments for theory courses of different programmes | View File |
| Any other relevant information | No File Uploaded |

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

Due to the prevalence of covid 19 pandemic, school internship programme was carried out through online as schools were closed and education was carried out through online platform. Schools for internship for student-teachers were selected such that the schools in close proximity to the students were randomly selected for each students. Orientation of the student-teachers for online was carried out through zoom-platform. All the principals of selected schools were given instruction through telephonic conversations.

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

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

2.4.9.1 - Number of final year students during the academic year

119

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Data as per Data Template | No File Uploaded |
| Plan of teacher engagement in school internship | No File Uploaded |
| Any other relevant information | View File |

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

One/Two of the above

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Sample copies for each of selected activities claimed | No File Uploaded |
| School-wise internship reports showing student engagement in activities claimed | View File |
| Wherever the documents are in regional language, provide English translated version | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

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

Due to the prevalence of covid 19 pandemic in the academic session, certain adjustment in the institutional practice relating to internship were made. All the secondary schools in the state were in online mode, the student-teachers were assigned to the schools close to their own home and monitoring to the student teachers were carried out by the internship in-charge in collaboration with the principal of the schools using the criterion developed by the institution.

| File Description | Documents |
|---|---------------------------|
| Documentary evidence in support of the response | View File |
| Any other relevant information | No File Uploaded |

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

Two of the above

| File Description | Documents |
|--|---------------------------|
| Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable) | View File |
| Two filled in sample observation formats for each of the claimed assessors | View File |
| Any other relevant information | No File Uploaded |

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

Two of the above

| File Description | Documents |
|--|---------------------------|
| Format for criteria and weightages for interns' performance appraisal used | View File |
| Five filled in formats for each of the aspects claimed | View File |
| Any other relevant information | No File Uploaded |

2.5 - Teacher Profile and Quality

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

21

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal | View File |
| English translation of sanction letter, if it is in regional language | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

8

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Certificates of Doctoral Degree (Ph.D) of the faculty | View File |
| Any other relevant information | No File Uploaded |

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

203

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

203

| File Description | Documents |
|--|---------------------------|
| Copy of the appointment letters of the fulltime teachers | View File |
| Any other relevant information | No File Uploaded |

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

Informal meetings and group chats are frequently held among faculty and with Principal monthly. Various policies, directives, Memorandums, statements and regulations concerning education are discussed and presented at the faculty meetings as and when necessary. The following programmes have been conducted by the Institute for the faculty members for professional updation.

1. One day Development workshop on Micro teaching - 11th August, 2020
2. One day Development workshop on Micro teaching - 7th September, 2020
3. Five Day Workshop on Data Treatment using Microsoft Excell - 19th October to 23rd October, 2020

The Institution subscribes several journals in addition to which teachers also subscribe to keep themselves updated of the most recent developments in education. Articles and papers are published by teachers in international and national journals. Participation in workshops, seminars, conferences etc. enable themselves to share their experiences and knowledge among themselves. Educational technology is resorted to as far as possible in the teaching-learning process.

| File Description | Documents |
|---|---------------------------|
| Documentary evidence to support the claim | View File |
| Any other relevant information | No File Uploaded |

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe

details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

The Course requirement for the B.Ed. as well as the M.Ed. course includes two internal exams as well as undertaking learning activities given in the course outline. The Institution conducts one-unit test at the end of the second month of the semester and a pre-semester exam after completion of the whole course for academic improvement. The Examination Cell of the institution determines the weightage for the test according to context and situations. Ten marks each is taken from the internal examination/test. The concerned teacher selects appropriate activities for the students according to their abilities. The learning activity of 20 marks for each subject is internally evaluated by the course in charge. The evaluation process and procedure is assessed through the feedback received at the end of every academic session and put up for discussion in faculty meetings and suggestions for improvement are invited. Depending on the feedback received, the examination cell devices the evaluation procedure for the next academic session.

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

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

Two of the above

| File Description | Documents |
|--|---------------------------|
| Copy of university regulation on internal evaluation for teacher education | View File |
| Annual Institutional plan of action for internal evaluation | View File |
| Details of provisions for improvement and bi-lingual answering | No File Uploaded |
| Documentary evidence for remedial support provided | No File Uploaded |
| Any other relevant information | View File |

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

IASE has a very well instituted Grievances Redressal Cell where all students are encouraged to lodge any kind of complaint including grievances related to internal examination. The Principal is the Chairman of the Cell and is assisted by Mr. Benjamin Lalmuanawma Fanai. A Complaint Box is made available where student-teachers can lodge their complaints related to internal examinations. Provision is also made in the Institute website where the students can file complaints relating to examination.

Any kind of grievances in the internal examination system or the allocation of marks, is taken up by the Grievances Redressal Cell and the Examination Cell of the institution and the outcome are intimated to the person concerned. On matters related to their marks in the internal examination, the students may also contact the course in charge and address their complaint directly. The concerned teacher then takes up the matter.

For grievances related to external evaluation, since the institution is affiliated to Mizoram University, the institution follows the University Regulations. Any grievances relating to University Examination are dealt with by the University Examination Department and the students are directed to follow the University Regulations and lodge their complaints to the University Examination Department.

| File Description | Documents |
|---|---------------------------|
| Academic calendar of the Institution with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

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

At the beginning of every academic session, an academic calendar is prepared by the institution in conformity with the University specifications and guidelines in the form of Fixture. Fixtures are prepared separately for each course and semester according to the course outline and related activities. The main highlights of the Fixture are as follows:

1. Faculty meetings to be conducted during the semester
2. State and National holidays
3. Date for allocating of Assignment and Submission of Learning Activities
4. Conducting of Unit Test
5. Pre-Semester Examination
6. University Examination

2.7 - Student Performance and Learning Outcomes

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

All the teaching learning components at IASE are aligned with the Programme Learning Outcomes and Course Learning Outcome within the curriculum framework of the Affiliating University.

1. All the faculty prepare monthly plan as well as semester plan in line with the course learning outcome (CLO) stated in the syllabus for each course in the programme.
2. Mentoring of students where the mentor teachers supervise the performances of their Mentee throughout the course is also an effective lever.
3. Time tables set according to the course outline are closely followed by the teaching faculty to ensure timely coverage of the course.
4. The teaching methodologies adopted are carefully selected to meet the PLOs and CLOs.

