



YEARLY STATUS REPORT - 2022-2023

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. Lallianzuali Fanai
- Designation Principal
- Does the institution function from its own campus? Yes

- Alternate phone No. 8794002542
- Mobile No: 9436141866
- Registered e-mail ID (Principal) principal.iasemz@gmail.com
- Alternate Email ID iasemizoram@gmail.com
- Address Republic Veng, (Near Republic Field)
- City/Town Aizawl
- State/UT Mizoram
- Pin Code 796001

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 **Dr.Lalchawimawii Ngente**
- Phone No. **9774403122**
- Alternate phone No.(IQAC) **9774089972**
- Mobile (IQAC) **9774089972**
- 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/wp-content/uploads/2024/02/Academic-Calendar-2024.pdf>**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/PMMMNMNTT 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 **10**

- 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)

1. A One-Day National Seminar on Recent Trends in Education Part- I & II was organised on 31st August and 27th October, 2022 respectively at the Institution. 2. Book Donation Drive was conducted on 30th September, 2022 (Friday) in which 47 books were received by the Institute's Library. 3. One day Training for school teachers of Republic Veng was jointly organised by IQAC, IASE and Local Council & NGOs of Republic Veng. 4. Inauguration of IQAC Office and Consultation on AQAR & SSR report writing was organised on 16th February, 2023 with Shri Laltanpuia, Jt. Director, (QAC), H&TE, Govt. of Mizoram as the Chief Guest to inaugurate the function. 5. A workshop on Early identification and intervention of children requiring special care was organised in Block III building of the Institute on 14th March, 2023 in collaboration with Centre for Disability Studies (CDS), National Institute for locomotor Disabilities, Ministry of Social Justice and Empowerment and

Directorate of Women and Child Development, Social Welfare Dept.,
Mizoram.

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
<p>1. To make arrangements for Session opening and preliminary induction programme for the new Semester 2022-2023</p>	<p>1. Session opening and Preliminary Induction Programme for the new Semester 2022-2023 was organised on 8th August, 2022. The function was graced by the Hon'ble Director, H&TE, Pi Sangchin Chinzah, IAS.</p>
<p>2. To organise a One Day National Seminar on Intellectual Property Rights.</p>	<p>2. One Day National Seminar on Intellectual Property Rights was organised on 12th August, 2022 (Friday) at the IASE Auditorium. The following persons were invited as Resource persons: a) Mr. Suman Ali, Examiner of Patent and Design, the Patent Office, Kolkatta, DPIIT, University of Commerce and Industry. b) Mr. Samuel Lalmalsawma, Senior Scientific Officer, Science and technology Council & Nodal Officer, Patent Information Centre, Mizoram. c) Mr. Joel Lalbiakkima, Scientific Officer, Representative from MISTIC d) Mr. G.C. Lalremruata, Representative from MISTIC</p>
<p>3. To make arrangements and send out invitations to esteemed guests for the felicitation of university rank holders.</p>	<p>3. Session opening and Preliminary Induction Programme for the new Semester 2022-2023 was organised on 8th August, 2022. The function was graced by the Hon'ble Director, H&TE, Pi Sangchin Chinzah, IAS.</p>
<p>4. A One Day National Seminar on recent trends in Education was proposed to be conducted on 31st</p>	<p>4. A One Day National Seminar on recent trends in Education was successfully organised on 31st</p>

