YEARLY STATUS REPORT - 2021-2022

Part A
Data of the Institution

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

• Location	**Urban**
• Financial Status	**UGC 2f and 12(B)**
• Name of the Affiliating University	**Mizoram University**
• Name of the IQAC Co-ordinator/Director	**Prof.Lallianzuali Fanai**
• Phone No.	**9436141866**
• Alternate phone No.(IQAC)	**9774403122**
• Mobile (IQAC)	**9862528211**
• IQAC e-mail address	**iqac.iasemz@gmail.com**
• Alternate e-mail address (IQAC)	
3.Website address	https://www.iasemz.edu.in
• Web-link of the AQAR: (Previous Academic Year)	https://iasemz.edu.in/page/aqar
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://iasemz.edu.in/page/fixture

5.Accreditation Details

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

6.Date of Establishment of IQAC	**01/10/2007**

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

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

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

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

AQAR successfully submitted for the academic year 2020-21.

SSR for NAAC Inspection was submitted on 8th June,2021 and Academic and Administrative Audit (AAA) Exit Meeting with AAA Peer Assessor team was held on 12th of August, 2021.

Online orientation and Induction Programme of 1st and 3rd Semester B.Ed & M.Ed for the new session was conducted on 24th of August, 2021.

NAAC Peer Team visit for 3rd cycle by the Peer team members was successfully hosted on 21st & 22nd October,2021.

Community Outreach Programme at Farkawn and Biate village was successfully conducted between 15th-17th March,2022.

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards

Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
Organizing Consultation Programme :	Organised a One Day International Consultation programme on Human Resource Development on 3rd March,2022 at IASE Auditorium with Mr. Lalhriatpuia Khenglawt, Managing Director-Inspire Management Group Ltd. England as a resource Persons * One Day Consultation on "Comparative Education: Education in Australia, a brief overview" with Mr. Kip Crossing, Data Scientist Sydney as Resource person was conducted on 20th April,2022.
Staff enhancement Programme:	Staff Development Programme on Work Ethics was organized on 10th March,2022 with Prof. Lalbiakdiki Hnamte, Director CDC, MZU as Resource Person. Staff at the institution were briefed regarding their duties which helped in enabling them underake their duties more effectively.
Extension Service	One Day Training of Providence Higher Secondary School Teachers, Aizawl was successfully organised on 8th April,2022 with Faculty members Ms. Lalrinfeli Khinagte, Dr. Zairemmawia Renthlei and Ms. Lalmawipuii Chawngthu as Resource Persons. * Community Outreach Programme at Farkawn and Biate village was successfully conducted between 15th-17th March,2022. The programmes initiated helped enhance the quality of teachers

	in their profession.
Organising workshop in the institution.	1.Online National Workshop on Research Methodology and Statistics in Behavioral Sciences was organised on 21st February,2022 at IASE Auditorium. 2. Workshop on Stress Management was organised on 2nd March, 2022 with Dr. Lalremruati, Clinical Psychologist and Assistant Professor, Govt. Aizawl West College as Resource Person. 3. A Two Day National Workshop on Data Analysis using R-Software was conducted on 21st April,2022.
Smart Classroom	Interactive panel (Smart Classroom) was installed by Swastik System, Guwahati on the 30th of June, 2022. The interactive panel has been of great help in effective conduct of teaching and learning.
Organising Invited Lectures in the institution	1.Invited Lecturer for M.Ed II & IV was organised on 11th May,2022 with Dr. Anusha Ramathan, Asst Prof. TISS Mumbai and Mr. Sadaqih Faqih Mulla, Faculty Member&Project Director, TISS Mumbai as Resource Persons.
Enriching the Research Skills of Faculty and students	Faculty members and research scholars participated and presented research papers in National seminars organised in the institution.
Contribution to society so as to develop social sensitivity among staff and students	1.The Institution contributed a donation of Rs. 10,000/- and lunch pack to Republic YMA/LC in aid of natural calamity at Republic veng area on the 25th of July, 2022. 2. Blood donation Day was organized by Red Ribbon,

	IASE at Civil Hospital, Aizawl on 29th April, 2022.
Create environmental sensitivity among staff and students	Initiated a campaign on single use plastic in the institution campus. Awareness programmes were conducted by the faculty members on 4 occasions.
Plan to conduct orientation and induction program for the first, second, third and fourth year students.	Online orientation and Induction Programme of 1st and 3rd Semester B.Ed & M.Ed for the new session was conducted on 24th of August, 2021 and for 2nd and 4th Semester students, it was conducted on 17th January, 2022. Essential information regarding Institutional Ethos, code of conduct, introduction to syllabus and courses were highlighted in the programme.
Mentoring Programmes for B.Ed and M.Ed students.	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 mentoring programme was organised on the 18th of January,2022 in which students individually consulted assign faculty members.