5. The institution conducted two internal examinations in the form of unit test on the 2nd month of every semester and Pre-semester examination at the end of the course to prepare the students for their final examination. Learning Activity as part of the course outline assigned to all the students forms an important component of internal evaluation.
6. Students undergo rigorous internship programme wherein they thoroughly acquire the needed teaching skills and abilities required to become effective and efficient teachers.

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

2.7.2 - Pass percentage of Students during the year

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Result sheet for each year received from the Affiliating University | View File |
| Certified report from the Head of the Institution indicating pass percentage of students program-wise | View File |
| Any other relevant information | No File Uploaded |

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

All the teaching learning components at IASE are aligned with the Programme Learning Outcomes and Course Learning Outcome within the curriculum framework of the Affiliating University.

1. All the faculty prepare monthly plan as well as semester plan in line with the course learning outcome (CLO) stated in the syllabus for each course in the programme.
2. Mentoring of students where the mentor teachers supervise the performances of their Mentee throughout the course is also an effective lever.
3. Time tables set according to the course outline are closely followed by the teaching faculty to ensure timely coverage of the course.

4. The teaching methodologies adopted are carefully selected to meet the PLOs and CLOs.
5. The institution conducted two internal examinations in the form of unit test on the 2nd month of every semester and Pre-semester examination at the end of the course to prepare the students for their final examination. Learning Activity as part of the course outline assigned to all the students forms an important component of internal evaluation.
6. Students undergo rigorous internship programme wherein they thoroughly acquire the needed teaching skills and abilities required to become effective and efficient teachers.

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

2.7.4 - Performance of outgoing students in internal assessment

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

308

| File Description | Documents |
|---|---------------------------|
| Number of students achieving on an average 70% or more in internal assessment activities during t | View File |
| Record of student-wise / programme-wise / semester-wise internal assessment of students during the year | View File |
| Any other relevant information | No File Uploaded |

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

The learning needs of the students were initially identified by assessing their general awareness on areas of - Contemporary India and Education, Arithmetic Aptitude, Teaching Aptitude and General

Competency in English. The students were given Counseling at the beginning at the Course through mentoring initiated by the Institution to assess the student's readiness to undergo the course as well as providing emotional support to the students.

First Unit Test is conducted either on the second or third month of every semester to evaluate the students' performances in their academic activity. Teacher made test are usually used in this test. The test questions are set by the course in charge keeping in mind the initially identified learning need of the students at entry level, their responses in the classroom and the course/ lesson covered. The test papers are then evaluated and the general performances of the students are again discussed in a review class after the test.

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in respect to claim | View File |
| Any other relevant information | No File Uploaded |

2.8 - Student Satisfaction Survey

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Sanction letter from the funding agency | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

0

| File Description | Documents |
|---|---------------------------|
| Sanction letter from the funding agency | No File Uploaded |
| Income Expenditure statements highlighting the research grants received certified by the auditor | No File Uploaded |
| Any other relevant information | No File Uploaded |
| 3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research | Three of the above |
| File Description | Documents |
| Data as per Data Template | View File |
| Institutional Policy document detailing scheme of incentives | No File Uploaded |
| Sanction letters of award of incentives | No File Uploaded |
| Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal | No File Uploaded |
| Documentary evidence for each of the claims | View File |
| Any other relevant information | No File Uploaded |
| 3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports | All of the above |

| File Description | Documents |
|--|---------------------------|
| Documentary evidences in support of the claims | View File |
| Details of reports highlighting the claims made by the institution | View File |
| Reports of innovations tried out and ideas incubated | View File |
| Copyrights or patents filed | No File Uploaded |
| Any other relevant information | No File Uploaded |

3.2 - Research Publications

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

8

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| First page of the article/journals with seal and signature of the Principal | View File |
| E-copies of outer jacket/contents page of the journals in which articles are published | View File |
| Any other relevant information | No File Uploaded |

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

8

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| • First page of the published book/chapter with seal and signature of the Principal | View File |
| E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher | View File |
| Any other relevant information | No File Uploaded |

3.3 - Outreach Activities

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

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

1

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

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

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

0

| File Description | Documents |
|---|---------------------------|
| Event-wise newspaper clippings / videos / photographs with captions and dates | No File Uploaded |
| Report of each outreach activity with seal and signature of the Principal | No File Uploaded |
| Any other relevant information | View File |

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

278

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

278

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

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

Due to Covid-19 pandemic, the State Authority of Mizoram imposed Total Lockdown and all the institutions were totally closed during 2020 to 2021 academic session except only for a very short period i.e. from 15th March to 5th April 2021 . Due to this, allkinds of outreach activites which were taken up regularly in the past years could not be conducted during the academic session 2020 - 2021.

However in the past years, the institute used to organise different kinds of outreach activities for both teachers and students like social work, financial support to the local community, special visit to other Institutions and schools, library visit, community visit,

organising training, etc. Since B.Ed. and M.Ed. courses are aligned with the practical activities which encompass school visit, Institution and community attachment, social work and welfare works are undertaken keeping in mind the need of the local community and putting focus into cleanliness, health and safety of the community. Social work is being organised by the Institution in the past year where all the students participate enthusiastically. Financial support is also being provided to the local community and NGOs on certain occasions like occurrence of disaster, games and sports events and felicitation of achieving persons. The Institution also organises study tour and one day field trip in the past year where selected students go for study tour whereas all the students can attend the one day field trip programme because of the financial implication. IASE is located at the heart of the Aizawl city thus enabling active engagement with the local community. The Institute surrendered land area of the campus facilitating the construction of a public road and parking with the approval of the Departmental authority following the request of the local authorities. The Legal Aid clinic set up at the Institute also allows free use to the community.