August (Wed) at the Institute.	August, 2022 at the IASE Auditorium in which there were 111 participants. A total number of 22 papers were presented by 47 research scholars from IASE and MZU. The following persons were invited as resource Persons. i) Prof. Lalbiakdiki Hname, Director, CDC, MZU ii) Dr. Elizabeth Dey, Associate Professor, Shri Shikshayatan College, Kolkatta.
5. To organise the IASE Alumni Governing Body meeting during September, 2022.	5. IASE Alumni Governing Body meeting was convened on 2nd September, 2022 at IASE Seminar Hall.
6. Organizing Teachers' Day Celebration	6. Teachers' day was celebrated on 5th September, 2022 at the IASE Auditorium
7. To organise a National Seminar by the second half of October as decided in the Faculty meeting on 1st September, 2022.	7. A One Day National Seminar on Recent Trends in Education II was organised on 27th October, 2022 at the IASE Auditorium with Prof. Santosh Panda, Director, Staff training and Research, Institute of Distance Education, IGNOU and Former Chairman of NCTE and Prof. Lalhmasai Chuaungo, Dean, School of Education, Mizoram University as resource Persons.
8. To organise a One Day Workshop on Innovative Pedagogy and ICT in collaboration with the Department of Education, MZU.	8. A One Day Workshop on Innovative Pedagogy and ICT was organised on 28th September, 2022 at IASE in collaboration with the Department of Education, MZU
9. Inauguration of Book Donation Drive to be conducted on 30th September, 2022 (Friday).	9. Inauguration of Book Donation Drive was conducted on 30th September, 2022 (Friday) in which 47 books were received by the Institute's Library.

<p>10. To organise a programme inviting a resource person/ invited lecture for all B.Ed./M.Ed. and Research Scholar on the topic " Roles, Duties and responsibilities of a Teacher."</p>	<p>10. Mr. Lalnghinglova Hmar was invited to give a motivational speech for the students on the topic "Roles, Duties and responsibilities of a Teacher" on 12th September, 2022.</p>
<p>11. To host a National Seminar on Contemporary Issues in Education (Series III) which is to be organised by Mizoram Educational Forum (MEF) in collaboration with All India Education Forum (AIEF) on 18th November, 2022.</p>	<p>11. The institute successfully hosted the National Seminar on Contemporary Issues in Education (Series III) organised by Mizoram Educational Forum (MEF) in collaboration with All India Education Forum (AIEF) on 18th November, 2022 at the IASE Auditorium.</p>
<p>12. To organise a farewell programme for Dr. Vanlalruatfela Hlondo and Ms. Lalremsangi as they have been selected as Assistant Professors under the Department of Education, Mizoram University.</p>	<p>12. A farewell programme for Dr. Vanlalruatfela Hlondo and Ms. Lalremsangi was organised on 18th November, 2022 (Friday) on account of them having been selected as Assistant Professors under the Department of education, Mizoram University</p>
<p>13. To organise a Study Tour for Students during January 2023.</p>	<p>13. A Study Tour to Sikkim, comprising of 26 students guided by 4 Faculty members was held during 19th-20th January, 2023.</p>
<p>14. Organizing Winter Festival in collaboration with MSACS</p>	<p>14. Winter fest 2023 was jointly organized with MSACS on 10th February, 2023 in the campus which was graced by Mrs. Lalneihzeli Sailo, Assistant Director-Youth, MSACS, Community leaders of NGOs of Republic Veng and Miss Angelina Paul.</p>
<p>15. One day Training for school teachers of Republic Veng.</p>	<p>15. One day Training for school teachers of Republic Veng was jointly organised by IQAC, IASE and Local Council & NGOs of Republic Veng.</p>
<p>16. Preparation for upcoming semester (Fixtures and</p>	<p>16. Fixtures and Allocations were finalised as part of</p>

allocation of subjects) to be highlighted in the Faculty Meeting.	preparation for the new Semester.
17. Inauguration of IQAC Office and Consultation on AQAR & SSR report writing.	17. Inauguration of IQAC Office and Consultation on AQAR & SSR report writing was organised on 16th February, 2023 with Shri Laltanpuia, Jt. Director, (QAC), H&TE, Govt. of Mizoram as the Chief Guest to inaugurate the function.
18. To organise a training programme for Teacher Educators working in Inclusive Schools in Mizoram with the Office of the State Commissioner, persons with Disabilities (PwD), Govt. of Mizoram and Samagra Shiksha, Mizoram.	18. Training programme for Teacher Educators working in Inclusive Schools in Mizoram was jointly organised with the Office of the State Commissioner, persons with Disabilities (PwD), Govt. of Mizoram and Samagra Shiksha, Mizoram from 22nd - 24th February, 2023.
19. Synopsis presentation of Ph.D Scholars to be conducted by March.	19. Synopsis presentation of Ph.D Scholars was successfully conducted on 13th March, 2023.
20. To organise a workshop on Early identification and intervention of children requiring special care.	20. A workshop on Early identification and intervention of children requiring special care was organised in Block III building of the Institute on 14th March, 2023 in collaboration with Centre for Disability Studies (CDS), National Institute for locomotor Disabilities, Ministry of Social Justice and Empowerment and Directorate of Women and Child Development, Social Welfare Dept., Mizoram.
21. Celebration of International Day for Biological Diversity, 2023	21. Celebration of International Day for Biological Diversity, 2023 with the theme "From Agreement to Action: Build back Biodiversity" was organised on