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

- Name of the statutory body

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

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2021-2022	18/01/2023

15. Multidisciplinary / interdisciplinary

The courses offered in the Institution is interdisciplinary in nature. The courses that can be availed are as follows; 1) Bachelor of Education (B.Ed), (2) Bachelor of Education - Multimode (B.Ed Multimode)- This was a course introduced in 2015 for in-service teachers in Mizoram to break the deadlock of untrainned teachers in the state. IASE, Mizoram is the only institution in India where the programme was undertaken. (3) Master of Education (M.Ed), (4) M.Phil and Ph.D - The Institution is the first and only in the state that offers the said couses. At present, four (4) M.Phil scholars have attained results and there are 29 Ph.D scholars pursuing their degree. The Institution is on the verge of introducing the Nursery Teacher Training programme. Though approval have been attained from All India Early Childhood Care and Education under Ministry of Human Resource Development, the State Government approval is being awaited at present. All necessary measures are being taken so that the programme can be initiated in the institution. In accordance with the National Education Policy, 2020 the institution is making all efforts to transform the institution into a mutlidisciplinary institution. For the said cause, the institution have submitted proposal to the State Government so that necessary action can be initiated at the earliest.

16. Academic bank of credits (ABC):

Mizoram University, which is the affiliating University of the Institution has not initiated the use of Academic Bank of Credits as of now due to which it is not practice in the institution.

17. Skill development:

The Teacher Education Programme undertaken at the Institution focuses on the development of Teaching Skills in particular and all round development of students in general. The courses provided aims at developing different teaching skills to the in-service as well as pre-service students. To attain proficeincy in the skills, certain programmes are inculcated in the course curriculum. The Institution provides opportunity to the students to acquire and demonstrate knowledge, skills, abilities, values and attitudes through the teaching-learning situations, informal talks, discussion and practicum such as seminars, paper presentations, school visits, micro-teaching, practice teaching, teaching in actual classroom setting, pre-internship and internship in different schools and

teacher education institutions (for M.Ed). Apart from the scholastic activities, many co-scholastic activities are undetaken in the institution. As the profession requires proficiency in all walks of life, activities such as debate, sports, extempore speech, poetry composition, preparation of teaching aids are underatken in the insitution. Art classes are given great emphasis as it helps students develop different skills needed in the profession.

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

To enable the students acquire thorough understanding of the teaching provided, teachers in the institution make use of the native language along with english in their teaching process. As students are from different background and the existence of differences in their abilities, teachers' use of native language in their teaching is of great neccesity. The syllabus framed by Mizoram University which is followed by the institution inculcate topics relating to Indian culture and language. The Indian philosophies are given great emphasis in the syllabus as it is one of the foundations upon which the teaching philosophies utilised today rely on. To inculcate patriotism and cultural significance, students and the faculty of the institution dress in their cultural attire on every working wednesday. Programmes are organized on every state, national and international important days to enable students acquaint themselves regarding it's significance. As the courses offered in the institution rely heavily on the practical aspect, no online courses exist in the institution. The practical components of the course have been given utmost priority for which innumerable arrangements as well as ample time have been made for execution of the same. Whereas, online classes (especially during the pandemic) are conducted as per the neccessity.

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

Learning outcomes are the cornerstones of course design and assessment, and can also be considered an inclusive teaching practice as they can help clarify expectations for all students. Learning outcomes are descriptions of the specific knowledge, skills, or expertise that the learner will get from a learning activity, such as a training session, seminar, course, or program. The most useful learning outcomes describes an observable action, a description of what the learner will be able to do and under which condition they will be able to do it, and the performance level they should be able to reach. Sensing the importance of learning outcome in education, all the courses in the syllabus which are utilised in the institution has course objectives which acts as

a transparent pathway for students' understanding and success. The course objective provided helps faculty and students come to a common understanding about the purpose and goals of a course or academic program. To attain the expected goals and objectives, transparent as well as reliable assessment and evaluation is carried out. It acts as a meaningful tool in attaining the goals and learning outcomes prescribed in the course objectives. Immense stress is given to learning outcomes in the institution as it acts one of the foremost means through which students' professionalism is developed.

20.Distance education/online education:

A special innovative one-time Teacher preparation Course known as B.Ed Multimode, approved and recognized by NCTE, was innitiated in 2015. It was particularly meant to clear the backlog of existing 1616 untrained teachers in Mizoram. Through this programme numerous number of in-service teachers were provided quality training. The programme envisages to enhance the quality of education in the state. Alongside the multiple courses of study, It also serves as IGNOU Study Centre consistently delivering outstanding results year after year.

Extended Profile

1.Student

2.1   **353**

Number of students on roll during the year

File Description	Documents
Data Template	[View File](#)

2.2   **207**

Number of seats sanctioned during the year

File Description	Documents
Data Template	[View File](#)

2.3   **97**

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

File Description	Documents
Data Template	View File

2.4   **167**

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year   **160**

File Description	Documents
Data Template	View File

2.6   **378**

Number of students enrolled during the year

File Description	Documents
Data Template	View File

2.Institution

4.1   **28.32**

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

4.2   **56**

Total number of computers on campus for academic purposes

3.Teacher

5.1   **21**

Number of full-time teachers during the year:

Extended Profile

1.Student

2.1	**353**
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	**207**
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	**97**
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	**167**
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**160**

File Description	Documents
Data Template	View File

2.6	**378**
Number of students enrolled during the year	

File Description	Documents
Data Template	View File

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**28.32**
4.2 Total number of computers on campus for academic purposes	**56**

3.Teacher

5.1 Number of full-time teachers during the year:	**21**

File Description	Documents
Data Template	View File
Data Template	View File

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

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

Curriculum Review and Revision: Faculty members are tasked with reviewing their respective subjects to identify any anomalies, overlapping, or redundancies and to note them down. These identified issues are then compiled, a common forum is held for discussing the same and for pooling in of suggestions and ideas. All suggestions and ideas are made in light of students' performance, Semester examination results, course and learning activities. These are recorded and documented for deliberations in

the joint exercise for curriculum revision with Mizoram University.

