SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

INSTITUTE OF ADVANCED STUDY IN EDUCATION

NEAR REPUBLIC FIELD, REPUBLIC VENG AIZAWL, MIZORAM
796005
www.iasemz.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Institute of Advanced Studies in Education (IASE) is a prestigious Institute providing professional and research education. It was the lone Institute running professional education of secondary school teachers in Mizoram till the year 2015.It was established at Aizawl, fifty years after the first Teacher Education Training Institute for elementary teachers was opened by the Welsh Presbyterian Mission in 1925.

With the phenomenal growth in the number of educational institutions within the span of these years, there was a corresponding increase in the teacher population. It was found that only a very small percentage of the high school teachers received professional preparation till 1975. Starting with the B.Edprogramme of one year, phenomenal increase and enhancement in the teacher enrolment as well as course had been registered. One year M.Edprogramme introduced in 2012 became a two year course along with B.Ed. M.Phil and Ph.Dprogramme have also been initiated since 2019.

The IASE is under the administrative control of the Department of Higher and Technical Education, Government of Mizoram. It is affiliated academically to Mizoram University for all purposes of examination and evaluation. However, quality control is strictly regulated by NCTE Norms in all aspects as it is the statutory body for quality maintenance. For all other purposes, UGC is the statutory authority purely as a higher education Institution for professional preparation. All courses of study are prescribed by the University in accordance with the norms and guidelines of the regulatory bodies.

In addition to these, a special innovative one-time Teacher preparation Course known as B.Ed Multimode has also been approved and recognized by NCTE. It is particularly meant to clear the backlog of existing 1616 untrained teachers in Mizoram and was introduced in 2015. Beyond these, IASE is conducting innumerable In-Service Teacher Education Programmes, professional upgradation Courses, Seminars, workshops and orientations on need-based selected themes and subjects.

Institute of Advanced Studies in Education is situated in the southern part of Aizawl, which is the Capital city of Mizoram. It is located within the Republic Veng Local Council Area and occupies a land area allocated by the State Government.

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), 2020.

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), 2020.

·   Catering to the professional development needs of the state and outsourcing the expertise of the Institute to professional institutes, colleges, schools, organizations and agencies.

·   To conduct Faculty development programmes and exposure visits within and outside the state to keep the faculty of IASE informed and enlightened with the latest in educational developments.

·   To conduct research in diverse and relevant areas of teacher education and collaborate with research organisations and bodies at the national level.

·   To collaborate and work with MZU, MBSE, SCERT, DIETs and other 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.

·   Decentralization of the Institutional functioning through pro-active bodies and committees which will have a full representation of teachers, non-teaching staff and students in the decision making bodies of the Institution.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The CSSTE Evaluation conducted by Tata Institute of Social Sciences, Mumbai & Ministry of HRD, Government of India remarks IASE, Aizawl as a "Model IASE" in the Country.
2. Result: 99% and above for the last Five Years (B.Ed. & M.Ed. regular)
3. B.Ed. Multimode: A special innovative B.Edprogramme to clear the backlog in the state. 1160 untrained teachers have enrolled since the programme began in 2015.
4. First Institute under Government of Mizoram to open Post Graduate Degree Course (since 2012)
5. M.Phil&Ph.D: 2019-2020 Academic session started in August 2019. IASE is the only Institute under Government of Mizoram offering Research Degree Course in Education.
6. NAAC Accreditation (2nd Cycle): 2.87 in 4-point Scale, Grade B. Currently the highest amongst accredited Colleges in Mizoram.
7. Infrastructure: The Institution hasState of the art infrastructure comprising of -Computer Laboratory, Language Laboratory and Hybrid Laboratory, Library, Seminar Hall, Conference Room, Auditorium, Educational Research and Resource Centre.

8. Consultancy services: Acted as resource agency for School Education Department, RMSA, DIET, SCERT, MBSE, MZU, ATC, AICS, IGNOU, ATI, GAD, etc. IASE may be considered as the most resourceful Institute under Department of H&TE to lend its expertise to other Departments/ Agencies.
9. Actively engaged in Research activities in collaboration with various Departments and Organizations under State Government like GAD, H&FW, Social Welfare Department and MBSE and National Agencies like NCERT, NIEPA, etc.

Institutional Weakness

1. The number of faculty and staff is inadequate and sometimes fall short of faculty strength as per NCTE norms. This inadequacy is due to frequent superannuation pensions as well as the inability of the State Government in filling up of vacant posts. Out of the 25 sanctioned posts under the Government, only six (6) have been filled-up by the Government.
2. The existing teachers are not able to pursue professional development programmes as demanded by the UGC regulations due to acute shortage of teaching faculty, which in turn may affect the quality of output and their professional development.
3. Lack of clarity amongst officials in the concerned Government Departmentdue to the fact that IASE is under two statutory Bodies namely, UGC and NCTE, and hence relegated to the category of Under-graduate Degree Colleges.
4. Recruitment of teachers (CSSTE) is under SSA (Samagra Shiksha Abhiyan) and salary routed through SCERT. Hence, file movement is duplicated as IASE becomes accountable to both SCERT and parent department. The procurement of salary and the timely implementation of plans and projects are often affected.
5. CSSTE teachers are not treated as regular appointed faculty by the State Government in terms of service. As per the UGC guidelines, only regular faculty is eligible to guide Research scholars. This has largely hindered the progress of research work.

Institutional Opportunity

1. **Filling up of vacant posts** – As per UGC Notification vide D.O. No.F.1-14/2019 (CPP-II) Dated 4th June, 2019, all colleges, universities and deemed universities have been given a six-month deadline for filling up of faculty vacancies failing which UGC Grants may be withheld. Presently, there are 18 posts lying vacant at IASE.
2. **Absorption of faculty under CSSTE to existing vacant posts**: Processing of File for absorption of CSSTE faculty into the Department has been initiated. The successful completion will be a big achievement for the Institution.
3. To introduce the integrated courses for prospective teachers as recommended by the newNational Education Policy 2020 will be the next step taken for which the Institution is seeking the best opportunity.
4. To offer expertise to Government of Mizoram on issues and policies related to Education (School Education, Higher Education, Vocational Education and Teacher Education)
5. Collaboration with International and reputed National Institutions for Research and Student and Faculty exchange programme like Royal University, Bhutan; Kalay University, Myanmar; Tata Institute of Social Sciences, Mumbai
6. Opening of new courses like B.Ed. in Inclusive Education/ Special Education to address the diverse needs of the students in Mizoram.

Institutional Challenge

1. IASE renders professional support to other Institutions, Agencies and Organizations through a well-established 'Consultancy Services', which takes care of the needs of those who seek professional expertise of IASE. To render the service in a more directional, purposive and fulfilling the need-based oriented manner, it is imperative that collaborations be made with top level National level agencies, organizations and Institutes like NCERT, NIEPA, IGNOU, TISS (Mumbai), etc and International agencies like IBE (International Bureau of Education) and others.

2. The Institution has a newly constructed Educational Research and Resource Centre for conducting different kind of research activities. To make it fully functional for generating research materials provision of additional manpower and physical materials will be urgent requirements. The primary goal is to transform it into a Regional Hub for Research where comprehensive and in-depth Studies will be conducted.

3. As per mandate of NEP 2020, Part-II Chapter 15, the Institution is gearing itself to introduce the four-year integrated Courses viz. B.A B.Ed, B.Com B.Edand B.Sc B.Ed in the near future. The challenge lies in the fact that starting of these courses would have larger implications like additional faculty recruitment, updated and upgraded teaching-learning technology as well as development of infrastructure.

4. Upgradation of Institute of Advanced Studies in Education to a State University for Teacher Education and Educational Administration is an endearing vision of the Institute. To make the vision a reality would be no mean task. The official formalities involved and the innumerable hurdles to be faced and handled would be a gigantic proposition. Whatsoever, though the challenges are huge, the Institution is putting all-out effort to make the vision a reality.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curriculum and its transaction at IASE ensure academic flexibility.It provides adequate elective/optional courses to the students. Based on the course content and the available time for curriculum transaction planning are carried out before the commencement of every Semester. The institute provides intensive mentoring to the students at the beginning of Semesters where students are divided into several groups under assigned teacher mentors. Through mentoring sessions, the students are familiarised and facilitated to avail self-study courses beyond the standard curriculum.

IASE provides opportunities to the students to acquire and demonstrate knowledge, skills, abilities, values and attitudes through the teaching-learning situations, informal talks, discussions and practicums such as, seminars, paper presentations,school visits, micro-teaching, practice teaching,teaching in actual classroom setting, pre-internship and internships in different Secondary schools and Teacher Education Institutions.Case study, project work, action research, field visits, group work, institutional studies and other practicums are accomplished under effective supervision of the teacher-educators.

The institute familiarizes the students with diversity in both the national and International perspectives in the form of group activities, classroom learning, discussions, social work, project work, and field visits. IASE provides opportunities to gain knowledge first hand through the use of Language Laboratory, Computer Laboratory, Art and Craft Laboratory and Psychology Laboratory. These hands-on activities help the students

to enhance their skills and develop professionalism and competence. Legal Aid Cell, Free Medical consultation, Gymnasium, workshops, student and staff get-togethers, etc. are all on-going packages and facilities which endorse academic flexibility. The institute obtain structured feedback from various stakeholders which is analysed and kept for future references.

Teaching-learning and Evaluation

IASE, Mizoram has a total number of 724 students enrolled during the last five years comprising of students with different learning needs. The institute has been catering to differential needs of all the students in ways that could help them to become competent and qualified professionals. Mentoring of students is one of the commendable practices of the institute through which students' needs have been catered to in the best possible ways.

The teaching and learning process of the institute is also transacted to meet the needs of differing learners wherein both the inside and outside classroom activities have been thoroughly planned to incorporate the mastery of requisite skills, techniques, strategies and methods. At the same time, field visits and other related activities have also been organized as required by the courses to provide wider and fulfilling experiences to the learners. The practical components of the courses have also been given utmost priority for which innumerable arrangements as well as ample time have been made for execution of the same. These have helped the learners to acquire and become familiar with different skills and methods of teaching to sensitize them on distinct learning needs and in different situations and circumstances.