	22nd May, 2023 at the IASE Auditorium.
22. To organise the IASE Annual Day and farewell Function during May, 2023.	22. The IASE Annual Day and Farewell Function for the Class of 2023 was organised on 25th May, 2023 at the IASE Auditorium.
23. To organise a consultation meeting with subject experts of secondary level for the project "Identification of Learning problems among Secondary Schools of Mizoram"	23. A consultation meeting with subject experts of secondary level for the project "Identification of Learning problems among Secondary Schools of Mizoram" was organised at the IASE Seminar Hall on 7th June, 2023.
24. Preparation for B.Ed. Entrance test and Personal Interview.	24. Written Test and Interview for admission into the B.Ed. programme were carried out efficiently for the new Semester. Written test was conducted on 23rd June, 2023 while Personal Interviews were conducted between 3rd-5th July, 2023

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

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. Lallianzuali Fanai
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	8794002542
• Mobile No:	9436141866
• Registered e-mail ID (Principal)	principal.iaseMZ@gmail.com
• Alternate Email ID	iasemizoram@gmail.com
• Address	Republic Veng, (Near Republic Field)
• City/Town	Aizawl
• State/UT	Mizoram
• Pin Code	796001
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	Dr.Lalchawimawii Ngente				
• Phone No.	9774403122				
• Alternate phone No.(IQAC)	9774089972				
• Mobile (IQAC)	9774089972				
• 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/wp-content/uploads/2024/02/Academic-Calendar-2024.pdf				
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/PMMMNTT 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	
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File	
9.No. of IQAC meetings held during the year	10	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> • (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	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11. Significant contributions made by IQAC during the current year (maximum five bullets)		
<p>1. A One-Day National Seminar on Recent Trends in Education Part-I & II was organised on 31st August and 27th October, 2022 respectively at the Institution. 2. Book Donation Drive was conducted on 30th September, 2022 (Friday) in which 47 books were received by the Institute's Library. 3. One day Training for school teachers of Republic Veng was jointly organised by IQAC, IASE and Local Council & NGOs of Republic Veng. 4. Inauguration of IQAC Office and Consultation on AQAR & SSR report writing was organised on 16th February, 2023 with Shri Laltanpuia, Jt. Director, (QAC), H&TE, Govt. of Mizoram as the Chief Guest to inaugurate the function. 5. A workshop on Early identification and intervention of children requiring special care was organised in Block III building of the Institute on 14th March, 2023 in collaboration with Centre for Disability Studies (CDS), National Institute for locomotor Disabilities, Ministry of Social Justice and Empowerment and Directorate of Women and Child Development, Social Welfare Dept., Mizoram.</p>		
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
<p>1. To make arrangements for Session opening and preliminary induction programme for the new Semester 2022-2023</p>	<p>1. Session opening and Preliminary Induction Programme for the new Semester 2022-2023 was organised on 8th August, 2022. The function was graced by the Hon'ble Director, H&TE, Pi Sangchin Chinzah, IAS.</p>
<p>2. To organise a One Day National Seminar on Intellectual Property Rights.</p>	<p>2. One Day National Seminar on Intellectual Property Rights was organised on 12th August, 2022 (Friday) at the IASE Auditorium. The following persons were invited as Resource persons: a) Mr. Suman Ali, Examiner of Patent and Design, the Patent Office, Kolkatta, DPIIT, University of Commerce and Industry. b) Mr. Samuel Lalmalsawma, Senior Scientific Officer, Science and technology Council & Nodal Officer, Patent Information Centre, Mizoram. c) Mr. Joel Lalbiakkima, Scientific Officer, Representative from MISTIC d) Mr. G.C. Lalremruata, Representative from MISTIC</p>
<p>3. To make arrangements and send out invitations to esteemed guests for the felicitation of university rank holders.</p>	<p>3. Session opening and Preliminary Induction Programme for the new Semester 2022-2023 was organised on 8th August, 2022. The function was graced by the Hon'ble Director, H&TE, Pi Sangchin Chinzah, IAS.</p>
<p>4. A One Day National Seminar on recent trends in Education was proposed to be conducted on 31st August (Wed) at the Institute.</p>	<p>4. A One Day National Seminar on recent trends in Education was successfully organised on 31st August, 2022 at the IASE Auditorium in which there were</p>