Curriculum Planning: Based on the course content and the available time for curriculum transaction planning is carried out before the commencement of every Semester. Teaching subjects/ courses are assigned to the faculty where each faculty carefully works out individual plan such as semester work plan, monthly work plan, daily lesson plan, learning activities and practicum to fit in with the programme learning outcomes/ course learning outcomes. Curriculum plan are reflected in the time table and fixtures prepared for each semester.

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

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	**D. Any 2 of the above**

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

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

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

1.2 - Academic Flexibility

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

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

`23`

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

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

`0`

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

`0`

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

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

`0`

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

`0`

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

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

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

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

15

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

4

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

1.3 - Curriculum Enrichment

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

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

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	View File

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

The institute familiarizes students with diversity in school system in both the national and international perspectives in the form of group activities, classroom learning, discussions, lectures delivered by resource persons in programmes organized by the institution. Diversity in school systems is elaborated during the foundation course classes. Special discussions are also held in certain subjects like "Gender, School, and Society". The faculty tries to inculcate inclusiveness and tolerance in the students' mindset. The courses also include certain subjects which focus on the National Education Policies and the norms and regulations at various levels of education. Study of various Teacher Education Institutions, their Regulating Authorities, comparative study of various Boards ofSchool Education and schools within the state and outside the state for which students write report and givepresentationsare other activities undertaken to familiarize the students with these institutions and their structure. The students take up learning activities related to course requirement like international andcomparative perspective, the state-wise variations, norms and standards, assessment system, etc. which areall part of B.Ed. and M.Ed. curriculum.

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

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

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

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

1.4 - Feedback System

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

File Description	Documents
Sample filled-in feedback forms of the stake holders	[View File](#)
Any other relevant information	No File Uploaded

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

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	[View File](#)
Action taken report of the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

378

2.1.1.1 - Number of students enrolled during the year

378

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

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

30

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

30

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

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

1

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

1

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

2.2 - Honoring Student Diversity

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

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

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

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

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

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

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

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

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

2.2.4 - Student-Mentor ratio for the academic year

19:1

2.2.4.1 - Number of mentors in the Institution

19

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

2.3 - Teaching- Learning Process

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

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

The institute adopts measures to support both advanced and slow learners through various modes of learning. ICT enabled teaching learning process through e resources, power-point presentation,

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

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

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

0

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

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

0

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

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

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

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

Students are assigned mentor teachers at the beginning of the Course/ Programme and initial mentoring session are held at the beginning of each semester and continued informally throughout the semesters. The mentoring programme starts from the special meeting between the teacher mentor and mentee which is usually held on the second or third day of the Programme. The mentor teacher monitors

all the activities of their mentee and they are held responsible for their ward during the course of their study in the institution. The following are the ways in which mentoring system influences the students –

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

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

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

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

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

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

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

Institute of Advanced Studies in Education as a teacher education institute developed the teaching competency of its students through different programmes outlined in the Syllabus. Seminars / paper presentation are conducted for all the courses offered in the institution to develop the intellectual capabilities of the students. Every Wednesday, the student-teachers which provided a platform for them to express their views in different knowledge areas. Besides these, the institute organizes the following programme during the academic year 2021-22.

1. **Workshop on stress and Stress Management conducted on 3rd March 2022.**
2. **Invited lectures on Communication & Expository Writing for M.Ed II Semester**

Invited lectures on Communication & Expository Writing for M.Ed IV Semester

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

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan)	**Five/Six of the above**

Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	No File Uploaded

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

Six/Seven of the above

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

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

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

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

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

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

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

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

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

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

File Description	Documents
Data as per Data Template	[View File](#)
Samples of assessed assignments for theory courses of different programmes	[View File](#)
Any other relevant information	**No File Uploaded**

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

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

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

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

2.4.9.1 - Number of final year students during the academic year

167

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

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

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

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme.
Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal

impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

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

File Description	Documents
Documentary evidence in support of the response	[View File](#)
Any other relevant information	No File Uploaded

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

Two of the above

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

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

Three of the above

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

2.5 - Teacher Profile and Quality

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

20

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

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

8

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

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

273

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

273

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

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

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

1. **One day Development workshop on Micro teaching (online)- 27th July 2021**
2. **Online National Workshop on Research Methodology and Statistics in Behavioral Science -21st to 25th February, 2022**
3. **A Two Day National Workshop on Data Analysis using R- software – 21st & 22nd April, 2022.**

The Institution subscribes several journals in addition to which teachers also subscribe to keep themselves updated of the most recent developments in education. Articles and papers are published by teachers in international and national journals.

Participation in workshops, seminars, conferences etc. enable themselves to share their experiences and knowledge among themselves. Educational technology is resorted to as far as possible in the teaching-learning process.