Apart from these activities, the Institute used to organise different training programmes in collaboration with other organisations and agencies where the faculty provide resources as Resource Persons, Trainers or Speakers. The most prominent outreach activities conducted with IGNOU, RMSA teacher training programme and Special Pedagogical Workshops for Theological Colleges and Nursing Colleges in Mizoram.

| File Description | Documents |
|--|------------------|
| Relevant documentary evidence for the claim | No File Uploaded |
| Report of each outreach activity signed by the Principal | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

0

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Appropriate certificates from the awarding agency | No File Uploaded |
| Any other relevant information | No File Uploaded |

3.4 - Collaboration and Linkages

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

3

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

3

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

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

5

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Copies of the MoU's with institution / industry/ corporate houses | View File |
| Any other relevant information | No File Uploaded |

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice

One/Two of the above

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

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Report of each activities with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The institute have adequate facilities to support teaching and learning process. There are several mandatory made by NCTE in terms of physical facilities to support teaching - learning process and all these mandatories are met by the institute. The Institute have 10classrooms, Auditorium, Seminar Hall, Language Laboratories, Hybrid Laboratories, Science Lab, Curriculum Lab and Psychological Lab and Computer laboratories. These laboratory are equiped with enhanced laboratory apparatus and internet facilities keeping in view the student ratio. The institute have automated library with enhanced digital and traditional collections. The library provide textbooks, reference source, journals and other periodicals. Gymnasium with qualified instructor and Basket ball Court as well as other infrastructure are also provided. All these facilities are available for all students, research scholars and faculty members.

| File Description | Documents |
|---|---------------------------|
| List of physical facilities available for teaching learning | View File |
| Geo-tagged photographs | View File |
| Any other relevant information | No File Uploaded |

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

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

11

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Geo-tagged photographs | View File |
| Link to relevant page on the Institutional website | Nil |
| Any other relevant information | No File Uploaded |

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

0

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal | No File Uploaded |
| Any other relevant information | View File |

4.2 - Library as a Learning Resource

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

IASE Library has been automated since 2011 using SOUL 2.0. However the status of the current automation is 'Partial' whereas

Circulation, Cataloguing and Retrieval have been automated, which have relieved the workload of library staff members immensely. Automation of the library facilitates improvement in the variety, amount and quality of materials that are available in the library collection. It also helps in weeding out old, outdated and irrelevant books and materials from the collection, which helps in streamlining the collection and allows easier detection of needed titles. For automated circulation process registered members are issued computerised cards with barcodes. Upon laser scanning the same provides every detail of the user which further enabled automated issue and return of books in the library. The software also enables automated cataloguing; all details of the books are fed into the software which holds a database of bibliographic details of all books housed in the library. The software also provides effective retrieval guide through its OPAC service, through which users can search for document by different search value.

| File Description | Documents |
|--|---|
| Bill for augmentation of library signed by the Principal | View File |
| Web-link to library facilities, if available | https://iasemz.edu.in/page/library-services |
| Any other relevant information | No File Uploaded |

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

The institutional library currently does not provide Gateway for remote access to library resources for students and teachers. Initiatives has been taken to make remote access of library resources available for students and teachers.

At present, students and teachers are provided with unique ID and using this, they can access online resources subscribed by the institution including INFLIBNET. The Library also provides e-mail service to its users. Faculty members, Students and research scholars are provided vital information using e-mail. This service is used espicially during the pandemic period where the institution remained closed under the government orders. The library also provide old question papers in the institutional website.

| File Description | Documents |
|--|---------------------------|
| Landing page of the remote access webpage | View File |
| Details of users and details of visits/downloads | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

Three of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data template | View File |
| Receipts of subscription /membership to e-resources | View File |
| E-copy of the letter of subscription /member ship in the name of institution | View File |
| Any other relevant information | No File Uploaded |

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

0

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

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

0

| File Description | Documents |
|---|---------------------------|
| Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal | No File Uploaded |
| Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution | Nil |
| Any other relevant information | View File |

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

Two of the above

| File Description | Documents |
|--------------------------------|---------------------------|
| Data as per Data Template | View File |
| Any other relevant information | No File Uploaded |

4.3 - ICT Infrastructure

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

The Institute equips each classroom with Projectors to assist in the Teaching-Learning activities during the course of the semesters. The Institute provides each faculty member with his/her own Laptop and pen drives.

The Institute has a Language Laboratory, a Hybrid Laboratory and a Computer Laboratory.

There are 19 Desktop Computers in the Language Laboratory. A language proficiency software called "Pronounce", provided by SONAKO. The Computer laboratory is equipped with 30 desktop computers, procured using funds from RUSA, which are all connected via a Local Area Network (LAN). Each Desktop in the Computer Lab has access to the Internet.

After a long period of poor internet connectivity and irregular service provided by BSNL the Institute shifted to Netsurf, the most prominent ISP in the State, as the sole provider of Internet. After intense deliberation of the requirements of the Institute and the financial implications, 2 connections of 4Mbps and 2 connections of 6Mbps were procured, which were later upgraded to 10 Mbps and 15 Mbps connections respectively. Campus Wi-Fi is provided using wireless routers and several repeaters to cover wide area of the Institute as possible.

| File Description | Documents |
|---|------------------|
| Document related to date of implementation and updation, receipt for updating the Wi-Fi | No File Uploaded |
| Any other relevant information | No File Uploaded |

4.3.2 - Student – Computer ratio during the academic year

7:1

| File Description | Documents |
|---|---------------------------|
| Data as per data template | View File |
| Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal | View File |
| Any other relevant information | No File Uploaded |

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

E. < 50 MBPS

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

| File Description | Documents |
|---|------------------|
| Data as per Data Template | No File Uploaded |
| Link to videos of the e-content development facilities | Nil |
| List the equipment purchased for claimed facilities along with the relevant bills | No File Uploaded |
| Link to the e-content developed by the faculty of the institution | Nil |
| Any other relevant information | No File Uploaded |

4.4 - Maintenance of Campus and Infrastructure

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

0

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant | No File Uploaded |
| Any other relevant information | View File |

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

For the maintenance and utilization of physical infrastructure, academic and support facilities available, a number of cells and committees are formed and depending on needs, cells and committees responsible issue instructions to students and faculty from time to time.

The institute currently has ICT Lab., Language and Hybrid Lab., Science Lab., Curriculum Lab., Art and Craft Lab., and psychology Lab. Each Laboratory is managed by faculty or technical in-charge.

To make available learning resources for all the courses offered, library committee of the institute regularly update the library facilities and sometime calls for a faculty meeting to suggest books for their respective papers.

The institution has well-equipped science laboratory with 590 various experiment apparatus, the institution also has curriculum laboratory and art and craft laboratory. Depending on the requirement of students and of the course, these laboratories are available for access.