	<p>111 participants. A total number of 22 papers were presented by 47 research scholars from IASE and MZU. The following persons were invited as resource Persons. i) Prof. Lalbiakdiki Hnamte, Director, CDC, MZU ii) Dr. Elizabeth Dey, Associate Professor, Shri Shikshayatan College, Kolkatta.</p>
<p>5. To organise the IASE Alumni Governing Body meeting during September, 2022.</p>	<p>5. IASE Alumni Governing Body meeting was convened on 2nd September, 2022 at IASE Seminar Hall.</p>
<p>6. Organizing Teachers' Day Celebration</p>	<p>6. Teachers' day was celebrated on 5th September, 2022 at the IASE Auditorium</p>
<p>7. To organise a National Seminar by the second half of October as decided in the Faculty meeting on 1st September, 2022.</p>	<p>7. A One Day National Seminar on Recent Trends in Education II was organised on 27th October, 2022 at the IASE Auditorium with Prof. Santosh Panda, Director, Staff training and Research, Institute of Distance Educaiton, IGNOU and Former Chairman of NCTE and Prof. Lalhmasai Chuaungo, Dean, School of Education, Mizoram University as resource Persons.</p>
<p>8. To organise a One Day Workshop on Innovative Pedagogy and ICT in collaboration with the Department of Education, MZU.</p>	<p>8. A One Day Workshop on Innovative Pedagogy and ICT was organised on 28th September, 2022 at IASE in collaboration with the Department of Education, MZU</p>
<p>9. Inauguration of Book Donation Drive to be conducted on 30th September, 2022 (Friday).</p>	<p>9. Inauguration of Book Donation Drive was conducted on 30th September, 2022 (Friday) in which 47 books were received by the Institute's Library.</p>
<p>10. To organise a programme inviting a resource person/</p>	<p>10. Mr. Lalnghinglova Hmar was invited to give a motivational</p>

<p>invited lecture for all B.Ed./M.Ed. and Research Scholar on the topic " Roles, Duties and responsibilities of a Teacher."</p>	<p>speech for the students on the topic "Roles, Duties and responsibilities of a Teacher" on 12th September, 2022.</p>
<p>11. To host a National Seminar on Contemporary Issues in Education (Series III) which is to be organised by Mizoram Educational Forum (MEF) in collaboration with All India Education Forum (AIEF) on 18th November, 2022.</p>	<p>11. The institute successfully hosted the National Seminar on Contemporary Issues in Education (Series III) organised by Mizoram Educational Forum (MEF) in collaboration with All India Education Forum (AIEF) on 18th November, 2022 at the IASE Auditorium.</p>
<p>12. To organise a farewell programme for Dr. Vanlalruatfela Hlondo and Ms. Lalremsangi as they have been selected as Assistant Professors under the Department of Education, Mizoram University.</p>	<p>12. A farewell programme for Dr. Vanlalruatfela Hlondo and Ms. Lalremsangi was organised on 18th November, 2022 (Friday) on account of them having been selected as Assistant Professors under the Department of education, Mizoram University</p>
<p>13. To organise a Study Tour for Students during January 2023.</p>	<p>13. A Study Tour to Sikkim, comprising of 26 students guided by 4 Faculty members was held during 19th-20th January, 2023.</p>
<p>14. Organizing Winter Festival in collaboration with MSACS</p>	<p>14. Winter fest 2023 was jointly organized with MSACS on 10th February, 2023 in the campus which was graced by Mrs. Lalneihzeli Sailo, Assistant Director-Youth, MSACS, Community leaders of NGOs of Republic Veng and Miss Angelina Paul.</p>
<p>15. One day Training for school teachers of Republic Veng.</p>	<p>15. One day Training for school teachers of Republic Veng was jointly organised by IQAC, IASE and Local Council & NGOs of Republic Veng.</p>