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

2.6 - Evaluation Process

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

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

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	[View File](#)
Any other relevant information	No File Uploaded

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

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

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

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

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

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

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

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

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

1. Faculty meetings to be conducted during the semester

2. State and National holidays

3. Restricted Holidays

4. Activities to be conducted during the semester

5. National and International Days of Importance to be observed by the Institution.

6. Date for allocating of Assignment & Learning Activity and Submission of them same.

7. Conducting of Unit Test

8. Pre-Semester Examination

9. Tentative University Examination

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

2.7 - Student Performance and Learning Outcomes

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

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

1. All the faculty prepare monthly plan as well as semester plan in line with the course learning outcome (CLO) stated in the syllabus for each course in the programme.

2. Mentoring of students where the mentor teachers supervise the performances of their Mentee throughout the course is also an effective lever.

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

4. The teaching methodologies adopted are carefully selected to meet the PLOs and CLOs.

5. The institution conducted two internal examinations in the form of unit test on the 2nd month of every semester and Pre- semester examination at the end of the course to prepare the students for their final examination. Learning Activity as part of the course outline assigned to all the studentsforms an important component of internal evaluation.

Students undergo rigorous internship programme wherein they thoroughly acquire the needed teaching skills and abilities required to become effective and efficient teachers.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

2.7.2 - Pass percentage of Students during the year

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

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

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

1. All the faculty prepare monthly plan as well as semester plan in line with the course learning outcome (CLO) stated in the syllabus for each course in the programme.

2. Mentoring of students where the mentor teachers supervise the performances of their Mentee throughout the course is also an effective lever.

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

4. The teaching methodologies adopted are carefully selected to meet the PLOs and CLOs.

5. The institution conducted two internal examinations in the form of unit test on the 2nd month of every semester and Pre- semester examination at the end of the course to prepare the students for their final examination. Learning Activity as part of the course outline assigned to all the students forms an important component of internal evaluation.

Students undergo rigorous internship programme wherein they thoroughly acquire the needed teaching skills and abilities required to become effective and efficient teachers.

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

2.7.4 - Performance of outgoing students in internal assessment

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

235

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

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

The learning needs of the students were initially identified by assessing their general awareness on areas of - Contemporary India and Education, Arithmetic Aptitude, Teaching Aptitude and GeneralCompetency in English. The students were given Counseling at the beginning at the Course through mentoring initiated by the Institution to assess the student's readiness to undergo the course as well as providing emotional support to the students. First Unit Test is conducted either on the second or third month of every semester to evaluate the students' performances in their academic activity. Teacher made test are usually used in this test. The test questions are set by the course in charge keeping in mind the initially identified learning need of the students at entry level, their responses in the classroom and the course/ lesson covered. The test papers are then evaluated and the general performances of the students are again discussed in a review class

after the test.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://docs.google.com/forms/d/e/1FAIpQLSdFEIyAhinMFbgiA_p4jO9XjL ORYlBtxA8XXUAf13eysCgpGw/viewform?usp=sf_link

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

File Description	Documents
Sanction letter from the funding agency	**No File Uploaded**
Income Expenditure statements highlighting the research grants received certified by the auditor	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money	**Three of the above**

for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

File Description	Documents
Data as per Data Template	<u>View File</u>
Institutional Policy document detailing scheme of incentives	**No File Uploaded**
Sanction letters of award of incentives	**No File Uploaded**
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	**No File Uploaded**
Documentary evidence for each of the claims	<u>View File</u>
Any other relevant information	**No File Uploaded**

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

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

3.2 - Research Publications

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

13

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

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

17

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

3.3 - Outreach Activities

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

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

3

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

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

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

60

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

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

344

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

344

File Description	Documents
Data as per Data Template	*View File*
Documentary evidence in support of the claim along with photographs with caption and date	*View File*
Any other relevant information	**No File Uploaded**

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

The institute organised different kinds of outreach activities for both teachers and students like social work, financial support to the local community, special visit to other Institutions and schools, library visit, community visit, organising training, etc. SinceB.Ed. and M.Ed. courses are aligned with the practical activities which encompass school visit, Institution and community attachment, social work and welfare works are undertaken keeping in mind the need of the local community and putting focus into cleanliness, health and safety of the community. Social work is being organised by the Institution in the past year where all the students participate enthusiastically. Financial support is also

being provided to the local community and NGOs on certain occasions like occurrence of disaster, games and sports events and felicitation of achieving persons.The Institute used to organise different training programmes in collaboration with other organisations and agencies where the faculty provide resources as Resource Persons, Trainers or Speakers. The most prominent outreach activities conducted was with IGNOU, RMSA teacher training programme and Special Pedagogical Workshops for Theological Colleges, Nursing Colleges and different private schools in Mizoram.

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

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

1

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

3.4 - Collaboration and Linkages

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

0

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

0

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	**No File Uploaded**
Report of each linkage along with videos/photographs	**No File Uploaded**
Any other relevant information	View File

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

5

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

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges	**Three/Four of the above**

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The institute has ample facilities to facilitateteaching and learning process as well as other co-academic activities and research undertakings. The institute complies with all of the physical facility requirements set forth by NCTE for supporting the teaching and learning process. The Institute has 11 classrooms, spacious Auditorium, State of the art conference Hall, separate Seminar Hall, Science Lab, Curriculum Lab, Resource Centre, Psychological Lab and Computer laboratories. With the student to lab equipment ratio in mind, these labs are outfitted with upgraded lab equipment and internet capabilities. The institute has anautomated library with expanded digital and traditional materials. The library provides textbooks, reference material, journals and other magazines. Moreover, a gym with competent instructors, a basketball court, and other infrastructure are offered. All students, researchers, and faculty members have access to these facilities.