The performances of students in the different learning components have been methodically evaluated as per the regulations of Mizoram University. Special provisions have been made for students requiring special care and attention as deviating from the standard teaching and learning procedures exercised through which their deficiencies and weaknesses have been taken care of.

IASE, Mizoram has been catering to In-service and Pre-service Teacher Education courses for more than four decades with a high percentage of success in terms of:

1. University Results
2. Teacher quality
3. Generating professionalism
4. Meeting the needs of secondary and higher secondary schools, both Government and Private through providing qualified and competent teachers
5. Continued efforts extended towards equipping incumbent teachers and
6. Constant striving for improvements to attain higher proficiency and achievement

Infrastructure and Learning Resources

Institute of Advanced Studies in Education, Aizawl is currently offering five (5) courses viz., B.Ed. B.Ed. (Multimode), M.Ed., M.Phil. and Ph.D. in Education. The institute fulfils the NCTE norms and standards for the aforesaid courses. The institution is equipped with adequate number of ICT enabled classrooms and seminar rooms. The major funding agency for infrastructure development is RUSA.

For all the courses offered, there are ten (10) ICT enabled classrooms, One conference room and one

auditorium. The Auditorium serves as a multipurpose hall.

The total expenditure incurred for infrastructure augmentation for the last five (5) years i.e. from 2015 to 2020 was 345.47 lakh.

The Institute library is partially automated with SOUL 2.0 and has its membership in the N-LIST programme of INFLIBNET. For the enrichment of Library, books, reading materials and other resources have been procured regularly. However due to Corona Virus pandemic, the number of library visitors declined significantly for the year 2020. National policies and other documents on education have been downloaded and the hard copy of these documents are made available for reference to students. The institute procured various educational resources worth 13.442 Lakhs.

Currently the institution has 73 working computers. Four (4) broadband internet connections are subscribed and presently the bandwidth available in the Institute is 50 mbps. Free Wi-Fi is available for students, faculty and staff.

A number of cells and committees have been formed with assigned duties and responsibilities viz. maintaining of physical facilities, laboratories, computers, classrooms, etc. The institution has clearly laid down rules and regulations and all students are mandated to take pledge of affirmation to them on joining their respective courses. For the maintenance of academic support facilities, the institution spent 88.35 lakhs in the last five academic years and for the maintenance of physical facilities, a total of 257.11 lakhs has been spent by the institute.

Student Support and Progression

IASE, Mizoram recognizes that the students are the stakeholders of the institution and has therefore constantly been evolving ways and means to enable the student community to play a larger role in the effort to promote Institutional growth. Certain Student support facilities have been devised in the institution and various kinds of programmes facilitated for student empowerment and skill development which are student supportive and student-centric.

Mentoring is a crucial and inevitable ongoing part of the teaching learning continuum at IASE providing a strong base for strengthening and empowering students.

The Institution sometimes provides special financial assistance to the needy students by allowing exemption on semester fees and awarding monetary relief and support.

Grievances or complaints put up by the students are addressed within 7 days of the complaint through Grievances Redressal Cell.

Several co-curricular, extra-curricular and sports activities are being conducted to facilitate holistic development of the student.

A good number of the students have cleared State and National level examinations such as NET, SLET, MTET and CTET and have either progressed onwards to higher levels of learning or found prospective engagement.

A significant number of students had achieved placements in differing capabilities as teachers and teacher

educators both in government and private organisations.

With the stolid support of state level student organisations, it has been a tradition at IASE that formation of Students Councils/ Unions is not encouraged on the ground that aspiring teachers and working teachers in professional Teacher Education Institutions are too fully occupied and engaged in fulfilling the course requirements to spare time for involvement in other diverse activities. However, the elected class representatives and appointed group leaders take the role in leading and representing the interests, needs and demands of the larger groups.

The IASE Alumni is actively involved in various activities of the institution as resource persons and facilitators. The Alumni has also been making notable contribution by donating money each year towards the strengthening of the library and felicitating the performing students achieving top positions in the University Exams.

Governance, Leadership and Management

IASE upholds good governance and effective management of de- centralized leadership with the intention of acquiring qualitative development in all aspects of management. The Institute is under the State Government where all the activities are closely monitored and governed by the Government of Mizoram. The Institution has a distinctive vision which strives towards becoming a leading Research institution in the area of education through consistent improvement in the quality of research studies. Establishing itself as a State University for Teacher Education and Educational Administration is a stated vision for which it has striven tirelessly.

The Institute is also fully focused on the infusion of professionalism in all areas of undertaking. Maintenance of discipline, regularity, punctuality, fulfilment of responsibilities, hard work, observing code of conduct, etc. are the set priorities. Time Management is an all-time Institutional ethic which help check and safeguard the management and governance aspect for effective and quality outcome in teaching – learning, providing leadership and administration.

To ensure a decentralized, qualitative and participatory management mechanism, the teaching faculty aside from their teaching duties are assigned administrative related works which have led to sustained self efficiency and productivity. The non teaching staff as well are also involved and engaged in the academic activities of the institution. These have yielded positive results in work culture and strengthened the working relationship and co-ordination among staff.

The organizational structure and thence the distribution of duties and responsibilities of all stake holders have been devised in such a way that all staff are assigned with appropriate designated roles and functions in the management chart.

Institutional Values and Best Practices

IASE Mizoram has a long-standing tradition of being entrenched in values and practices that corroborate and are consistent with the needs of changing times. Knowledge, Perseverance and Professionalism, as clearly etched in the College logo, find reflections in daily endeavours. Quality learning and high performance are the hallmarks of IASE and the good results achieved so far are the defining features.

Some new practices among diverse others may be summarised here.

1) Waste Management:

IASE follows an efficient procedure for waste management. The wastes are well segregated into bins: - dry, wet, plastic and electronic andplaced on all three blocks of the institution in addition to maintaining a compost pit.

2) Water Management:

The Institution has taken initiatives on water management and conservation in the form of rain water harvesting and maintaining big water storage tanks.

3) Maintenance of Daily Teaching Records:

The Institution has developed a practice of placing Teaching Record Books in all the classrooms which are maintained by the Student Representatives.The Teaching Record Bookletallows Student Representatives,in a pre- designed format, to daily enter the subject, name of the subject teacher and the engagement time, recording as per the periods scheduled in the Time-Table. Unreported absence of teachers is easily identified.

The professional expertise of IASE is invaluable to EducationalInstitutions, Organisations and agencies within the State. The Institutehas a well-established 'Consultancy Services' in place which takes care of the needs of those seeking professional expertise. IASE has been labeled the most prominent and prestigious among HEI's and TEI's in Mizoram. The Institution has striven effortlessly in its endeavor to actualize its vision and become distinct among other HEI's. IASE is the only institution in Mizoram dedicated to delivering comprehensive teacher education programmes along with a vibrant and trusted Consultancy Services through which it is able to offer to other organisations reliable and solid support in the teaching-learning continuum. Alongside the multiple courses of study, it also serves as an IGNOU Study Centreconsistently delivering outstanding results year after year.

Research and Outreach Activities

IASE Mizoram has gradually expanded its research and outreach activities in more recent years. One research project has been completed during last five years. The Institution has primarily put focus on accelerating research work by upgrading needed infrastructure and related resources and competencies. The priority is on quality research and complete automation of a well-equipped library. The Institution is also organising seminars and workshops related to research methodology and statistics for capacity development so crucial for research work.

The commitment and dedication of faculty of IASE in increasing research output is evident in the increasing number of research publications. A total of 71 research papers have been published in journals unfortunately they do not meet the NAAC Criteria. 16 books and book chapters have been published during the last five years.

Efforts have been made in maximizing and emphasising on outreach activities. Social Welfare Work organised on certain occasions are attempts to give thrust to outreach experiences of the students. Students take part in serving the community through social activities. Financial aid has been given to the local community in times of calamity and misfortunes. Maximum activities were undertaken by the faculty through participation in different programmes organised by other institutions or agencies.

Strong linkages have been formed with different Institutions and agencies for collaborative work in research and other areas. Memorandum of Understanding (MoU) have been signed with Department of School Education, Government of Mizoram, IGNOU, Aizawl Theological College, Academy of Integrated Christian Studies and Govt. Khawzawl College for academic and research purposes.

IASE is a prestigious Teacher Education Institute in Mizoram. Having served as the lone Secondary Teacher Education Institute in the State for about 40 years, it has rapidly expanded and increased in functioning commendably and has succeeded in becoming a fully fledged IASE thus providing upward mobility to students from B.Ed. to Ph.D studies.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	INSTITUTE OF ADVANCED STUDY IN EDUCATION
Address	Near Republic Field, Republic Veng Aizawl, Mizoram
City	AIZAWL
State	Mizoram
Pin	796005
Website	www.iasemz.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Vanlalhruaii	0389-2322211	9436155021	0389-2310565	principal.iasemz@gmail.com
IQAC / CIQA coordinator	Lallianzuali Fanai	0389-2326282	9436141866	0389-2301153	dr.zuali@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	

State	University name	Document
Mizoram	Mizoram University	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	11-04-1978	View Document
12B of UGC	10-10-2013	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
NCTE	View Document	06-07-2000	251	The approval by the regulating authority is valid as long as the Norms are fulfilled Hence Two Hundred and Fifty One months ie till date has been entered in the previous field

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Near Republic Field, Republic Veng Aizawl, Mizoram	Urban	1.81	3072.33

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Bachelor Of Education	24	Graduate	English	150	132
PG	MEd,Master Of Education	24	B.Ed.	English	50	48
Doctoral (Ph.D)	PhD or DPhil,Doctor Of Philosophy	36	MA Education or M.Ed.	English	9	9
Pre Doctoral (M.Phil)	MPhil,Master Of Philosophy	24	MA Education or M.Ed	English	4	4

Position Details of Faculty & Staff in the College

Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				2				2				21
Recruited	0	2	0	2	0	2	0	2	0	2	0	2
Yet to Recruit				0				0				19
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				13
Recruited	0	0	0	0	0	0	0	0	5	5	0	10
Yet to Recruit				0				0				3

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				14
Recruited	10	3	0	13
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	1	1	0	2
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	2	0	0	2	0	2	2	0	8
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	3	4	0	7

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	2	0	5

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	1	4	0	5

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	4	0	0	0	4
	Female	5	0	0	0	5
	Others	0	0	0	0	0
PG	Male	22	1	0	0	23
	Female	25	0	0	0	25
	Others	0	0	0	0	0
UG	Male	51	2	0	0	53
	Female	78	1	0	0	79
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	53	74	49	46
	Female	87	95	90	111
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	1	0
	Others	0	0	0	0
General	Male	0	0	1	0
	Female	0	1	1	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		140	170	142	157

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2019-20	2018-19	2017-18	2016-17	2015-16
154	134	164	133	112

File Description	Document
Institutional data in prescribed format	[View Document]
Any other relevant information	[View Document]

1.2

Number of seats sanctioned year wise during the last five years..