<p>16. Preparation for upcoming semester (Fixtures and allocation of subjects) to be highlighted in the Faculty Meeting.</p>	<p>16. Fixtures and Allocations were finalised as part of preparation for the new Semester.</p>
<p>17. Inauguration of IQAC Office and Consultation on AQAR & SSR report writing.</p>	<p>17. Inauguration of IQAC Office and Consultation on AQAR & SSR report writing was organised on 16th February, 2023 with Shri Laltanpuia, Jt. Director, (QAC), H&TE, Govt. of Mizoram as the Chief Guest to inaugurate the function.</p>
<p>18. To organise a training programme for Teacher Educators working in Inclusive Schools in Mizoram with the Office of the State Commissioner, persons with Disabilities (PwD), Govt. of Mizoram and Samagra Shiksha, Mizoram.</p>	<p>18. Training programme for Teacher Educators working in Inclusive Schools in Mizoram was jointly organised with the Office of the State Commissioner, persons with Disabilities (PwD), Govt. of Mizoram and Samagra Shiksha, Mizoram from 22nd - 24th February, 2023.</p>
<p>19. Synopsis presentation of Ph.D Scholars to be conducted by March.</p>	<p>19. Synopsis presentation of Ph.D Scholars was successfully conducted on 13th March, 2023.</p>
<p>20. To organise a workshop on Early identification and intervention of children requiring special care.</p>	<p>20. A workshop on Early identification and intervention of children requiring special care was organised in Block III building of the Institute on 14th March, 2023 in collaboration with Centre for Disability Studies (CDS), National Institute for locomotor Disabilities, Ministry of Social Justice and Empowerment and Directorate of Women and Child Development, Social Welfare Dept., Mizoram.</p>
<p>21. Celebration of International Day for</p>	<p>21. Celebration of International Day for</p>

Biological Diversity, 2023	Biological Diversity, 2023 with the theme "From Agreement to Action: Build back Biodiversity" was organised on 22nd May, 2023 at the IASE Auditorium.
22. To organise the IASE Annual Day and farewell Function during May, 2023.	22. The IASE Annual Day and Farewell Function for the Class of 2023 was organised on 25th May, 2023 at the IASE Auditorium.
23. To organise a consultation meeting with subject experts of secondary level for the project "Identification of Learning problems among Secondary Schools of Mizoram"	23. A consultation meeting with subject experts of secondary level for the project "Identification of Learning problems among Secondary Schools of Mizoram" was organised at the IASE Seminar Hall on 7th June, 2023.
24. Preparation for B.Ed. Entrance test and Personal Interview.	24. Written Test and Interview for admission into the B.Ed. programme were carried out efficiently for the new Semester. Written test was conducted on 23rd June, 2023 while Personal Interviews were conducted between 3rd-5th July, 2023
13. Whether the AQAR was placed before statutory body?	No
<ul style="list-style-type: none"> 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
2022-2023	23/02/2024

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) Master of Education (M.Ed), (3) Ph.D - The Institution is the first and only in the state that offers the said course. In accordance with the National Education Policy, 2020 the institution is making all efforts to transform the institution into a multidisciplinary institution. For the said cause, Syllabus revision have been undertaken so that it can be utilized in the new semester i.e 2023 (August) onwards. Proposal for implementation of the NEP 2020 have already been submitted to the State Government where the process is still in progress. In this regard, Consultative Meeting has been organized by the State Government in which representatives have been appointed from the institution. The meeting's initiation and action is still in the hands of the authority.