File Description	Documents
List of physical facilities available for teaching learning	[View File](#)
Geo-tagged photographs	[View File](#)
Any other relevant information	No File Uploaded

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

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

10

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

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

2105523

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

4.2 - Library as a Learning Resource

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

IASE Library has been automated since 2011 using SOUL 2.0. Circulation, Cataloguing, and Retrieval have been fully automated and this has significantly reduced the workload of library staff members. Automation of the library has facilitatedimprovement in the variety, amount and quality of materials that are available in the library collection. It also helps in weeding out old, outdated and irrelevant books and materials from the collection, which helps in streamlining the collection and allows easier detection of needed titles. Registered members are provided computerised cards with barcodes as part of the automated circulation process. Laser scanning yields all user information, enabling automatic lending and borrowing of books from the library.

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

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

Library provides remote access to its users through NLIST database of the INFLIBNET. National Library and Information Services Infrastructure for Scholarly Content (N-LIST) is the college component of e-Shodh Sindhu. It provides access to e-resources to students, researchers and faculty from colleges and other beneficiary institutions through servers installed at the INFLIBNET Centre. IASE authorized the Librarian as its NLIST college Administrator and through college administrator dashboard all faculty members, research scholars and students are provided log in credential so that they can access all NLIST resources from anytime at anywhere. The Library also provides e-mail service to its users. Faculty members, Students and research scholars are provided vital information using e-mail. This service is especially useful during pandemics, when the institution is forced to close due to government orders. The library also provides previous question papers in the institutional website.

File Description	Documents
Landing page of the remote access webpage	[View File](#)
Details of users and details of visits/downloads	[View File](#)
Any other relevant information	No File Uploaded

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

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

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

00

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

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

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

471

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

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

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

4.3 - ICT Infrastructure

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

Iformation and Communication Technologies (ICT) facilities are updated frequently in IASE but during the reporting period no major upadationwere made due to updation of ICT facilities and wifi service during the year before the reporting period however new RAM and SSd were purcahse for Library computers in order to update its configuration, new projector screen was also purchase

for Education Reseach and Resource Centre. 10 nos of sandisk 32 gb pendrive was purchase in order to store back up files for all the office files. SSD 480 GB hard drive was purchase for office computer in order to upgrade tis configuration.

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

4.3.2 - Student – Computer ratio during the academic year

1:7

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	**C. 250 MBPS - 500MBPS**

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	**No File Uploaded**
Any other relevant Information	**No File Uploaded**

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

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

4.4 - Maintenance of Campus and Infrastructure

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

327934

File Description	Documents
Data as per Data Template	[View File](#)
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	[View File](#)
Any other relevant information	**No File Uploaded**

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

For proprer maintenance of physical, academic and support facilities the institution setup working committees which undertake all the cell and committees. These working committees take full comtrol over their assigned task. 4 Working Groups are setup which are headed by the senior faculty members of the institute. These working group keep a close eye over all the physical infrastructure owned by the institute. Necessary actions are taken through group meeting whihc is approved by thePrincipal. The institution also employ 1 staff in order to invigilate and and make repair when necessary to its facilities. Rules and regulation

`for usage of several facilitiesare also formulated.`

File Description	Documents
Appropriate link(s) on the institutional website	https://iasemz.edu.in/page/cells-and-committees
Any other relevant information	**No File Uploaded**

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking	**Nine or more of the above**

water Hostel Canteen Toilets for girls Indicate the one/s applicable

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

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

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

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

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
25	160

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

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

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

22

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

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

27

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

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

Institute of Advanced Studies in Education grants no permission for the setting up of Student Council in the institute. However, all the students are divided into four houses during the first week of their entrance into the institute. Each of these houses has two leaders who are selected by the students themselves. The students also select their class representatives in their own classes. These selected leaders and class representatives take the role of representing all the students in every important academic and administrative body. Though class representatives are elected, house leaders cannot be elected during the reporting year 2020-2021 due to the pandemic. The students of IASE have significant participation in the administrative and academic bodies of the institute. They are selected to be active members of important sub-committees which are as follows:

- **Grievances Redressal and Internal Complain**

- **Day Care Centre**
- **Co-Curricular Activities**
- **Men's Hostel**
- **Social Media**
- **Internal Quality Assurance Cell (IQAC)**
- **Teacher Education Extension and Consultancy Services**
- **ICT, Language & Hybrid Laboratory Resource Centre, EDUSAT**
- **Legal Aid**
- **Community Mobilisation and Development**
- **Research Work**
- **Equal Opportunity**
- **Guidance and Counseling**
- **Transport and Conveyance**
- **Campus Management**
- **Village Adoption Project**
- **Red Ribbon Club**
- **Swachh Bharat**

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

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

1

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

5.4 - Alumni Engagement

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

Role of Alumni Association in Institutional Development

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

1. Resource persons: Many of the Alumni members are called upon to serve as resource persons in various institutional programmes.