2019-20	2018-19	2017-18	2016-17	2015-16
181	170	170	170	150

File Description	Document
Letter from the authority (NCTE / University / R	[View Document]
Institutional data in prescribed format	[View Document]

1.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
83	83	83	83	73

File Description	Document
Institutional data in prescribed format	[View Document]
Central / State Govt. reservation policy for adm	[View Document]

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2019-20	2018-19	2017-18	2016-17	2015-16
160	125	111		140

File Description	Document
List of final year students with seal and signat	View Document
Institutional data in prescribed format	View Document

1.5

Number of graduating students year-wise during last five years..

2019-20	2018-19	2017-18	2016-17	2015-16
159	120	104		135

File Description	Document
Institutional data in prescribed format	View Document
Consolidated result sheet of graduating students	View Document

1.6

Number of students enrolled(admitted) year-wise during the last five years..

2019-20	2018-19	2017-18	2016-17	2015-16
157	142	170	140	115

File Description	Document
Institutional data in prescribed format	View Document
Enrollment details submitted to the state / univ	View Document

2 Teachers

2.1

Number of full time teachers year wise during the last five years..

2019-20	2018-19	2017-18	2016-17	2015-16
24	21	20	20	20

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

Number of Sanctioned posts year wise during the last five years..

2019-20	2018-19	2017-18	2016-17	2015-16
25	25	25	25	25

File Description	Document
University letter with respect to sanction of p	View Document
Any other relevant information	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2019-20	2018-19	2017-18	2016-17	2015-16
151.78	34.24	133.4	133.8	55.21

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 52

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - 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.

Response:

Curriculum Review and Revision: Before any impending curriculum revision process, faculty members have a joint discussion to identify and mark out the anomalies and overlapping areas in all the teaching subjects. In the in-house Curriculum Review Meeting, the faculty review the students' performance, Semester examination results, course and learning activities. Therefore, individual exercises are taken up by the teaching faculty in their respective subjects. A common forum is again held for presentation and pooling in of suggestions and ideas. These are recorded and documented for deliberations in the joint exercise for curriculum revision with Mizoram University.

Curriculum Planning: Based on the course content and the available time for curriculum transaction planning are 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 semester work plan, monthly work plan, daily lesson plan, learning activities and practicums 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	Document
Plan developed for the last completed academic year	View Document
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	View Document
Any other relevant information	View Document

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 last completed academic year 1.   Faculty of the institution 2.   Head/Principal of the institution 3.   Schools including Practice teaching schools 4.   Employers 5.   Experts 6.   Students 7.   Alumni

Response: D. Any 2 of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	[View Document](#)
List of persons who participated in the process of in-house curriculum planning	[View Document](#)
Data as per Data Template	[View Document](#)
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	[View Document](#)

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through 1.   Website of the Institution 2.   Prospectus 3.   Student induction programme 4.   Orientation programme for teachers

Response: B. Any 3 of the above

File Description	Document
Report and photographs with caption and date of student induction programmes	[View Document](#)
Prospectus for the last completed academic year	[View Document](#)
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)
URL to the page on website where the PLOs and CLOs are listed	[View Document](#)

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

Response: 88.04

1.2.1.1 **Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
17	16	16	16	16

1.2.1.2 **Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..**

2019-20	2018-19	2017-18	2016-17	2015-16
19	19	19	19	16

File Description	Document
Data as per Data Template	[View Document](#)
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	[View Document](#)
Any other relevant information	[View Document](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View Document](#)

1.2.2 Average Number of Value-added courses offered during the last five years

Response: 0

1.2.2.1 **Number of Value – added courses offered during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

1.2.3 Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 0

1.2.3.1 **Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

1.2.4 Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

1. **Provision in the Time Table**
2. **Facilities in the Library**
3. **Computer lab facilities**
4. **Academic Advice/Guidance**

Response: B. Any 3 of the above

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

1.2.5 Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 0.57

1.2.5.1 **Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	1	3

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

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

Response:

- **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**

- **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. Skill development classes such as; Spoken English and Communication Development, Spoken Hindi course, Environmental awareness, Personality development and Course on Computer Concepts are offered and conducted. The students' experiences are enriched through participation in campus development work, community development work, participation in inter-university competitions, conducting psychology practical, participation in drama and art and other extra-curricular activities. The methodologies adopted are selectively done to ensure that learning activities are participative, engaging, inclusive and interactive.

The learning provided the potentials and capabilities of the students through field experiences and skill development programmes to face personal and professional challenges. IASE engages the students in developing skills and ability to apply the acquired skills through activities such as peer mentoring, action research, development of learning resources and lesson plans for different levels of schooling as per their specialization, enabling them to play a leading role in co-curricular activities and extra-curricular activities, etc.

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

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). 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 competences:

The three Teacher Education Programmes offered at IASE comprising M.Ed., B.Ed. &B.Ed MMP covering both theory courses and practicum are intended to provide a wide array of rich experiences to

aspiring teachers and working teachers. Through theory courses such as perspectives in education, teacher education, specialization, curriculum and Pedagogy course, the students acquire learning experiences through diverse activities under the guidance of the teacher-educators. 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. Students also have the opportunity to interact with professionals in the field of teacher education through workshops, seminars and other programmes conducted within the Institution and with other Teacher Education Institutions.

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

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document

1.3.2 Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

- **Development of school system**
- **Functioning of various boards of School Education**
- **Assessment system**
- **Norms and standards**
- **State-wise variations**
- **An 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, such as internships, dissertations and project work, field visits and study of various Teacher Education Institutions, 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. 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	Document
Documentary evidence in support of the claim	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document

1.3.3 Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

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. Students are engaged 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.

File Description	Document
Documentary evidence in support of the claim	View Document

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

1. Students
2. Teachers
3. Employers
4. Alumni
5. Practice teaching schools/TEI

Response: B. Any 4 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document

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

Response: C. Feedback collected and analysed

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrollment percentage of students during the last five years..

Response: 85.86

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document

2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 3.16

2.1.2.1 **Number of students enrolled from the reserved categories during last five years..**

2019-20	2018-19	2017-18	2016-17	2015-16
13	14	13	13	11

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

2.1.3 Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 0

2.1.3.1 **Number of students enrolled from EWS and Divyangjan categories during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

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..

Response:

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.

The students are given Counselling at the beginning at the Course through mentoring initiated by the Institution to assess the students' readiness to undergo the course as well as providing emotional support to the students.

Students identified with various learning needs and those requiring special attention are given help or assistance as and when necessary during the course transaction in the following ways:

i) Spoken English Class

ii) Remedial teaching

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

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document

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 1.   Mentoring / Academic Counselling 2.   Peer Feedback / Tutoring 3.   Remedial Learning Engagement 4.   Learning Enhancement / Enrichment inputs 5.   Collaborative tasks 6.   Assistive Devices and Adaptive Structures (for the differently abled) 7.   Multilingual interactions and inputs

Response: C. Any 3 of the above

File Description	Document
Relevant documents highlighting the activities to address the student diversities	View Document
Photographs with caption and date, if any	View Document
Data as per Data Template	View Document

2.2.3 There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	View Document
Relevant documents highlighting the activities to address the differential student needs	View Document
Photographs with caption and date	View Document

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 10:1

2.2.4.1 **Number of mentors in the Institution**

Response: 16

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

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

Response:

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	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	[View Document](#)

2.3.2 Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 0

2.3.2.1 **Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.3.3 Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 0

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

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.3.4 ICT support is used by students in various learning situations such as

1. **Understanding theory courses**
2. **Practice teaching**
3. **Internship**
4. **Out of class room activities**
5. **Biomechanical and Kinesiological activities**
6. **Field sports**

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.3.5 Continual mentoring is provided by teachers for developing professional attributes in students

Response:

IASE followed a well-established mentoring system. 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)   Individual difference is a prominent part of any educational institution. Needs of students differ in many ways. The mentor teachers identify the differential needs of their mentees through continued monitoring of their mentees' activity in the institution. If the mentor teacher identifies such special needs,appropriate action would be taken to assist the student in need even to the extent of seeking professional help.

b)   Counseling sessions are held whenever there is a need for them. Since they are all student teachers or teachers, they are taught and encouraged to behave in way befitting the respectability and dignity of teachers. Grievances among the students brought forth to the mentors by their mentees are addressed in proper ways.

The personal relationship developed between the mentee and the mentors facilitates communicativeness and openness which allows opportunities for guidance, counselling and advice. For example, some aspiring students approach the mentor for guidance even with regard to preparation for competitive examinations. Some discuss their personal problems with their mentor teachers.

File Description	Document
Documentary evidence in support of the claim	View Document

2.3.6 Institution provides exposure to students about recent developments in the field of education through 1.   Special lectures by experts 2.   'Book reading' & discussion on it 3.   Discussion on recent policies & regulations 4.   Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6.   Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: D. Any 2 of the above

File Description	Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document

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

Response:

The institute takes effective measures in innovating the teaching – learning process through various technique in order to nurture the different faculties of the students' development. It has taken measures from time to time to nurture not only the intellectual aspect but also the creativity, innovativeness, thinking skills, empathy, life skills etc. among students by organising various workshops, programmes, seminars etc.