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 proficiency in the skills, certain programmes are incorporated 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 undertaken 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 learning materials are undertaken in the institution. 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 necessity. 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.

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. All the faculty in the institute are expected to prepare monthly as well as semester wise plan so that objectives can be laid down beforehand. The plans acts as a blue print for the faculty which enhances their credibilty in executing and performing their their task. At the end of each semester all the faculty are evaluated by their students, which is later used in a constructivist manner by the faculty for development.

20.Distance education/online education:

The Institution serves as IGNOU Study Centre, consistently delivering outstanding results year after year. The courses which can be access through IGNOU include the following: 1. MA -Education 2. PG Diploma in School Leadership and Management 3. PG Diploma in Educational Management and Administration 4. PG Diploma in Counselling and Family Therapy 5. Diploma in Early Childhood Care and Education 6. Diploma in Nutrition and Health Education 7. Certificate in Nutrition and Child Care 8. PG Diploma in Environment and Sustainable Development 9. Certificate in HIV and Family Education 10. PG Diploma in Educational Technology 11. Certificate Programme in Value Education

Extended Profile

1.Student

2.1 332

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2 206

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

2.5 Number of graduating students during the year 165

File Description	Documents
Data Template	View File

2.6 363

Number of students enrolled during the year

File Description	Documents
Data Template	View File

2. Institution

4.1 23.74

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

4.2 32

Total number of computers on campus for academic purposes

3. Teacher

5.1 20

Number of full-time teachers during the year:

Extended Profile

1.Student

2.1 332

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2 206

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

2.5 Number of graduating students during the year 165

File Description	Documents
Data Template	View File

2.6 363

Number of students enrolled during the year

File Description	Documents
Data Template	View File

2.Institution

4.1	23.74
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	32
Total number of computers on campus for academic purposes	

3.Teacher

5.1	20
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	View File

5.2	26
Number of sanctioned posts for the year:	

Part B**CURRICULAR ASPECTS****1.1 - Curriculum Planning**

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

Institute of Advanced Studies in Education has a regular revision of curriculum

• Faculty in-charge of preparing academic plan prepared Academic Calendar for the semester which is then disseminated to the students and concerned persons. A faculty meeting is held before the commencement of every semester where the prepared academic calendar/ plan is put up for discussion and alteration if

needed. The meeting also looked in to all the activities proposed for the semester and work out the mode of transacting and conducting the activities listed in the academic plan.

- Each month, a faculty meeting takes place to present and discuss reports and activity reviews. Any suggestions arising from these discussions are then forwarded to the Academic Calendar Committee for further consideration, wherein mid-course corrections and alterations are made ensuring that the curriculum aligns with the learners' needs and adapt to the local context.

- At the end of each semester, a review meeting is held where report of the academic and co-academic activities is given by each faculty taking in to consideration the feedback of the learners. Plan is then formulated for next semester incorporating all the suggestions and proposals made in the review meeting.

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	View File
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	No File Uploaded

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	A. All 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/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	View File
Any other relevant information	View File

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	
1	
1.2.2.1 - Number of value-added courses offered during the year	
1	
File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File
1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
21	
1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	

21

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

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	View File

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

12

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

12

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.

IASE, Aizawl, in collaboration with Mizoram University and DIETs, developed a curriculum to meet India's and Mizoram's educational needs. Focused on academic and lifelong skills, the program includes subject understanding, varied strategies and methods of teaching, practical applications like debates and simulated teaching to improve their communication skills.

Students are sent out for institutional study of teacher education institutes within the state such as DIETs and Mizoram University's Department of Education. They have internship at these teacher education institutes and students are engaged in classes wherein they are intimated with the nature, scope and intricacies of the field of teacher education.