At present, there are 183 psychological tests and 47 experiment apparatus in the institution psychology laboratories. These tests and apparatus are strictly maintained by the teacher in-charge. Only as and when necessary, these tools are open for both teachers and students.

| File Description | Documents |
|--|---|
| Appropriate link(s) on the institutional website | https://iasemz.edu.in/page/cells-and-committees |
| Any other relevant information | View File |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

One/Two of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal | View File |
| Sample feedback sheets from the students participating in each of the initiative | No File Uploaded |
| Photographs with date and caption for each initiative | View File |
| Any other relevant information | No File Uploaded |

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

Nine or more of the above

| File Description | Documents |
|--------------------------------|---------------------------|
| Geo-tagged photographs | View File |
| Any other relevant information | No File Uploaded |

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

B. Any 3 of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template for the applicable options | View File |
| Institutional guidelines for students' grievance redressal | View File |
| Composition of the student grievance redressal committee including sexual harassment and ragging | View File |
| Samples of grievance submitted offline | No File Uploaded |
| Any other relevant information | View File |

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

Three of the above

| File Description | Documents |
|---|---------------------------|
| Data as per Data template | View File |
| Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter | View File |
| Report of the Placement Cell | View File |
| Any other relevant information | No File Uploaded |

5.2 - Student Progression

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

| | |
|---|-------------------------------------|
| Number of students placed as teachers/teacher educators | Total number of graduating students |
| 12 | 137 |

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Reports of Placement Cell for during the year | View File |
| Appointment letters of 10 percent graduates for each year | View File |
| Any other relevant information | No File Uploaded |

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

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

28

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Details of graduating students and their progression to higher education with seal and signature of the principal | View File |
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

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

15

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

5.3 - Student Participation and Activities

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

Institute of Advanced Studies in Education grants no permission for the setting up of Student Council in the institute. However, all the students are divided into four 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. Though class representatives are elected, house leaders cannot be elected during the reporting year 2020-2021 due to the pandemic. The students of IASE have significant participation in the administrative and academic bodies of the institute. They are selected to be active members of important sub-committees which are as follows:

- Grievances Redressal and Internal Complain
- Day Care Centre
- Co-Curricular Activities
- Placement
- Men's Hostel
- Social Media
- Internal Quality Assurance Cell (IQAC)
- Teacher Education Extension and Consultancy Services
- ICT, Language & Hybrid Laboratory Resource Centre, EDUSAT
- Legal Aid
- Community Mobilisation and Development
- Research Work
- Assembly
- Equal Opportunity
- Anti-tobacco
- Guidance and Counseling
- Transport and Conveyance
- Anti-Ragging
- Library
- Campus Management
- Cafeteria
- Village Adoption Project
- Gymnasium
- Red Ribbon Club

- Swachh Bharat
- Documentation

| File Description | Documents |
|---|---------------------------|
| Copy of constitution of student council signed by the Principal | No File Uploaded |
| List of students represented on different bodies of the Institution signed by the Principal | View File |
| Documentary evidence for alumni role in institution functioning and for student welfare | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

0

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Reports of the events along with the photographs with captions and dates | No File Uploaded |
| Copy of circular / brochure indicating such kind of events | No File Uploaded |
| Any other relevant information | View File |

5.4 - Alumni Engagement

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

Role of Alumni Association in Institutional Development

IASE is a unique institution as far as education in Mizoram is concerned. Hence the role of the Alumni Association is also markedly different from other educational institutions. However, the Alumni Association of IASE has contributed significantly in many areas towards the institutional development of IASE. Some of the major contributions of the Alumni members towards the functioning of the institution are:

1. **Resource persons:** Many of the Alumni members are called upon to serve as resource persons in various institutional programmes.
2. **Financial Contribution:** Each year the Alumni Association donates a small amount of money towards the strengthening of the library.
3. **The Alumni Association felicitates every year the toppers in the B Ed and M Ed final examinations to promote excellence among the students.**

| File Description | Documents |
|--|---------------------------|
| Details of office bearers and members of alumni association | View File |
| Certificate of registration of Alumni Association, if registered | View File |
| Any other relevant information | No File Uploaded |

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

| File Description | Documents |
|---|---------------------------|
| Documentary evidence for the selected claim | View File |
| Income Expenditure statement highlighting the alumni contribution | View File |
| Report of alumni participation in institutional functioning for the academic year | View File |
| Any other relevant information. | No File Uploaded |

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

1

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association | View File |
| Any other relevant information | No File Uploaded |

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

The Alumni Association of IASE/CTE has instituted an Alumni Award to be awarded to students securing top 3 positions in the final University Examinations in the B Ed and M Ed courses.

LIST OF STUDENTS AWARDED THE ALUMNI AWARD FOR MERITORIOUS STUDENTS

BED

1. C Lalengkimi 1st Position
2. Emily Vanlalmalsawmi 2nd Postion
3. Lalrinsangi 3rd Position

MED

1. Francis Lalruattluanga 1st position
2. C Lalsangpuii 2nd Position
3. Lalremchhungi 3rd Position

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

GOVERNANCE, LEADERSHIP AND MANAGEMENT**6.1 - Institutional Vision and Leadership**

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

Vision:

- To establish a State University/Autonomous University which will function as the authority to oversee teacher education institutes within the State and become a leading Teacher Education Institution, with regional and national recognition.
- Taking up the role in educational studies and research in line with reputed nationally and internationally recognized institutions.
- To upgrade the existing research undertaking in education so as to develop it into a Regional Research and Resource Centre and offer expertise on issues and policies related to Education.
- To start the B. Ed Integrated Programme as mandated by the New

Education Policy (NEP), 2019.**Mission:**

- To maintain, sustain and improve the quality of teachers and the teacher educators and to inspire them to be self-sufficient, constantly in search of better and innovative ways to achieve the ultimate common goal of quality education.
- To provide courses on pedagogy and methodology for prospective teachers of Higher Education as recommended by the New Education Policy (NEP), 2019.
- Catering to the professional development and outsourcing the expertise of the Institute to professional institutes, colleges, schools, organizations and agencies.
- To conduct Faculty development programmes and exposure visits within different Institutions and outside the state to keep the faculty of IASE informed and enlightened with the latest in educational developments.
- To conduct research in diverse areas of education and teacher education with further in-depth research areas being targeted.
- To collaborate and work with MBSE, SCERT, DIETs and teacher educational agencies, organizations and Institutions for improvement in pedagogy, methodology, curriculum, syllabus and other related issues. The need to build a stronger linkage with the University for faculty and student development is being felt and worked for.