2. Financial Contribution: Each year the Alumni Association donates a small amount of money towards some specific aspects of the institution such as strengthening of the library, men's hostel, etc.

3. The Alumni Association felicitates every year the toppers in the B Ed and M Ed final examinations to promote excellence among the students.

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

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

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

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

2

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

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

IASE Alumni Association has instituted an annual award to recognise the meritorious students by presenting Awards to students who secure the top three ranks in the University examinations of the final B Ed and M Ed years. These awards are handed to the students in an appropriate event organised by the institution whenever possible.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Vision:

• To establish a State University/Autonomous University which will function as the authority to oversee teacher education institutes within the State and become a leading Teacher Education Institution, with regional and national recognition.

• Taking up the role in educational studies and research in line with reputed nationally and internationally recognized institutions

• To 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 and outsourcing the expertise of the Institute to professional institutes, colleges, schools, organizations and agencies.

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

· To conduct research in diverse areas of education and teacher education with further in-depth research areas being targeted.

· To collaborate and work with MBSE, SCERT, DIETs and teacher educational agencies, organizations and Institutions for improvement in pedagogy, methodology, curriculum, syllabus and other related issues. The need to build a stronger linkage with the University for faculty and student development is being felt and worked for.

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

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

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

   1. Programme Advisory Committee

2. **Building Committee**
3. **Purchase Board**
4. **Planning Board**
5. **IASE/CTE Alumni Association**
6. **B. Ed Multimode Core Team**
7. **RUSA Board of Governors**
8. **IQAC (AQAR, NAAC)**

The institution has a functional working group of management cells and committees that look after different activities of the Institution. The management cells and committees are divided into four (4) groups under the supervision of the Senior Faculty. Division of the groups is provided in the attachment.

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

File Description	Documents
Relevant documents to indicate decentralization and participative management	[View File]()
Any other relevant information	**No File Uploaded**

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

Finance: All funds received are managed through PFMS and other online channels. Financial transactions 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.

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 student-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 cell. A format developed by the University for assessing the teachers and the course has been adopted. Teaching records are 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 and through Whatsapp. Individual copy of the same are distributed to the concerned persons when necessary.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	[View File](#)
Any other relevant information	**No File Uploaded**

6.2 - Strategy Development and Deployment

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

The institution 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. Since it was considered crucial to start M.Phil and Ph.D Programmes as a functional IASE, the said programmes were opened since 2019 which was granted permanent affiliation by the affiliating University

The Institution has also expended effort in motivating its faculty members to publish research papers in UGC Care list, Scopus Indexed and 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 that can be conducted by the research cell. The institution through the research cell has also takes

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 and inaugurated by the concerned minister on 3rd February, 2022. In this, proposal for construction of the Centre have been submitted through the State Project Director, RUSA, Mizoram.

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

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

IASE is under the Department of Higher & Technical Education. As 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. Both the B.Ed and M.Ed department have Head of Department. The faculty for these two departments is presently not delineated and allotted duties in both. The B.Ed multimode department is supervised by Core Committee headed by the Principal as Programme Director. The Core Committee consists of Programme Co-ordinator, two Assistant Co-ordinators and three core members.

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

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

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

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

Since the preparation for the upcoming National Assessment and
Accreditation Council (NAAC) Peer team visit to be held in the
month of October, 2021 was in its final stage, the faculty meeting
decided to focus on preparation for upcoming NAAC Peer team visit.
No other decisions as to emphasize on the programmes were
implemented. As per the NAAC guidelines on submission of the
Annual Quality Assurance Report (AQAR), Academic and
Administrative Audit (AAA) was prepared and submitted to the

concerned authority and was done both in online and offline mode during the month of June, 2021. The State Government appointed three members to assess the submitted report and hence the exit meeting was conducted on 12th August,2021.

Finally in the month of October, 2021, the Institute faced the third cycle of the NAAC Peer team inspection during 21st & 22nd October, 2021. The Institute was awarded Grade B with CGPA 2.11. The name of the Peer Team members were as follows:

1. Dr.Pramod Kumar Naik, Vice Chancellor, CV Rahman University, Jharkhand (Chairperson)
2. Dr.Nighat Basu, Dean, School of Edn & Humanities, Central University of Kashmir (Member co-ordinator)
3. Dr.Albert Longley Dkhar, Principal, St.Anthony's College, Shillong (Member)
4. Dr.Nagaraja BC, Professor, Dept. of Environmental Science, Bangalore University (Observer)

Educational Research and Resource Centre which was initiated with a view to enhance qualitative improvement was completed and inaugurated by the concerned minister on 3rd February, 2022.