The following are two recent cases where the institution organizes workshops in which the students and the faculty members work together showcasing an unique team work for building creative innovative life skills among the students :

a)   The outbreak of covid 19 pandemic has caused a great havoc in the life of every human being in the world. The education system has also been greatly impacted by the pandemic due to lockdown of cities and counties as a whole. Normal classes could not be carried out in schools and colleges and every institution need to offer education through online mode. Therefore, the institution by making use of the techno savvy skills of the students organized '*a one day workshop on hosting, participation and management of zoom meeting*' on 5th May,2020 for M.Ed Students. Two resources persons, Mr. Joseph Ramdinmawia and Mr. Francis Lalruattluanga were selected among the students. Under the close guidance of a faculty member and the platforms organized by the institution, the resources persons gave a thorough talk on the working and usage of Zoom Application to their peer group for conducting and hosting online classes. Additionally, selected students were invited to attend workshop, seminar, conferences and other such events and activities mainly conducted for Teacher Educators and professionals.

b)   As a teacher education institution, the institute gives great emphasis on developing the language skills of its prospective students. As such, the institution has procured language laboratory with Sonako software for imparting differing language skills to its students. The institute has organized 'Language Laboratory Workshop for B.Ed students' on 6th November, 2019 with Mr. Benjamin Lalmuanawma Fanai and Ms. Lalmawipuii Chawngthu, IASE faculty member as resource persons. The prospective teachers were given practical sessions for listening, speaking and reading skills through Sonako software in the language laboratory to supplement their lessons.

File Description	Document
Documentary evidence in support of the claim	View Document

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

1. **Organizing Learning (lesson plan)**
2. **Developing Teaching Competencies**
3. **Assessment of Learning**
4. **Technology Use and Integration**
5. **Organizing Field Visits**
6. **Conducting Outreach/ Out of Classroom Activities**
7. **Community Engagement**

8.Facilitating Inclusive Education
9.Preparing Individualized Educational Plan(IEP)

Response: B. Any 6 or 7 of the above

File Description	Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document

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 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: B. Any 6 or 7 of the above

File Description	Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document

2.4.3 Competency of effective communication is developed in students through several activities such as

1.**Workshop sessions for effective communication**
2.**Simulated sessions for practicing communication in different situations**
3.**Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'**
4.**Classroom teaching learning situations along with teacher and peer feedback**

Response: A. All of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	View Document
Data as per Data Template	View Document

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

1. Teacher made written tests essentially based on subject content
2. Observation modes for individual and group activities
3. Performance tests
4. Oral assessment
5. Rating Scales

Response: B. Any 3 or 4 of the above

File Description	Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response: A. All of the above

File Description	Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document

2.4.6 Students develop competence to organize academic, cultural, sports and community related events through

1. Planning and scheduling academic, cultural and sports events in school
2. Planning and execution of community related events
3. Building teams and helping them to participate
4. Involvement in preparatory arrangements
5. Executing/conducting the event

Response: B. Any 4 of the above

File Description	Document
Report of the events organized	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document

2.4.7 A variety of assignments given and assessed for theory courses through

    1. **Library work**
    2. **Field exploration**
    3. **Hands-on activity**
    4. **Preparation of term paper**
    5. **Identifying and using the different sources for study**

Response: C. Any 2 of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	View Document
Data as per Data Template	View Document

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

There is an internship programme for B.Ed. and M.Ed. Programme which is offered by the institution. For B.Ed., third semester is entirely for internship programme and for M.Ed., there is an internship programme on the second and third semesters. So, all the internship programmes carried out by the institution in collaboration with schools and teacher education institutions are very well organized. The following are the ways in which the internship programme are organized –

a)   Selection/identification of schools for internship: participative/on request - The institution have a standing MOU with Department of School Education, Government of Mizoram relating to the use of Schools for internship. So, the teacher in charge of internship would help the students identify the schools within Aizawl city areas. After identification of the schools, the principal would personally request the Principal of the identified schools for internship.

b)   Orientation to school principal/teachers- Special orientation programme for school principals or teachers are sometimes organized by the institution. The mentoring team assigned for school internship would visit the schools and give orientation regarding the internship to the school principals and teachers.

c)   *Orientation to students going for internship-* For students going for internship to schools, the teachers in charge of internship gave one day orientation on matters relating to the code of conduct, the

requirements of the course and necessary information related to the internship before planning their lessons for the school internship.

d) *Exposure to variety of school setups* –The exposure that the students have during their internship differs greatly depending upon the schools that have been selected for them during school internship. They are asked to be involved in all the programme of the schools.

File Description	Document
Documentary evidence in support of the claim	View Document

2.4.9 Average number of students attached to each school for internship during the last completed academic year

Response: 3.72

2.4.9.1 **Number of schools selected for internship during the last completed academic year**

Response: 43

File Description	Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document

2.4.10 Nature of internee engagement during internship consists of

1. **Classroom teaching**
2. **Mentoring**
3. **Time-table preparation**
4. **Student counseling**
5. **PTA meetings**
6. **Assessment of student learning – home assignments & tests**
7. **Organizing academic and cultural events**
8. **Maintaining documents**
9. **Administrative responsibilities- experience/exposure**
10. **Preparation of progress reports**

Response: E. Any 1 or none of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

Separate monitoring schedule is prepared by the institution during the internship. The monitoring mechanism during internship included the following –

a) Monitoring team is set up every year that is responsible for monitoring the students on school internship. Teachers are assigned to visit the schools to check on the activities of the internees.

b) The teacher educators assigned to monitor the students would visit the students on their respective schools, observe their teaching and take verbal feedback from the teachers and principal of the school they have attended relating to their performance in the schools and their conduct as a teacher trainee.

The principals are usually requested to assigned a school teacher to monitor the performances of the students during internship as a mentor teacher who guides as well as monitor the student during the course of their internship.

File Description	Document
Documentary evidence in support of the response	[View Document](#)

2.4.12 Performance of students during internship is assessed by the institution in terms of observations of different persons such as

1. Self
2. Peers (fellow interns)
3. Teachers / School* Teachers
4. Principal / School* Principal
5. B.Ed Students / School* Students

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: B. Any 4 of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	[View Document](#)
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	[View Document](#)

2.4.13 Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

1. **Effectiveness in class room teaching**
2. **Competency acquired in evaluation process in schools**
3. **Involvement in various activities of schools**
4. **Regularity, initiative and commitment**
5. **Extent of job readiness**

Response: B. Any 4 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	[View Document](#)
Five filled in formats for each of the aspects claimed	[View Document](#)

2.5 Teacher Profile and Quality

2.5.1 Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 84

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 61.9

2.5.2.1 **Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 13

File Description	Document
Data as per Data Template	**View Document**
Certificates of Doctoral Degree (Ph.D) of the faculty	**View Document**

2.5.3 Average teaching experience of full time teachers for the last completed academic year.

Response: 11.04

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

Response: 265

File Description	Document
Copy of the appointment letters of the fulltime teachers	**View Document**
Any other relevant information	**View Document**

2.5.4 Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

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.

a)   One Day Discourse on Integrated Programme with special reference to Draft National Policy on Education, 2019 organised in collaboration with DIETS, Mizoram (6th September 2019)

b)   Faculty Development Programme on 'Assessing the Education Policy Environment: Implication for pre-service and in-service teacher education' (26th and 27th September, 2019)

c)   Five Day National Workshop on Research Methodology & Statistics through STATA (14th to 18th October, 2019)

d)   Two Day Workshop on Gender Equity Initiatives – 25th& 26th November, 2019

e)   Sensitization programme on Campus Based Placement – 28th November, 2019

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	Document
Documentary evidence to support the claims	View Document

2.6 Evaluation Process

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

Response:

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	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document
Link for additional information	View Document

2.6.2 Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

1. Display of internal assessment marks before the term end examination
2. Timely feedback on individual/group performance
3. Provision of improvement opportunities
4. Access to tutorial/remedial support
5. Provision of answering bilingually

Response: A. Any 4 or more of the above

File Description	Document
Documentary evidence for remedial support provided	[View Document](#)
Copy of university regulation on internal evaluation for teacher education	[View Document](#)
Any other relevant information	[View Document](#)
Annual Institutional plan of action for internal evaluation	[View Document](#)
Link for additional information	[View Document](#)

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

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	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.6.4 The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

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

7)   Equity Programmes during the session

8)   All Programmes and activities to be undertaken during the session, academic, co-academic and extracurricular activities.

9)   Observation of National and International days of importance and the manner in how they are to be observed

10) Assembly is conducted every Wednesday. The fixture highlights the classes/ groups responsible for conducting the assembly.

11) Opening of complaint box.

The Institute adheres to the fixture for the conduct of Internal Evaluation, which is prepared by the faculty in-charge.In the beginning of each semester, student-teachers are apprised of the fixture and the same is uploaded in the Institute website. All the students are given a printed copy. The institution conducts two internal tests, Unit test at the end of the second month of every semester and Pre-University Examination at the end of the course before the final examination. The dates for these internal examinations are highlighted in the fixture.

If there is any issue in the conduct of the internal examination as shown in the fixture, it is discussed in the faculty meeting and Internal Quality Assurance Cell (IQAC) meetings as well as emergent meeting held. The decisions made in these meetings are communicated to the Examination Cell who takes necessary action relating to notification and conduct of the internal examinations.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

2.7 Student Performance and Learning Outcomes

2.7.1 The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

All the programme and activities initiated and planned by the institution are aligned to ensure that they help achieve the final learning objective. 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. The teaching Learning programmes that are aligned with PLOs and CLOs are as stated below –

1)   Before commencement of any semester, faculty meetings hold discussion on the up coming semesters and the courses to be offered as well as teaching faculty suitable and competent to take up the course papers. On the basis of the assigned course subjects, 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)   Internal Quality Assurance is actively involved in exercises to ensure that all teachers are steering their courses in the right direction. The weekly unit plan and its adherence to it is an effective mechanism.