| File Description | Documents |
|---|---------------------------|
| Vision and Mission statements of the institution | View File |
| List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal | View File |
| Documentary evidence in support of the claim | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

The Committees and bodies of major importance at IASE which are necessarily mandated are as under:

1. Programme Advisory Committee
2. Building Committee
3. Purchase Board
4. Planning Board
5. IASE/CTE Alumni Association
6. B. Ed Multimode Core Team
7. RUSA Board of Governors

The institution has a working group of management cells and committees that look after different activities. The management cells and committees are divided into four groups under the supervision of the Senior Faculty. Division of the groups is made as under:

LDL GROUP

1. Grievances Redressal and Internal Complain
2. Day Care
3. Men's Hostel
4. Social Media
5. Placement (Student representation)- B.Ed., M.Ed., B.Ed. Multimode, M.Phil. & Ph.D.)
6. CCA (Student representation)- B.Ed., M.Ed., B.Ed. Multimode, M.Phil. & Ph.D.)

LLZ GROUP

1. IQAC (AQAR, NAAC) (Student representation)- B.Ed., M.Ed., B.Ed. Multimode, M.Phil. & Ph.D.)
2. Teacher Education & Extension and Consultancy
3. ICT- Language Lab.& Hybrid Lab, UGC Network Resource Centre, Website, EDUSAT
4. Legal Aid
5. Community Mobilization & Development (Student representation)-B.Ed., M.Ed., B.Ed. Multimode, M.Phil. & Ph.D.)
6. Research and its related Activities.

HTS GROUP

1. Assembly (Student representation)-B.Ed., M.Ed., B.Ed. Multimode, M.Phil. & Ph.D.)
2. Equal Opportunity (Student representation)-B.Ed., M.Ed., B.Ed. Multimode, M.Phil. & Ph.D.)
3. Anti- Tobacco (Student representation)-B.Ed., M.Ed., B.Ed. Multimode, M.Phil. & Ph.D.)
4. Guidance & Counselling
5. Transport & Conveyance
6. Anti-Ragging
7. Swachh Bharat
8. Library (Student representation)-B.Ed., M.Ed., B.Ed. Multimode, M.Phil. & Ph.D.)

VTP GROUP

1. Campus Management (Student representation)-B.Ed., M.Ed., B.Ed. Multimode, M.Phil. & Ph.D.)
2. Canteen (Student representation)-B.Ed., M.Ed., B.Ed. Multimode, M.Phil. & Ph.D.)
3. Village Adoption Project
4. Gymnasium
5. Red Ribbon

The co-ordinated working of the cells and committees has yielded profoundly good results by way of i) promoting work culture ii) building team spirit iii) increasing individual and group productivity iv) increasing the needed quality component in relevant areas v) increased the participation level and involvement of all stake holders.

| File Description | Documents |
|--|---------------------------|
| Relevant documents to indicate decentralization and participative management | View File |
| Any other relevant information | No File Uploaded |

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

Finance: PFMS and other online methods were used to manage all received funds. It includes financial transactions with various agencies, private bodies, and other State Government agencies. Materials and publications procured, such as RUSA and NEDP, have stickers specifying funding agencies and or amounts.

Financial agreements created inside the institution have been managed with the approval of the In-charge, Students, and Principal for students' development and involvement in academic and co-academic activities.

Academic: Students are given the option to evaluate their own teachers and the syllabus in order to ensure effective teaching and learning. The IQAC cell has been in charge of most of this. The university's format for evaluating the teachers and the course has been adopted. Every classroom has a teaching record, and class representatives are responsible for noting whether or not the teachers are taking the classes or not. The Principal countersigned this on a weekly basis.

Administrative: The official website of IASE contained notifications, circulars, orders, and other essential information. A copy of the same has been distributed to the concerned persons whenever issued.

| File Description | Documents |
|--|---------------------------|
| Reports indicating the efforts made by the institution towards maintenance of transparency | View File |
| Any other relevant information | No File Uploaded |

6.2 - Strategy Development and Deployment

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

The institution devised long/short-term developmental strategy. The most important activities that it initiated was on Research Development, which was one of the strategic plans that had been laid forth. It was decided to open degree courses like M.Phil. and Ph.D. in Education to help with research development. Efforts were made to launch these degree programmes, and they were finally opened in 2019, with provisional affiliation approved by the affiliating institution (MZU). Simultaneously, the institution encourages its faculty members to publish research in peer-reviewed journals with a high impact factor. Faculty members are encouraged to present papers as well as serve as resource persons. IASE also looks into other funding organisations for major and little projects (NIEPA, ICSSR, UGC, etc.) that the research cell can undertake. The institution,

through its research cell, conducts research in partnership with other organisations and publishes the results.

The building of an Educational Research and Resource Centre has been undertaken since research development is one of the key objectives and is part of a strategic plan. In this, proposal for construction of the Centre have been submitted through RUSA. Hence, it is now under construction and is expected to be completed in 2021.

| File Description | Documents |
|---|---|
| Link to the page leading to Strategic Plan and deployment documents | https://iasemz.edu.in/page/administrative-management |
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

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

IASE is under the Department of Higher & Technical Education. Head of the department is the Minister who looks after the Department via the Secretariat and the Directorate. The Directorate directly supervised all the Institutions under State Government where IASE is one of them. Principal is the Head who is assisted by the establishment staff in administrative matters. Academic affairs are solely in the hands of the Teaching Faculty headed by the Principal. There are four programmes, viz, B.Ed., M.Ed., B.Ed. Multimode and M.Phil. & Ph.D. B.Ed. and M.Ed. departments each have Head of Department. The faculty for these two departments presently is not delineated and allotted duties in both. The B.Ed. multimode department is supervised by Core Committee headed by the Principal as Programme Director. The Core Committee consists of Programme Co-ordinator, two Assistant Co-ordinators and three core members.