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

6.3 - Faculty Empowerment Strategies

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

Various welfare measures have been practised by teaching and non-teaching staff as per the State Government rules and regulations such as:

Teaching Staff-

1. Duty Leave
2. Leave Encashment
3. Maternity/ Paternity Leave
4. Casual Leave
5. Earned Leave
6. Commuted Leave
7. Extra-ordinary Leave
8. Child Care Leave
9. Permission for the official assignments in India and abroad
10. Financial support to the teachers for their professional growth
11. Leave without pay
12. Half pay Leave
13. Travelling allowances/Daily Allowances

Non Teaching-

1. Duty Leave
2. Leave Encashment
3. Maternity/ Paternity Leave
4. Casual Leave
5. Earned Leave
6. Commuted Leave
7. Extra-ordinary Leave
8. Child Care Leave
9. Leave without pay
10. Half pay Leave

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

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

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

`may be made outside of the welfare arrangements.`

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

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

0

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

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

6

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

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

17

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

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

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

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

Reporting Authority and Section 4: Remarks of the Reviewing Authority. For Group D, it consists of Section 1: Personal Data, Section 2: Remarks of the Controlling Officer. In case any issue arises out of it, the concerned person in intimated personally for improvement.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

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

Since the Institution is under the government of Mizoram, internal and external financial audit is carried out by the Office of the Accountant General, Govt. Of India at intervals of 3-5 years. The last audit was carried out on 21st February – 2nd March, 2022 for the period of two (2) weeks.

List of Audit objection:

1. Discrepancies in execution of upgradation/renovation of education Dept building (IASE College) under RUSA.
2. Non deduction of TDS of Rs.2.56 lakh from the supplier or contractors.
3. Non deduction of labour cess from bills of contractors.
4. Discrepancies in the maintenance of GPF.

Non maintenance of fix assets registers

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

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

0

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

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

The Institute maintains a strict procedure for disbursement and usage of funds. The process of expenditure involves proposal of the statements to the Principal. Institute also has some rules for fund usage and resource mobilization. The State government also has some specific rules in financial transaction of the institute. The following are some of the items purchased with the consensus of both the teaching faculty and the Principal.

1. **Purchase of new tables for the teaching faculty.**
2. **Beautification of the Institute campus by refurbishing benches and planting of trees and flowers.**
3. **Purchase of Interactive Panel (Smart Classroom) for both B.Ed and M.Ed students.**
4. **Lockers for the M.Ed students was also purchased but it**

cannot be utilised for the reporting period since the M.Ed classroom is reconstructed and is not yet finished.

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

6.5 - Internal Quality Assurance System

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

Amidst the Covid-19 pandemic, the IQAC members were fully concentrated on the preparation of NAAC Peer Team Visit. At the same time, the faculty members were also coping with the teaching-learning which is the most important component part of the functioning of the Institute. Other than the quality initiatives undertaken which were mentioned in the 6.5.2, many of the quality strategies were taken up under the supervision of the Principal, Co-ordinator and Asst. Coordinator. The following quality assurance strategies were taken up by the Institute:

1. **Formation and appointing new IQAC members.**
2. **Cleaning of Campus and planting of trees in collaboration with Swachh Bharat Team prior to NAAC visit.**
3. **Full preparation for the Academic and Administrative Audit (AAA) which was held on 12th August, 2021.**
4. **Educational Research and Resource Centre was inaugurated on 3rd February, 2022. In this, IQAC took active role for the smooth functioning of the programme.**
5. **Organised different programmes for the qualitative development among the teaching and non-teaching staff like Workshop on Stress Management, International Consultation Programme on Human Resource Development, Staff Development Programme on Work Ethics, One Day Training of Providence Higher Secondary School Teachers, One Day Consultation on Comparative Education: Education in Australia, a brief overview, A Two-Day National Workshop on Data Analysis using R-Software, Workshop on Four years Integrated Teacher Education Programme etc.**

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

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

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

1. Semester Plan and Monthly Plan for the smooth transaction of teaching-learning activities submitted by faculty are supervised.
2. Mentoring of students is conducted at the beginning of each semester and follow up is conducted throughout the semester as and when necessary.
3. Fixture is prepared every year for both B.Ed and M.Ed Programme and distributed to all students. Alternate changes if any, prior information has been given to the students.
4. Maintenance of Teaching Record: Class Representatives are assigned to keep daily teaching records of teachers to identify the regularity and punctuality of the teachers which is submitted to IQAC on a weekly basis.
5. Student-teacher evaluation and course evaluation is also conducted every semester by the students to ensure quality in the teaching-learning process.

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

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

11

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

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

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

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

For first cycle:

In pursuance of the recommendations, the Institution has made various changes and improvements in different areas. Amongst the suggestions made, two notable improvements were:

1. Infrastructural development like two (2) ICT laboratory and construction of M.Ed classrooms.

2. Free Wifi is available within the campus and Library is partially automated using SOUL 2.0 and access to E- Resources in the Library.

For second cycle:

The Institute took various measures to comply with the recommendations made by the NAAC Peer Team. Two important improvements were:

1. Construction of facilities for differently abled students and Transport, Canteen and Washroom facilities were undertaken.

2. Opening of M.Phil and Ph.D Programme in the year 2019. Two faculty members, Vanlalruatfela Hlondo and Zairemmawia Renthlei were honoured with doctorate degree in Education during the year 2020.

(Detailed Reportin the SSR 2015-2020)

For the 3rd Cycle:

The third cycle visit of NAAC Peer Teem was held in the year 2021. In pursuance of the recommendations made by the Peer Team,

1) Core committee on Integrated Teacher Education Programme (ITEP) was formed. Application was also submitted to the NCTE website for the approval of the opening of ITEP.