3)   Mentoring of students where the mentor teachers supervise the performances of their Mentee throughout the course is also an effective lever. The students' performance in academic and co-academic activities are monitored by the mentor teachers and problems arising thereof are attended to through counseling.

4)   Time tables set according to the course outline are closely followed by the teaching faculty to ensure timely coverage of the course.

5)   Classes taken by the faculty members on different course papers follow and adopt various teaching methodology to ensure optimum attainment goals and objectives and promoting capabilities in cognitive and personality developmental areas. The teaching methodologies adopted are carefully selected to meet the PLOs and CLOs.

6)   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.

During the third Semester, the students of B.Ed. programme undergo rigorous internship programme wherein they thoroughly acquire the needed teaching skills and abilities required to become effective and

efficient teachers.

File Description	Document
Documentary evidence in support of the claim	View Document
Link for additional information	View Document

2.7.2 Average pass percentage of students during the last five years

Response: 98.51

2.7.2.1 **Total number of students who passed the university examination during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
167	122	104	0	135

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document
Link for additional information	View Document

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

Response:

All the students were assigned Mentors at the beginning of the course. The mentors are responsible for monitoring the student-teachers in all developmental areas concerning with attainment of professional and personal attributes in line with the Programme Learning Outcome and the Course Learning Outcome. The Mentor teachers collected all the learning outcomes of their mentees that included – unit tests marks, pre-university examination marks, learning activities marks in different subjects, classroom performances and their university semester examination results. Beside these, the mentors arranged personal meeting with their respective mentees from time to time to check on their personal development. The mentors were always open to help their mentees in any problem they faces during the course of their studies.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	[View Document](#)

2.7.4 Performance of outgoing students in internal assessment

Response: 83.13

2.7.4.1 **Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Response: 133

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	[View Document](#)
Data as per Data template	[View Document](#)

2.7.5 Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

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	Document
Documentary evidence in respect to claim	[View Document](#)

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1 Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0.2

3.1.1.1 **Number of research projects funded by government and non- government agencies during the last five years..**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	1	0

File Description	Document
Sanction letter from the funding agency	[View Document](#)
Data as per Data Template	[View Document](#)

3.1.2 Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 1.6

3.1.2.1 **Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	8	0

File Description	Document
Sanction letter from the funding agency	[View Document](#)
Income expenditure statements highlighting the research grants received, duly certified by the auditor	[View Document](#)

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and

documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research

Response: B. Any 3 of the above

File Description	Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Any additional information	View Document

3.1.4 Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

1. **Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**
2. **Encouragement to novel ideas**
3. **Official approval and support for innovative try-outs**
4. **Material and procedural supports**

Response: A. All of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document

3.2 Research Publications

3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 0

3.2.1.1 **Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document

3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 0.76

3.2.2.1 **Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
3	3	4	3	3

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
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 year-wise	View Document
Data as per Data Template	View Document

3.3 Outreach Activities

3.3.1 Average number of outreach activities organized by the institution during the last five years..

Response: 4.4

3.3.1.1 **Total number of outreach activities organized by the institution during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
8	5	3	4	2

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	
Data as per Data Template	

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 70.88

3.3.2.1 **Number of students participating in outreach activities organized by the institution during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
118	116	118	30	112

File Description	Document
Report of each outreach activity with seal and signature of the Principal	

3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 77.91

3.3.3.1 **Number of students participated in activities as part of national priority programmes during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
112	133	164	134	0

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	
Data as per Data Template	

3.3.4 Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

The B.Ed. and M.Ed. courses are aligned with the practical activities which encompass school visit, Institution and community attachment. Besides these co-curricular activities theInstitutionis organizingdifferent kinds of outreach activities for both teachers and students likesocial work, financial support to the local community, special visit to other Institutions and schools, library visit, community visit, organising training, etc. 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 every 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 every year. Only selected students go for study tour whereas all the students can attend the one day field trip programme because of the financial implication. The Institution also provides an opportunities for educational visits within the activity.

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 apublic 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 organises 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 conductedwith IGNOU, RMSA teacher training programme and Special Pedagogical Workshops for Theological Colleges and Nursing Colleges in Mizoram.

The Institute tries to enable the students to aware different social issues and problems faced by the community. Minor project and simple action research like community study, socio-economic study and other educational studies have been laid down and conducted by the students for their learning activities. This kind of activities usually focuses to study the situations and conditions of the selected community and promote insight and situated learning which is very helpful for the students and even for the community members.

File Description	Document
Report of each outreach activity signed by the Principal	[View Document](#)
Relevant documentary evidence for the claim	[View Document](#)

3.3.5 Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 0

3.3.4.1 **Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

3.4 Collaboration and Linkages

3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 1.6

3.4.1.1 **Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
4	3	1	0	0

File Description	Document
Report of each linkage along with videos/ photographs	[View Document](#)
List of teachers/students benefited by linkage exchange and research	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.4.2 Functional MoUs with institutions of National and / or International importance, other

universities, industries, corporate houses etc. during the last five years

Response: 5

3.4.2.1 **Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

Response: 5

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document

3.4.3 Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

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

Response: B. Any 5 or 6 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document

Criterion 4 - 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

Response:

Institute of Advanced Studies in Education, Aizawl is currently offering 5 courses viz., i) B.Ed. ii) B.Ed. (Multimode), iii) M.Ed., iv) M.Phil. andv) Ph.D. in Education. The professional courses offered by the institute are recognized by the National Council for Teacher Education. The NCTE has set Norms and Standards for Bachelor of Education and Master of Education on eligibility criteria, duration and working days, intake, admission procedure, fees, curriculum, faculty and staff requirements, infrastructure, equipments and materials required for both the courses. All prescribed requirements are fulfilled. Active efforts are undertaken to improve physical facilities in order to support excellence in academic fields. Facilities such as Language Lab, Hybrid Lab, Science Lab, Curriculum Lab and Psychological Lab are provided to the students in order to improve their practical skills. The institute is equipped with automated library. The library has a rich collections of resources to cater to the academic requirement of the students and teachers. The institution also provide facilities for physical development of individuals such as Gymnasium, Basket ball-cum-Volleyball Court and other infrastructure. These are open for use to all students and staff of the institution. The Gymnasium in particular is accessible after payment of the required fees and a qualified Gym Instructor is hired out of the collected fees. For the research degree courses like M.Phil. and Ph.D., the specifications of the affiliating University i.e. Mizoram University (a Central University) are complied with. Permission to offer the said courses had been granted after fulfillment of all specifications laid down.

File Description	Document
List of physical facilities available for teaching learning	[View Document](#)
Geo tagged photographs	[View Document](#)

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

Response: 91.67

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

Response: 11

4.1.2.2 **Number of Classrooms and seminar hall(s) in the institution**

Response: 12

File Description	Document
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)

4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years (INR in lakhs)

Response: 66.38

4.1.3.1 **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
134.24	10.55	89	91.19	12.5

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

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

Response:

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 streamliningthe 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. Not only has automation of library materials made it easier to find books, but also made it easier to access journals and books online. The automation of IASE library has allowed the library to be more

flexible to cater to increased demand.

File Description	Document
Bill for augmentation of library signed by the Principal	[View Document](#)
Web-link to library facilities	[View Document](#)

4.2.2 Institution has remote access to library resources which students and teachers use frequently

Response:

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.

In order to facilitate remote access of library resource certain information are provided to the user through E-Mail Service. Resources such as, abstract of Thesis and Dissertations, previous year question papers mostly send to students via e-mail.

File Description	Document
Landing page of the remote access webpage	[View Document](#)

4.2.3 Institution has subscription for e-resources and has membership/ registration for the following

1. e-journals
2. e-Shodh Sindhu
3. Shodhganga
4. e-books
5. Databases

Response: C. Any 2 of the above

File Description	Document
Receipts of subscription /membership to e-resources	[View Document](#)
E-copy of the letter of subscription /member ship in the name of institution	[View Document](#)
Data as per Data template	[View Document](#)

4.2.4 Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 2.69

4.2.3.1 **Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
0.56	1.05	10.69	0.96	0.182

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)

4.2.5 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year

Response: 6.75

4.2.5.1 **Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year**

Response: 378

4.2.5.2 **Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year**

Response: 256

4.2.5.3 **Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year**

Response: 148

4.2.5.4 **Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.**

Response: 324

4.2.5.5 **Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.**

Response: 96

File Description	Document
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 last completed academic year with seal and signature of both the librarian and principal	View Document

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

1. **Relevant educational documents are obtained on a regular basis**
2. **Documents are made available from other libraries on loan**
3. **Documents are obtained as and when teachers recommend**
4. **Documents are obtained as gifts to College**

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

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. This software is intended to help both In-Service and Prospective teachers of Primary, Secondary and Higher Secondary Education to acquire language and communicative skills mainly in English and Hindi.

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.

Each Faculty Room is equipped with Desktop Computer with Internet Access and Printer.

After a long period of poor internet connectivity and irregular service provided by BSNLthe 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	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document

4.3.2 Student – Computer ratio for last completed academic year

Response: 3:1

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any additional information	View Document

4.3.3 Internet bandwidth available in the institution

Response: 50

4.3.3.1 **Available bandwidth of internet connection in the institution, in MBPS**

Response: 50

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document

4.3.4 Facilities for e-content development are available in the institution such as

1. Studio / Live studio
2. Content distribution system

3. Lecture Capturing System (LCS)
4. Teleprompter
5. Editing and graphic unit

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 67.95

4.4.1.1 **Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
134.24	10.55	89	99.17	12.5

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

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

Response:

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 laboratorywith 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 47experiment 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.

All classrooms and seminar rooms are ICT enabled and class representatives are responsible to check and oversee the classroom related problem and they in turn report those issues to the overall in-charge or to the principal. Any issues put forward by the class representatives are quickly addressed by the teacher in-charge or the principal.