The non-teaching staff is divided into two sections, establishment staff and library staff. The establishment staff consists of technical and non-technical staff whereas the library staff is looked after by a full time Librarian and Library Assistant.

| File Description | Documents |
|---|---|
| Link to organogram on the institutional website | https://iasemz.edu.in/storage/source/Administrative%20Management/6-2-2%20Organogram.pdf |
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

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

All of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Screen shots of user interfaces of each module | View File |
| Annual e-governance report | View File |
| Geo-tagged photographs | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

The Faculty meeting decided to take up strengthening of Resource Centre for which Resource Mapping has been taken up with Department of School Education and State Council of Educational Research & Training (SCERT), Govt. of Mizoram. In this connection, procurement of textbooks of Elementary and Secondary Education has been initiated. Along with the school textbooks and curriculum, Research Thesis of various scholars, M.Ed. dissertations, Journals and Reference Books have been collected.

Strengthening of Resource Centre was initiated prior to the completion of the construction of the building i.e. Educational Resource and Research Centre. This has been initiated with a view to enhance qualitative development in research work for years to come.

| File Description | Documents |
|---|---------------------------|
| Minutes of the meeting with seal and signature of the Principal | View File |
| Action taken report with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

6.3 - Faculty Empowerment Strategies

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

The institute have welfare scheme for teaching and non-teaching known as IASE Welfare Society. The monetary contribution made corresponds to the salary of the different categories of staff and the monthly collection put in safekeeping to an assigned staff which are put to the fullest use. The welfare schemes have been established primarily as financial supports or benefits or gifts in both bereavement, festivities and in good times and bad times.

The teaching faculty also have a separate scheme called Mizoram College Teachers Association (MCTA) IASE Branch. The faculty are contributing money monthly for any kind of actions to be taken as and when necessary.

The teaching and non-teaching staff also take impromptu decisions where urgent situations arise. On such occasions, viz accidents, hospitalizations or some happy occasions, contribution of money may be made outside of the welfare arrangements.

| File Description | Documents |
|--|---------------------------|
| List of welfare measures provided by the institution with seal and signature of the Principal | View File |
| List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

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

0

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

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

2

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Brochures / Reports along with Photographs with date and caption | View File |
| List of participants of each programme | View File |
| Any other relevant information | No File Uploaded |

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

13

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Copy of Course completion certificates | View File |
| Any other relevant information | No File Uploaded |

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

The institution makes use of the UGC prescribed format on Performance Based Appraisal System for teaching faculty which is also adopted by the affiliating University i.e. Mizoram University. It comprises of 3 categories namely, Category I: Teaching Related Activities, Category II: Involvement and Participation in Community and Co-curricular Activities, Category III: Research Oriented Activities. The appraisal report has to be submitted on a yearly basis or at the end of the academic session. The report is submitted to the Principal who takes appropriate follow-up actions.

For non-teaching staff, a separate report system of maintaining Annual Confidential Report by the Principal as administrative head which is further submitted to higher authorities in Department. There are different types of report format for Group A, Group B, Group C and Group D respectively. For Group B & C employees, the proforma is divided into 4 sections such as, Section 1: Personal Data, Section 2: Self Appraisal, Section 3: Remarks of the Reporting Authority and Section 4: Remarks of the Reviewing Authority. For Group D, it consists of Section 1: Personal Data, Section 2: Remarks of the Controlling Officer.

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

6.4 - Financial Management and Resource Mobilization

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

Since the Institution is under the government of Mizoram, internal and external financial audit is carried out by the Office of the Accountant General, Govt. Of India at intervals of 3-5 years. The last audit was carried out on December, 2015 for the period of 1/10/2012 to 30/11/2015. The institution also undergoes external auditing regularly by other agencies such as, UGC, RUSA (Rashtriya Uchchatar Shiksha Abhiyan) and CSSTE (Centrally Sponsored Scheme for Teacher Education). On the report received on 29.02.2016 from the Office of the Accountant General, Mizoram, there was question regarding irregular expenditure on Medical Reimbursement highlighting the absence of vouchers for purchase of medicines, doctor's prescription, Medical Board reference letters (for referred cases) and travelling ticket/documents. The issue was redirected to the parent department and clarified accordingly.

| File Description | Documents |
|--|---------------------------|
| Report of Auditors of during the year signed by the Principal. | View File |
| List of audit objections and their compliance with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

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

0

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal | No File Uploaded |
| Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given | No File Uploaded |
| Any other relevant information | View File |

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

The Institution did not receive any funds from different agencies such as UGC, CSS etc during the reporting period. However, under RUSA 2, infrastructural grants have been received during 2020 to 2021. During 2021, the grants were

1. Upgradation/Renovation of Education Department Building (Release order no. B.13018/2/2019/IASE/SPD(RUSA)/27 Dated 18.8.2020) (Amounting Rs. 23,08,000.00)
2. Upgradation/Renovation of Library Vertical Extension (Release order no. B.13018/2/2019/IASE/SPD(RUSA)/28 Dated 18.8.2020) (Amounting Rs. 23,07,000.00)
3. Upgradation/Renovation of Students Recreation Center (Release order no. B.13018/2/2019/IASE/SPD(RUSA)/29 Dated 18.8.2020) (Amounting Rs. 3,85,000.00)

| File Description | Documents |
|---|---------------------------|
| Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

6.5 - Internal Quality Assurance System

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

The IQAC members were fully concentrated on the preparation of NAAC Peer Team Visit. At the same time, the faculty members were also coping with the teaching learning which is the most important component part of the functioning of the Institute. Other than the quality initiatives undertaken which were mentioned in the 6.5.2, many of the quality strategies were taken up under the supervision of the Principal, Co-ordinator and Asst. Coordinator. The following quality assurance strategies were taken up by the Institute:

1. Formation of new IQAC members.
2. Taking up necessary action by IQAC along with the Documentation Cell in obtaining necessary documentary proofs of different activities undertaken by the Institute which are supposed to be used

as references in the upcoming NAAC inspection.

3. To complete the Self Study Report latest by 30th April 2021

4. Renovation of Language Laboratory by identifying defects in Computer systems as well as the repair and replacements of Computer systems that were not working.