2) Faculty members started to publish research papers in the UGC

Care list and Scopus Index Journals. Regular Alumni meetings were also held to discuss matters relating to the qualitative as well as quantitative improvement of the Institute as a whole.

File Description	Documents
Relevant documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The institution has been making an attempt to set up a solar energy facility with the help of the Power and Electricity Department, which is a part of the Mizoram Government. However, because of the pandemic, the establishment of the Solar Energy Plant could not be accomplished. The institution is maintaining contact with the Department and is optomistic that the solar Plant Energy facility will be erected in the near future.

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

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

In compliance with the waste management regulations set by the Aizawl Municipal Corporation, the institution practices waste segregation. The institute seperate its waste in several bins, including dry waste, wet waste, plastic waste and electronic waste, which are placed in each block. The principal issues notices concerning the proper disposal of waste into these separate bins, and the institution ensures that these guidelines are strictly followed. The designated individuals responsible for waste disposal such the cleaner and sweeper also use distinct bags for disposing different types of waste, which are subsequently handled by the community garbage disposal system. The instituion

also upholds the practice of maintaining a compost pit for the disposal of biodegradable waste. The institution has constructed a compost pit where all organic waste, such as leaves, grass, and plants are collected and decomposed separately resulting in a cleaner and waste free campus. The sweepers are given explicit instructions not to burn the leaves but instead disposeof them in the compost pit.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

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

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

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

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

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

The Institution carries out a routine cleanliness drive every semester within the campus. The Campus Management Cell takes the lead in organizing the cleanliness drive, dividing students, staff, and faculty members into separate groups and assigning them various cleaning tasks throughout the campus.

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

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

The Institution also formed the Swachh Bharat Cell in response to the Swachh Bharat Mission initiated by the Prime Minister of India. The Swachh Bharat Cell is responsible for regularly supervising and monitoring the cleanliness throughout the campus. The Cell conducts assessments of the cleanliness of every room in the campus buildings and maintains a report of the evaluation regularly.

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

7.1.6 - Institution is committed to encourage	**Three of the above**

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

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

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

0

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

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

- On 15th March, 2022, the institution conducted a community outreach programme at Farkawn Village.
- The institution organized a community outreach programme at Biate Village on 17th March, 2022.
- On 8th April, 2022, the Teacher Extension Service Cell at IASE organized a one-day training program for teachers who

- are employed at Providence Higher Secondary School.
- On 29th April, 2022, the Red Ribbon Club at IASE organized a blood donation camp, where a total of 59 units of blood were donated to the Civil Hospital in Aizawl.
- On 25th July, 2022, the institution contributed Rs. 10,000/- and provided lunch packages to the Republic Veng YMA and Local Council to support the relief efforts for a natural calamity in the local area.
- The institution encourages the local community to utilize its Legal Aid Clinic, where they can seek consultation with the institute's advocate free of charge.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized	B. Any 3 of the above

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

7.2 - Best Practices

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

Best Practice No :1

Title of the practice: Blood Donation Camp

Aims:

   1. **Extending community service.**

Context:

There is a shortage of blood at all times in many hospitals blood bank. In this context, the institute take steps to organise blood donation camp for the hospitals in Aizawl.

Practice:

Red Ribbon Club of the institute organized a blood donation camp in collaboration Civil Hospital Blood Bank on 29th April, 2022. A total of 59 volunteers came forward to donate blood during the camp.

Best Practice No: 2

Title of the practice: Extension Services

Aims: To provide professional expertise specifically the pedagogical knowledge and skills to other organisations, institutions, agencies and other professional bodies.

Context:

The institution has extended its extension services to organizations and agencies that require services like professional expertise of the institution specifically the pedagogical knowledge.

Practice:

Services rendered by the institution during 2021-22 are as follows:

1) Special pedagogy courses for Master of Theology (M.Th) II Semester from Aizawl Theological College (ATC) and Academy of Integrated Christian Studies (AICS).

2) A one-day training program was conducted by the Teacher Extension Service Cell at IASE on 8th April, 2022, specifically for teachers working at Providence Higher Secondary School.

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

7.3 - Institutional Distinctiveness

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

The main vision of the institution is to maintain, sustain and improve the quality of Teachers and Teacher Educators and to inspire them to be self- sufficient, innovative and creative, always in search of better ways, means and methods to achieve the ultimate common goal of quality education. The Institution has put all-out effort to achieve its vision. One Endeavour which has clearly marked the distinctiveness of the Institution is the

planning, designing and final implementation of the B.Ed Multi-Mode Programme.

On the recommendation of the Education Reforms Commission Mizoram 2009-2010 in its report entitled "Towards an Enlightened and Inclusive Mizo Society", initiatives for starting B.Ed Multimode Programme was taken by IASE to clear the backlog of the then 1616 untrained secondary and higher secondary school teachers in Mizoram.

IASE then obtained the necessary permission and approval from the State Government, Mizoram University and NCTE in 2014. The B.Ed Multimode Programme being conducted in IASE is only one of its kind being run in the country. The programme opened in 2015 with the first batch of In-Service Teachers consisting of two Centres of 100 students each. The mode of transaction is multi in nature adopting face to face, school based and home study. From 1616 backlog untrained teachers more than 90% have been admitted to the programme so far.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View File](#)
Any other relevant information	No File Uploaded