File Description	Document
Any additional information	View Document
Appropriate link(s) on the institutional website	View Document

Criterion 5 - 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:

1. **Career and Personal Counseling**
2. **Skill enhancement in academic, technical and organizational aspects**
3. **Communicating with persons of different disabilities: Braille, Sign language and Speech training**
4. **Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two**
5. **E-content development**
6. **Online assessment of learning**

Response: C. Any 2 or 3 of the above

File Description	Document
Sample feedback sheets from the students participating in each of the initiative	[View Document](#)
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	[View Document](#)
Photographs with date and caption for each initiative	[View Document](#)
Data as per Data Template	[View Document](#)

5.1.2 Available student support facilities in the institution are:

1. **Vehicle Parking**
2. **Common rooms separately for boys and girls**
3. **Recreational facility**
4. **First aid and medical aid**
5. **Transport**
6. **Book bank**
7. **Safe drinking water**
8. **Hostel**
9. **Canteen**
10. **Toilets for girls**

Response: A. Any 8 or more of the above

File Description	Document
Geo-tagged photographs	[View Document](#)

5.1.3 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
2. **Details of members of grievance redressal committees are available on the institutional website**
3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
4. **Provision for students to submit grievances online/offline**
5. **Grievance redressal committee meets on a regular basis**
6. **Students' grievances are addressed within 7 days of receiving the complaint**

Response: C. Any 3 or 4 of the above

File Description	Document
Upload any additional information	[View Document](#)
Samples of grievance submitted offline	[View Document](#)
Institutional guidelines for students' grievance redressal	[View Document](#)
Data as per Data Template for the applicable options	[View Document](#)
Composition of the student grievance redressal committee including sexual harassment and ragging	[View Document](#)

5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)

Response: B. Any 3 or 4 of the above

File Description	Document
Report of the Placement Cell	[View Document](#)
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	[View Document](#)
Data as per Data template	[View Document](#)

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 14.58

5.2.1.1 **Number of students of the institution placed as teachers/teacher educators during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
8	38	15	12	4

File Description	Document
Data as per Data Template	[View Document](#)
Appointment letters of 10% graduates for each year	[View Document](#)
Annual reports of Placement Cell for five years	[View Document](#)

5.2.2 Percentage of student progression to higher education during the last completed academic year

Response: 22.75

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 30

5.2.2.2 **Number of outgoing students progressing from PG to M.Phil.**

5.2.2.3 **Number of outgoing students progressing from PG / M.Phil to Ph.D.**

Response: 8

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Details of graduating students and their progression to higher education with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 20.66

5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
58	18	13	9	9

File Description	Document
Data as per Data Template	[View Document](#)
Copy of certificates for qualifying in the state/national examination	[View Document](#)

5.3 Student Participation and Activities

5.3.1 Student council is active and plays a proactive role in the institutional functioning

Response:

Due to the professional nature of the courses offered at the institution, formation of Student Council is not permitted at Institute of Advanced Studies in Education. However, two class representatives- male and female- are elected for every class and section who assist the teachers in all activities. In addition, students are divided into four houses for all co-curricular activities and house leaders four are elected from among the students for each house. These class representatives and house leaders take the role of representing the interests and opinions of the students to the faculty and college administration. The students are represented in various academic and administrative committees of the institution such as:

- Campus Management Cell
- Anti-tobacco Club
- Equal Opportunity Cell
- Internal Quality Assurance Cell Assembly Committee
- Library Committee
- Co-curricular Activity Cell
- Canteen Management Cell
- Community Mobilisation and Development Cell
- Placement Cell

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

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	[View Document](#)
Documentary evidence for alumni role in institution functioning and for student welfare	[View Document](#)
Copy of constitution of student council signed by the Principal	[View Document](#)

5.3.2 Average number of sports and cultural events organized at the institution during the last five years

Response: 2.8

5.3.2.1 **Number of sports and cultural events organized at the institution during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
3	3	2	3	3

File Description	Document
Reports of the events along with the photographs with captions and dates	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of circular / brochure indicating such kind of events	[View Document](#)

5.4 Alumni Engagement

5.4.1 Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

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.

File Description	Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document

5.4.2 Alumni has an active role in the regular institutional functioning such as 1.   Motivating the freshly enrolled students 2.   Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4.   Support to curriculum delivery 5.   Student mentoring 6.   Financial contribution 7.   Placement advice and support

Response: C. Any 2 or 3 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document
Documentary evidence for the selected claim	View Document

5.4.3 Number of meetings of Alumni Association held during the last five years

Response: 6

5.4.3.1 **Number of meetings of Alumni Association held during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
2	1	1	1	1

File Description	Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document

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.

Response:

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, M Ed and B Ed Multimode courses. The Alumni members who are successful in their professions are also frequently invited to speak to the students to motivate them to pursue their studies with diligence and determination

File Description	Document
Documentary evidence in support of the claim	View Document
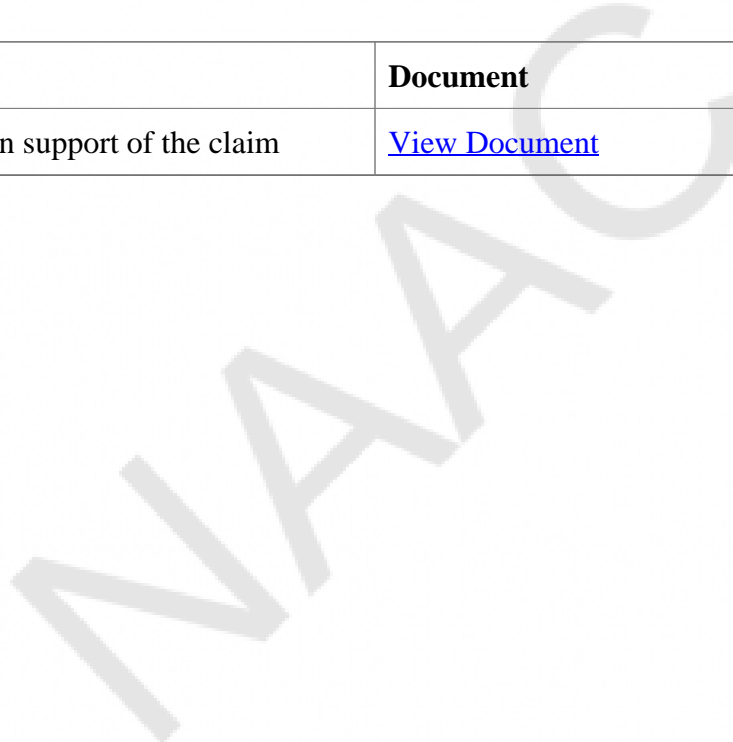
Criterion 6 - Governance, Leadership and Management

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

Response:

IASE is the oldest teacher education institution under the State Government of Mizoram which strives to become State University for Teacher Education and Educational Administration. The Institution has a distinctive vision which strives towards becoming a leading Research institution in the area of education through consistent improvement in the quality of research studies. The institute regularly conducted training programmes to 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. Need for collaborating with other reputed institutions is being strongly felt for working out improvement in pedagogy, methodology, curriculum, syllabus and other related issues.

Decentralization of the Institutional work is the strength of the institution in which teachers, non-teaching staff and students are all participate collaboratively to strive for improvements. The Institute has an active IQAC which is entrusted to conduct student-teacher evaluation and student course evaluation. Students are given opportunity to evaluate their own teachers and the syllabus to ensure academic transparency and for the smooth transaction of teaching-learning process.

Administrative and financial transparency is one of the important traits of the Institute which is guaranteed by auditing of expenditure. Posting of copies of notifications, examination concerned and other important information on the official website of IASE is carried out as far as practicable. Individual copy of the same are distributed to the concerned persons when necessary.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	View Document

6.1.2 Institution practices decentralization and participative management

Response:

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 of the Institution. 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:

GROUP 1

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. Co- Curricular Activities Cell (Student representation)- B.Ed, M.Ed, B.Ed Multimode, M.Phil&Ph.D)

GROUP 2

1. IQAC (AQAR, NAAC) (Student representation)- B.Ed, M.Ed, B.Ed Multimode, M.Phil&Ph.D & External Members)
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.

GROUP 3

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. Library (Student representation)-B.Ed, M.Ed, B.Ed Multimode, M.Phil&Ph.D)

GROUP 4

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

6.Swachh Bharat

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 participation level and involvement of all stake holders.

File Description	Document
Relevant documents to indicate decentralization and participative management	[View Document](#)

6.1.3 The institution maintains transparency in its financial, academic, administrative and other functions

Response:

Finance: All funds received are managed through PFMS and other online channels. Financial transaction made with different agencies, private bodies and other State Government agencies are done in online mode or cheque system. Stickers indicating funding agencies and or amount have been displayed at materials and books procured such as RUSA and NEDP.

For overall institutional progress and development in all areas of functioning, financial concurrence made within the institution are arrived at with the consent of the In charge, Students, Principal and Staff. Requirements of all stakeholders are entered into registers for requisition and endorsed with signatures. The requirements of students are represented by the students leaders and submitted in writing.

Academic: For effective teaching and learning, the students are given opportunity to evaluate their own teachers and the syllabus. This has been mostly carried out by the IQAC. A format developed by the University for assessing the teachers and the course has been adopted. Teaching record is also maintained in every classroom in which the class representatives are given the responsibility to record the teachers' presence as per the set schedule. This is countersigned by the Principal on a weekly basis.

Administrative: Copies of notifications, circulars, orders and other important information are circulated or displayed on the official website of IASE. Individual copy of the same are distributed to the concerned persons when necessary.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

The institution chalks out long term and short term plans for developmental initiatives. Among the strategic plans that have been laid out, the most relevant and commendable initiatives was on Research Development. Additionally, it was considered crucial that as a mandate of functional IASEs in the country, starting of M.Phil and Ph.D Programmes at IASE, Mizoram must be pursued with full intent. Effort was then made for implementation of the plan and finally in 2019, the degree courses were opened when provisional affiliation was granted by the affiliating University.