5. Cleaning of Campus in collaboration with Swachh Bharat Team prior to NAAC visit.

| File Description | Documents |
|---|---------------------------|
| List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal | View File |
| Any other relevant information | No File Uploaded |

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

The IQAC supervises all the qualitative activities of the institution. The following activities are supervised accordingly from time to time.

1. Semester Plan and Monthly Plan for the smooth transaction of teaching-learning activities submitted by faculty are supervised.

2. Mentoring of students is conducted at the beginning of each semester and follow up is conducted throughout the semester as and when necessary.

3. Fixture is prepared every year for both B.Ed and M.Ed Programme and distributed to all students. Alternate changes if any, prior information has been given to the students.

4. Maintenance of Teaching Record: Class Representatives are assigned to keep daily teaching records of teachers to identify the regularity and punctuality of the teachers which is submitted to IQAC on a weekly basis.

5. Student-teacher evaluation and course evaluation is also conducted every semester by the students to ensure quality in the teaching-learning process.

| File Description | Documents |
|---|---------------------------|
| Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

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

5

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Report of the work done by IQAC or other quality mechanisms | View File |
| List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal | View File |
| Any other relevant information | No File Uploaded |

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

Four of the above

| File Description | Documents |
|--|---|
| Data as per Data Template | View File |
| Link to the minutes of the meeting of IQAC | https://iasemz.edu.in/page/igac-meeting-minutes-and-actions-taken |
| Link to Annual Quality Assurance Reports (AQAR) of IQAC | https://iasemz.edu.in/page/self-study-report-for-3rd-cycle-accreditation |
| Consolidated report of Academic Administrative Audit (AAA) | View File |
| e-Copies of the accreditations and certifications | View File |
| • Supporting document of participation in NIRF | No File Uploaded |
| Feedback analysis report | View File |
| Any other relevant information | View File |

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

For first cycle: The first cycle visits of NAAC Peer Team was held in the year 2009. In pursuance of their recommendation, the Institution has made various changes and improvements in different areas. Amongst the suggestions made, infrastructural development, teaching and learning, research areas and ICT were the most crucial activities undertaken. As infrastructure development and teaching & learning are the existing functions of the institute, improvement has to be made in the field of Research and ICT.

The faculty members were encouraged to take up research work and pursue further studies. During the reporting year, two faculty members were honoured with doctorate degree in Education. They were:

1. Vanlalruatfela Hlondo on the topic, 'Inclusive Education in Mizoram: A Critical Study' was awarded in May, 2020

2. Zairemmawia Renthlei on the topic, 'In-Service Teacher Training Programmes for Secondary School Teachers in Mizoram under RMSA: An

Evaluative Study' in December, 2020.

Under the Research Committee formed by the Institute, one research project has been completed in 2020 which is 'Awareness of Covid-19 Pandemic and Community Response to the Challenges Posed: An analytical Study of Aizawl South City Area and Khawzawl Town'.

For second and subsequent cycle:

The Peer Team recommended the following for Quality Enhancement of the Institution

1. Required number of posts be created and vacant posts be filled up at the earliest.
2. ICT facilities be improved and integrated instructional practices be strengthened.
3. Innovative evaluation practices, such as, Open book exams, Peer and Self Assessment be adopted for internal assessment.
4. Research culture be improved, Research projects be availed from sponsoring agencies and publication to be made in reputed/professional journals.
5. Library space be extended and equipped with more books, other learning resources and computers with internet facilities.
6. As there is a good number of experienced faculty with Ph.D, the University be pursued to recognise them as research supervisors to create research environment.
7. All laboratories be improved and organized in proper order.
8. Facilities suitable for differently-abled students be created.
9. More workshops, seminars, symposia be organized by the institution.
10. Transport, canteen and washroom facilities be improved.
11. Organize coaching the students to appear in competitive examinations.

The Institute prepared for the 3rd Cycle NAAC Peer Team visit from the year 2020. Procurement of equipment and infrastructure have been

acquired on need based. The faculty and non-teaching staff were engaged in the preparation of the anticipated visit. In spite of obstruction caused by the covid-19 pandemic, preparations for the peer team visit were made as far as possible. In the meantime, most of the improvements needed to be accomplished as per the 2nd Cycle Peer Team visit recommendation were conducted time to time (Reported in the SSR from 2015-2020).

| File Description | Documents |
|---|---------------------------|
| Relevant documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The Institution has been taking an effort for installation of Solar Energy Plant through Power and Electricity Department, Government of Mizoram. However, due to the pandemic, installation of Solar Energy Plant could not be realized. The Institution is continuing communication with the Department and is hoping that the Solar Plant Energy Plant can be actually installed in the near future.

| File Description | Documents |
|--------------------------------------|------------------|
| Institution's energy policy document | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

Segregation of waste: As per the rules laid down by Aizawl Municipal Corporation on waste management, the Institution follows the process of separating wastes. The wastes of the Institution are well segregated into different waste bins - (dry waste, wet waste, plastic waste and electronic waste) which are kept in every block. Notifications regarding the means and ways of disposing waste are

issued by the Principal, wherein disposal of wastes into the different bins is being strictly adhered to. The In-charge of disposing the waste (cleaner and sweeper) also use separate bags for disposing different waste which are then taken care of by the Community Garbage disposal mechanism.

Maintaining of Compost pit for Biodegradable waste: The Institution has assembled a Compost pit where all the green waste such as leaves, grass, plants etc are separately decomposed to make the campus clean and free from any waste. Sweepers are instructed not to burn leaves but dispose them in the compost pit.

Prohibition of littering of waste: Throwing or disposing of any waste such as paper, plastic bottles, glass bottles, soft drink cans, tetra packs, fruit peel, wrappers are strictly prohibited in the campus. Defaulters are fined with a penalty of Rs.200/-

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

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

Two of the above

| File Description | Documents |
|---|---------------------------|
| Documentary evidence in support of each selected response | View File |
| Geo-tagged photographs | View File |
| Income Expenditure statement highlighting the specific components | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

Two of the above

| File Description | Documents |
|---|---------------------------|
| Income Expenditure statement highlighting the specific components | No File Uploaded |
| Documentary evidence in support of the claim | View File |
| Geo-tagged photographs | View File |
| Any other relevant information | No File Uploaded |

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

Plantation of trees and plants: A variety of trees and plants have been planted within the campus at different locations. These trees and plants are being well protected and conserved by the Institution and play a big role in making the campus green.