The Institution has also expended effort in motivating its faculty members to publish research papers in peer reviewed journals with high impact factor. The faculty members are encouraged to present papers in International/National/State Level Seminars, workshops and to act as resource persons. IASE also explores various funding agencies for sponsoring major / minor projects (NIEPA, ICSSR, UGC etc.) that can be conducted by the research cell. The institution through the research cell has also collaborated with other agencies in taking up research projects and in providing research based feeders for adding momentum to research work.

Consequently, the establishment of Educational Research and Resource Centre is the result of the strategic plan that was eventually implemented. Proposal for construction of the Centre had been submitted through the State Project Director, under RUSA 2.0 Infrastructure Grant.

File Description	Document
Documentary evidence in support of the claim	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document
Link for additional information	View Document

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.

Response:

IASE is under the Department of Higher & Technical Education. At the Apex head of the department is the Minister who looks after the Department via the Secretariat and the Directorate. The Directorate directly supervise all the Higher Education Institutions under the State Government in which IASE is one of them. At IASE, 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 (4) 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 are inter-changeable. The B.Ed

Multimode Programme 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 team members.

The non-teaching staff is again 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.

All official correspondences and files are routed by the Institution through the Directorate upward to the Secretariat. Important matters and decision making are taken at higher levels.

File Description	Document
Documentary evidence in support of the claim	View Document
Link to Organogram of the Institution website	View Document

6.2.3 Implementation of e-governance are in the following areas of operation

1. **Planning and Development**
2. **Administration**
3. **Finance and Accounts**
4. **Student Admission and Support**
5. **Examination System**
6. **Biometric / digital attendance for staff**
7. **Biometric / digital attendance for students**

Response: A. Any 6 or more of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Annual e-governance report	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

The Covid-19 pandemic had resulted in the destabilization of the entire social and educational functioning of the country. Regular classes could not be conducted from 23rd March, 2020 as per the Lockdown order of the Government of India as well as State Government. In the midst of the rapidly spreading of the pandemic, the faculty meeting dated 23rd April, 2020 felt that it would be an opportune time for taking up the study on how the spread of the disease had adversely affected the daily living of the different sections

of people in the community.

The proposed research project was handed over to the Research Cell for taking the necessary lead. The IASE Research Cell after due deliberation on the modalities, decided that the coverage for the study should be confined only to Aizawl South City area encompassing the following five (5) Local Council areas:

1. Republic Veng
2. Upper Republic
3. Salem Veng
4. Bethlehem Veng, and
5. College Veng.

A wider coverage would bear extra burden which could not be afforded. The Research Cell also decided that collaboration with a selected college would facilitate a comparative study for which Govt. Khawzawl College was identified and a Memorandum of Understanding (MOU) subsequently signed by the two Institutes.

The final research report was completed in the month of August, 2020. The report was compiled in a book form for publication and released in the Office Chamber of the Minister of Higher & Technical Education on 8th October, 2020.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	[View Document](#)
Action taken report with seal and signature of the Principal	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1 Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

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	Document
List of welfare measures provided by the institution with seal and signature of the Principal	
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	

6.3.2 Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 11.43

6.3.2.1 **Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
3	3	6	0	0

File Description	Document
E-copy of letter/s indicating financial assistance to teachers	
Data as per Data Template	
Any additional information	

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

Response: 12

6.3.3.1 **Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
5	3	3	0	1

File Description	Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document
Any additional information	View Document

6.3.4 Percentage 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

Response: 58.1

6.3.4.1 **Total 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 during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
14	13	13	9	12

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document

6.3.5 The institution has a performance appraisal system for teaching and non-teaching staff

Response:

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	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

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). 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	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document

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

Response: 0

6.4.2.1 **Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

08-06-2021 01:11:05

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

6.4.3 Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

The Institution received grants from UGC for different purposes. Funds received were fully utilized as per the guidelines. The funds received were:

1. Construction of Boy's Hostel- 2013 (2016)
2. Development Assistance (GDA)(3rd Instalment- 2017)
3. IQAC (2nd Instalment) - 2016

The Institute received funds from RUSA from the year 2015 and these are the details under its infrastructure grant:

1. Conference Room Sound System
2. Conference Room Furniture
3. Achiever Study Table Two seaters
4. Steel Fabrication work
5. Ceiling work of Conference Hall
6. New Construction for M.Ed Building
7. Renovation of Cafeteria Building
8. Boundary Demarcation, Fencing and Beautification of Campus
9. Construction of Emergency Exit
10. Renovation of Office Building
11. Operationalization of Women's Hostel
12. Sound System for Conference Room
13. Furniture and Fixture for Conference Room
14. Equipment of Science Laboratory and Library.
15. Up gradation of M.Ed Main Building and Extension Building Adjacent to M.Ed Building
16. Operationalization of Cafeteria
17. Fencing/Boundary Demarcation Wall of M.Ed Block and Extension Building
18. Renovation/Beautification of Campus
19. Renovation of Waste Management and Drainage System
20. Up gradation of Rain Water Harvesting System
21. Renovation of Faculty Rooms and Administrative Rooms
22. Up gradation of Passage Linking B.Ed and M.Ed Block.
23. Equipments for Language Laboratory and Hybrid Laboratory

24. Achievers/Chairs cum tables for Classrooms
25. Facilities for Teaching and Non-teaching Staff.
26. Water Cooler for M.Ed and B.Ed Block
27. Equipments/Materials for Curriculum Laboratory
28. Equipments and Facilities for ICT Centre
29. Equipments for Physical Education Resource Centre
30. Desktop Conference Table Microphone and Conference Room Sound System
31. Construction of Educational Research and Resource Centre
32. Up gradation of Education Department Building
33. Vertical Extension of Block III
34. Renovation of Students' Recreation centre.

Apart from these, the institution receives funds to organize Equity Programmes in which seminars, workshops have been organized for the students progression and faculty development.

Similarly, under New Economic Development Policy (NEDP), IASE received the following grant for upgradation:

1. Improvement of Library

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View Document](#)

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

Response:

The institution adopted several initiatives for assuring quality. Discipline, rules and regulations and code of conduct are strictly maintained among teachers, students and non teaching staff. The institution has a working group of management cells and committees to look after different activities. All Cells take up their respective assigned and responsibilities. To oversee the working of the management cells and committees, Internal Quality assurance Cell (IQAC) is formed under the supervision of the Co-ordinator and the Principal.

Research is being conducted in diverse areas of education and teacher education and further in-depth research areas are being targeted. To keep the faculty of IASE informed and enlightened with the latest in educational developments, faculty development programmes are conducted throughout the year. Exposure visits within the state and outside the state are also organised for the faculty and students of IASE. Every year the Institution deputes non teaching staff to attend training programme on ICT and other office procedures organized by ATI. At times, the Institution conducts need-based programmes. The

establishment staff are assigned specific duties for maintenance of official files. Official work and file-keeping are assigned to the clerical staff according to their encadrement at different levels.

At the time of revision of syllabus conducted by the University, some faculty are also involved in revising the curriculum of B.Ed, M.Ed and M.Phil & Ph.D at which time, the Library staff are also mobilised.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document

6.5.2 The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

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.

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

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document

6.5.3 Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 8.2

6.5.3.1 **Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
20	10	3	5	3

File Description	Document
Report of the work done by IQAC or other quality mechanisms	[View Document](#)
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

6.5.4 Institution engages in several quality initiatives such as 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF

Response: A. Any 4 or more of the above

File Description	Document
Feedback analysis report	[View Document](#)
e-Copies of the accreditations and certifications	[View Document](#)
Data as per Data Template	[View Document](#)
Consolidated report of Academic Administrative Audit (AAA)	[View Document](#)
Any additional information	[View Document](#)
Link to Annual Quality Assurance Reports (AQAR) of IQAC	[View Document](#)
Link to the minutes of the meeting of IQAC	[View Document](#)

6.5.5 Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

The institute has been making various improvements in the recommendations made by the Peer Team. However, most of the suggestions made were not in the hands of the institute as it is under the State Government. The two notable recommendations which were accomplished by the institute were:

1. Construction of facilities for differently abled students: With the funding of Social Welfare Department, Government of Mizoram, Construction of Toilet and Ramp under Accessible India Campaign has been initiated in the year 2018. In this connection, Accessible for Wheel Chair User (Lift) is installed and completed in the year 2019. Further, washroom facilities for the same are constructed at the ground floor and 2nd floor.
2. Transport, Canteen and Washroom facilities: Since the institute does not have a separate transportation facility funded by the State Government, self financing transportation system has been introduced. All the Students, Faculty and Staff of IASE contributed some amount of money on a monthly basis for transport expense and hence the institute is hiring city buses.

Cafeteria is available in the campus for use of students and staff of IASE. It is a three storey building with basement as kitchen and ground floor and 1st floor as students and staff of IASE. As the cafeteria could not sometimes accommodate all the students during the lunch hour, two gazebos were acquired for extension of canteen services and movements.

Separate washroom facilities for students and staff are available at the Institute. In Block I building, 7 washrooms are available within the building and 2 washrooms at the front lawn. In Block II, two (2) washrooms and in Block III, 7 washrooms are constructed.

File Description	Document
Relevant documentary evidence in support of the claim	[View Document](#)

Criterion 7 - 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

Response:

The Institution has been taking an effort for installation of solar energy plant through Zoram Energy Development Agency (ZEDA), an autonomous body established by the Government of Mizoram and also nodal agency that interacts with the Ministry of New & Renewable Energy (MNRE), Government of India. However, due to the pandemic, installation of Solar Energy Plant could not be realized. The Institution is continuing communication with ZEDA and is hoping that the Solar Plant Energy Plant can be actually installed in the near future.

7.1.2 Institution has a stated policy and procedure for implementation of waste management

Response:

Segregation of waste: As per the rules laid down by Aizawl Municipal Corporation on waste management, the Institution follows the process of separating wastes. Segregation of college waste is essential as the amount of waste being generated by staff and students in different blocks entail heavy work. There are certain items which are not bio-degradable but can be reused or recycled. 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 Persons in-charges 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 Decompost pit for Biodegradable waste: The Institution has assembled a Decompost pit where all the green waste such as leaves, grass, plants etcare separately decomposed to make the campus clean and free from any waste. Sweepers are instructed not to burn leaves but dispose them in the decompost 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/- . Staff, faculty and students are instructed to dispose and segregate the waste into the provided separate bins. Swachh Bharat Team makes surprise checks thrice a week.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

7.1.3 Institution waste management practices include

      1. **Segregation of waste**
      2. **E-waste management**
      3. **Vermi-compost**
      4. **Bio gas plants**
      5. **Sewage Treatment Plant**

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geo-tagged photographs	[View Document](#)
Documentary evidence in support of each selected response	[View Document](#)

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

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geotagged photographs	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)

7.1.5 Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

    1. *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.

2. Maintenance of flower gardens: Flowers of different varieties have been planted in pots at various vacant places in and around the campus. Maintaining, cutting and watering of these flowers are done on a regular basis.

3. Efficient waste management is carried out by placing of different waste bins not only inside each of the buildings but also all over the campus. The wastes of the Institute are well segregated wherein different waste bins – (dry waste, wet waste, plastic waste and electronic waste) are kept on every floor of each block of the Institution.

4. 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.

6. 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 which include cleaning of all the rooms, toilets, steps, railings, floors, windows, drains and walls of the campus buildings. Cleaning materials are purchased and provided by the Institution. Free lunch is also provided on campus cleaning day to all the students and staff.

7. In response to the Swachh Bharat Mission launched by the Prime Minister of India, The Swachh Bharat Cell was constituted by the Institution. The present Members of the IASE Swachh Bharat Cell are as follows :

Dr. Vanlaltanpuii

Mr. Vanlalfana

Dr. VanlalruatfelaHlondo

Ms. Eva Lalrampari

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	Document
Documents and/or photographs in support of the claim	[View Document](#)

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free

campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response: B. Any 4 of the above

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

7.1.7 Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 0.59

7.1.7.1 **Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
1	2	0	0	0

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	[View Document](#)
Data as per Data Template	[View Document](#)

7.1.8 Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

The Institution has been organizing social work every year by focusing on Cleanliness Drive for the benefit of the local community. Financial assistance is also provided according to the needs of the community as and when it is required. The Institution also adopted Republic Veng, which is the local area where IASE is situated as an adopted Village under Village Adoption Cell and Unnat Bharat Abhiyan. Recently, on March 2019, the Institution gaveRs. 10,000/- as financial support to the Local Council Football team which

had participated in NECS Inter Village Football Tournament. A discussion with NGO leaders from the adopted Village had been held on 11th November, 2020 in observation of National Education Day at the Institution.

The Local community is alsoencouraged toaccess and use the Institution's Legal Aid Clinic wherein they can consult the Institution's Advocate free of cost. A cement concrete road has been constructed by the Institution for the Community adjoining the Campus where mud and slush prevented movement of vehicles in the rainy season. A public urinal has also been constructed just outside the campus.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

7.1.9 Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

1. **Code of Conduct is displayed on the institution's website**
2. **Students and teachers are oriented about the Code of Conduct**
3. **There is a committee to monitor adherence to the Code of Conduct**
4. **Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: A. All of the above

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

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

Best Practice No : 1

Title of the practice: Teaching Record

Maintenance of Teaching Records by the Student Representatives ensures regularity of the teachers and actual transaction in the classroom as well as interaction with the students.

Aims:

1) To ensure the participation of the students in the governance of the institution.

2) To keep a detailed record of the punctuality, regularity and time management of the teachers.

3) To avoid unreported teacher absenteeism in the Institution.

Context:

IASE is a renowned, prominent and prestigious Teacher Education Institution in Mizoram. Labelled as a 'Model IASE'' in the country by Centrally Sponsored Scheme for Teacher Education Evaluation Team conducted by TATA Institute of Social Sciences, Mumbai, the Institution has been consistently striving for improvement in different quality indicators of Teacher Education. Maintenance of weekly Teaching Records by the Student Representatives in each classroom has been adopted by the institution to ensure students' participation in the teaching-learning process.

Practice:

The Teaching Record Books designed by the Institution consists of booklets where the Students' Representatives enter the following information:

1) Details of a specific group or the concerned class

2) The subject and the name of the subject teacher as per the pre-assigned teaching periods

3) Record of the absence and

4) Counter signature of the Head of Department and the Principal of the Institution.

At the beginning of each semester, instructions are given to all the class representatives concerning the proper and accurate ways of maintaining the Record Book.

Best Practice No : 2

Title of the practice: 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 Consultancy services have been extended to organisations and agencies requiring such services.

Practice:

IASE, Mizoram set up a '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	Document
Photos related to two best practices of the Institution	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

Institute of Advanced Studies in Education (IASE) is the one and only institution in Mizoram dedicated to delivering comprehensive teacher education programmes along with a vibrant and trusted **Consultancy Services**. The distinctiveness of IASE lies in its capacity and tenacity to offer to other institutions/organisations reliable and solid support in the teaching-learning continuum. Alongside the multiple courses of study i.e. B. Ed, B.Ed Multi mode, M. Ed, M.Phil. and Ph.D. and serving as an IGNOU Study Centre, consistently delivering outstanding results year after year, it has been successful in effectively running its Consultancy Services. IASE, Aizawl a pioneer in teacher education in Mizoram was established in 1975 under the name of Mizoram Institute of Education (MIE) and upgraded to College of Teacher Education in 1997, it was further upgraded to IASE by MHRD, Govt. of India in 2005.

Consultancy Services in IASE is set up with the aims of providing professional expertise in pedagogical knowledge and skills; improving on pedagogy, methodology, curriculum syllabus and other issues in academic related areas; organizing and conducting State/Regional/National Level Workshops, Conferences, Refresher/Orientation Courses and Special Classes for enhancement and skill upgradation of different professional groups.

Another special feature of IASE that sets it apart from other HEI's is the professional expertise provided to secondary, higher secondary as well as to higher education. Thus, training programmes are provided need-based as per specific requirements in accordance with varying work force and settings particularly in educational management, pedagogy, curriculum and evaluation transacted through a trustworthy work force, comprising of fully qualified, readily available team of professionals.

Prominent consultancy services rendered by the institution are as highlighted:

- Pedagogy course for M.Th II Year students of Aizawl Theological College affiliated to Serampore University, West Bengal.

  The condensed special course for students of ATC is conducted annually.

- Pedagogy course for M.Th II Year students of Academy of Integrated Christian Studies also affiliated to Serampore University is conducted annually.

  The requests of ATC and AICS have been conceded as the colleges have no qualified faculty. MOU have been signed by the two parties.

- Phase-wise pedagogy classes for teaching faculty of U.G. Government Colleges.have been conducted as per the order issued by the Commissioner and Secretary to the Govt. of Mizoram, Higher and Technical Education.
- Special Methodology and Pedagogy Classes for Regional Institute of Paramedical and Nursing Sciences (RIPANS).
- Capacity building programme for teachers of Mizoram Institute of Comprehensive Education, a CBSE Central School.

- Short course on Methodology and Pedagogy for Academy of Paramedical Technology, Tuikhuahtlang, Aizawl.
- The Institution coordinates INSET Programmes for Government Schools under RMSA Project, Aizawl District in all school subjects.
- Under RMSA Mizoram sponsorship, the Institute conducted INSET programmes for Teachers and Headmasters of selected Government Schools.

IASE teaching faculty are engaged in providing ongoing, active and sustained professional assistance and support to Mizoram University, MBSE, SCERT, DIET's and Secondary Institutions and collaborating in minor and major Research projects.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	**View Document**
Any additional information	**View Document**
Link for additional information	**View Document**

5. CONCLUSION

Additional Information :

IGNOU study centre LAC 1913 CTE-IASE have been activated in the institution since 2004. The centre have been the lone centre offering B.Ed and M.Ed distance programmes in the state, which was terminated in 2015 as per Central Government Policy to offer these programme in regular mode. The IGNOU centre have been instrumental in promoting professional development and growth which have enabled many individuals scale higher heights in different fields. Apart from the many programmes offered by the centre, As the Institution have been striving towards development of Teacher educators in the state, the IGNOU centre in the institution is the lone centre providing Post Graduate Diploma in School Leadership and Management for Headmasters, Post Graduate Diploma in Educational Management and Administration and Post Graduate Diploma in Counselling and Family Therapy in the state. The IGNOU centre in the institution have been providing programmes that have been of great significance to not only individuals in educational fields, but also to individuals who are from different walks of life. The centre carters to the educational needs and growth of students as well as professional who are in service.

Concluding Remarks :

IASE is a premiere Teacher Education Institute in Mizoram having served as the most prominent Teacher Education Institution in the State for about 45 years. It has expanded and increased its areas of functioning commendably and has succeeded in becoming a fully-fledged Institute of Advanced Studies in Education thus providing upward mobility to students from B.Ed. to Ph.D studies.

A very small percentage of secondary school teachers are receiving professionalpreparation in contrast to the phenomenal growth in the teacher population. The phenomenal increase in the numberof educational institution in the past decade have made the role of IASE more prominent and of crucial necessity. One major function of IASE is the preparation and equipment of pre-service and in-service student-teachers as well as educational administrators through courses like- B.Ed. B.Ed. (Multimode) and M.Ed.

IASE is the first and only Institute under Government of Mizoram to open a Post Graduate Degree Course (M.Ed) and also Research Degree Courses (M.Phil and Ph.D in Education). The Institution have been actively engaged in Research activities in collaboration with various Departments and Organizations under State Government like GAD, H&FW, Social Welfare Department and MBSE and National Agencies like NCERT, NIEPA, etc.

IASE renders professional support to other Institutions, Agencies and Organisations through a well-established 'Consultancy Services', which takes care of the needs of those who seek the professional expertise of IASE.

Conclusively, IASE works to maintain, sustain and improve the quality of teachers and the teacher educators and inspire them to be updated, creative and constantly in search of better and innovative ways to achieve the ultimate common goal of quality education. It also caters to the professional development needs of the state and outsources the expertise of the Institute to professional institutes, colleges, schools, organizations and agencies.