Smoking is strictly prohibited within the campus and is liable to be penalised with fines. Information Boards are posted all around the campus for maintaining cleanliness and hygiene.

Cleanliness drive within the campus is conducted on a regular basis in each semester. The Campus Management Cell takes initiatives on conducting cleanliness drive in which students, staff and faculty are divided into different groups and assigned different works for cleaning up the campus.

In response to the Swachh Bharat Mission launched by the Prime Minister of India, The Swachh Bharat Cell was constituted by the Institution. Supervision and Monitoring of cleanliness is done on a regular basis by the Swachh Bharat Cell. The Swachh Bharat cell evaluates the cleanliness of all the rooms in the campus buildings and maintains a report which it records regularly.

| File Description | Documents |
|--|---------------------------|
| Documents and/or photographs in support of the claim | View File |
| Any other relevant information | No File Uploaded |

7.1.6 - Institution is committed to encourage green practices that include Encouraging use

Two of the above

of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants

| File Description | Documents |
|---|---------------------------|
| Videos / Geotagged photographs related to Green Practices adopted by the institution | View File |
| Circulars and relevant policy papers for the claims made | View File |
| Snap shots and documents related to exclusive software packages used for paperless office | No File Uploaded |
| Income- Expenditure statement highlighting the specific components | No File Uploaded |

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

0

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Income Expenditure statement on green initiatives, energy and waste management | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

- Block III of the Institution was used as a Community Covid Care Centre from May 2021.
- On 28th May 2021, the Institution has donated Medical Kits (Fingertip Pulse Oximeter and Steam Vaporizers) for the patient in the Community Covid Care Centre.
- Financial support of Rs. 15000/- was given to the Community Local Level Task Force on Covid -19
- A discourse and talk had been held on 11th November, 2020 with

NGO leaders from the community in observation of "National Education Day" at the Institution.

- The Local community is also encouraged to access and use the Institution's Legal Aid Clinic wherein they can consult the Institute's Advocate free of cost.

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

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

B. Any 3 of the above

| File Description | Documents |
|--|---------------------------|
| Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University | View File |
| Web-Link to the Code of Conduct displayed on the institution's website | View File |
| Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct | No File Uploaded |
| Details of the Monitoring Committee, Professional ethics programmes, if any | View File |
| Any other relevant information | No File Uploaded |

7.2 - Best Practices

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

Best Practice No : 1

Title of the practice: Transportation

Aims:

1. Providing transportation to and from Institution to students and staff members most in need of the service.
2. Planning and providing transportation services efficiently and economically.

Context: Since the Institution is located in a secluded locality/area, students and staff members could not easily gain access to public transport service. Some students need to walk long distance to reach the Institution mainly because the transportation fare is quite high. So, providing transportation by the Institution is very much needed.

Practice: Though the Institution is a Government Institution, the Government of Mizoram could not give any financial support for transportation. So, the Institution including all the staffs and students took measures and contribute money to hire two buses to pick and drop off the students and staffs to provide courteous service. All the staff members had to put up 1% of their monthly salary and the students had to contribute money every new semester. This has been a custom and practice that has been going for more than 10 years.

Best Practice No : 2

Title of the practice: Extension and Consultancy Services

Aims:

- 1) To provide professional expertise specifically the pedagogical knowledge and skills to other organisations, institutions, agencies and other professional bodies.
- 2) To collaborate and work with other educational bodies for the improvement in pedagogy, methodology, curriculum, syllabus and other academic related issues.
- 3) To organize and conduct State/Regional/National Level Workshops, Conferences, Refresher Courses and Orientations Course for

enhancement of different professional groups.

Context: One of the key functions of IASE, Mizoram is to work towards quality teacher education. The professional expertise of the institution specifically the pedagogical knowledge is invaluable to many other institutions particularly for those that come under the realms of Higher and Technical Education Department within the State. IASE Extension and Consultancy services have been extended to organisations and agencies requiring such services.

Practice: IASE, Mizoram set up a 'Extension and Consultancy Services' Committee to take up the charge of coordinating and rendering the professional expertise to other institutions and agencies. Services rendered by the institution are as follows:

- Special pedagogy courses for Master of Theology (M.Th) II Semester
- Students of Aizawl Theological College and Academy of Integrated Christian Studies.
- Special pedagogy Class for Mizoram Government Undergraduate Colleges.
- Special pedagogy Class for Regional Institute of Paramedical and Nursing Science (RIPANS).
- Capacity building programme for teachers of Mizoram Institute of Comprehensive Education, Venghlui, Aizawl.
- Special pedagogy Class for Academy of Paramedical Technology, Tuikhuahtlang, Aizawl.
- The Institution, in collaboration with RMSA, coordinates and conducts In-service teacher education programme for existing Secondary School Teachers.

| File Description | Documents |
|---|---------------------------|
| Photos related to two best practices of the Institution | View File |
| Any other relevant information | No File Uploaded |

7.3 - Institutional Distinctiveness

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

The Institution has put all-out effort to achieve its vision. One endeavour which has clearly marked the distinctiveness of the Institution is the planning, designing and final implementation of the B.Ed Multi-Mode Programme.

On the recommendation of the Education Reforms Commission Mizoram 2009-2010 in its report entitled "Towards an Enlightened and Inclusive Mizo Society", initiatives for starting B.Ed Multimode Programme was taken by IASE to clear the backlog of the then 1616 untrained secondary and higher secondary school teachers in Mizoram. IASE then obtained the necessary permission and approval from the State Government, Mizoram University and NCTE in 2014. The B.Ed Multimode Programme being conducted in IASE is only one of its kind being run in the country. Presently, from 1616 backlog untrained teachers more than 90% have been admitted to the programme so far.

Another features which make the Institute distinctive is the commencement of M.Phil and Ph.D programme from 2019. With the approval of Mizoram University, the Institute at present has 20 Research Scholars (16 Ph.D and 4 M.Phil) under the guidance of the best faculty that the Institute has to offer. It is the first college in Mizoram to offer such programme.

| File Description | Documents |
|---|---------------------------|
| Photo and /or video of institutional performance related to the one area of its distinctiveness | View File |
| Any other relevant information | No File Uploaded |