Students choose pedagogy papers based on specialization, forming pedagogy groups. Workshops cover teaching skills, lesson plans, and materials development. Micro-teaching and simulated teaching sessions allow skill practice under teacher's supervision.

Students undertake a 45-day internship in 51 secondary schools, taking regular classes and performing teaching duties. Assessment by school principals is conveyed to the institute, followed by a final 5-day practice teaching session under

external examiners

Students are exposed to various situations (academic and co-academic) to improve their communication skills. The curriculum includes practice and simulated teaching, field visits, and classroom methodologies emphasizing inclusivity, active participation, and critical thinking.

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	View File
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

As part of the curriculum, students learn about the various boards of school education in detail. The students carry out learning activities and assignments by analyzing the various boards such as MBSE, CBSE, and ICSE as prescribed by the existing syllabus.

The teacher education program imparted at the institute is in accordance with the current system of school education i.e. 10+2+3. As such, IASE, Aizawl caters to the needs of secondary school teachers and elementary school teachers are under the scope of DIETs and SCERT. In-service and pre-service school teachers are also included under IASE and DIETS.

The institute intimates the students about diversity in Indian school system through lectures by the faculty and through study tours to educational institutes in different parts of the country. Students learn about the different assessment and evaluation systems as it is part of the B.Ed. curriculum.

Comparative perspective in elementary and secondary perspective

being one of the subjects in M.Ed. program helps students gain understanding of diversity at different stages of education in different countries. This helps foster an insight into the varied ways that different countries structure their education system from elementary to higher education as well as the underlying policies.

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

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

In addition to inculcating the various skills and competencies required of a teacher in the today's educational scenario, the B.Ed. and M.Ed. program at IASE aims to foster not only a professional mindset but also the ethical and moral derivatives that come along with being a teacher, whatever level of education/schooling they may be employed at. All the activities undertaken such as micro-teaching, simulated teaching, internships, etc., are intertwined and jointly contribute in developing the essential competencies and experiences.

In order to achieve these, the teacher education programme at IASE incorporates the following into the curriculum:

1. ICT training in the form of CCC in collaboration with NIELIT, Aizawl.
2. Micro-Teaching.
3. Simulated Teaching.
4. Teaching-Learning Materials workshop.
5. Internship at selected secondary schools within the district of Aizawl.
6. Institutional studies of various Teacher Education institutes.
7. Conducting of assembly

8. Participation in various co-academic activities such as debates, extempore, winter fest, study tour, community cleanliness drive, city clean-up programme, etc.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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, analyzed and action taken
---	--

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	View File
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

363

2.1.1.1 - Number of students enrolled during the year**363**

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)	No File Uploaded
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	View File

2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year**0.00****2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the**

year

0.00

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

2.2 - Honoring Student Diversity

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

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

Since all the programmes and courses offered by the institution is Education based, the level of their knowledge in general education is an extremely important area of evaluation. The medium of instruction used in the institution is primarily English and all the course works are being conducted in English medium, their competency in English has to be necessarily evaluated. The practical components including practical teaching sessions and internship require sufficient grounding in the English language.

The teaching aptitude also requires attention as students are aspiring teachers. Arithmetic Aptitude is also evaluated to assess their ability to manipulate numbers.

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

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	No File Uploaded
2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	Four/Three 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

20

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 makes numerous strides towards adopting multiple mode approach to teaching and learning such as field trips, study tours and various co-curricular activities for students to achieve first hand learning experiences. Seminars and Invited lectures are also organized within the Institute for students and faculty members. Home assignments and activities are given to students which are followed by group discussions and presentations. Students are assisted to make use of certain social networking sites to develop their problem solving skills by reading articles and modules available on the internet.

The institute also 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, innovative lecture methods, zoom and google classrooms, seminars, presentations, group discussions, practical work as in learning activities are utilized by the faculty and students in the teaching-learning process. The institution encourages creativity and innovativeness in the teaching learning process by making use of brainstorming, role-playing and other constructivist approaches. Library reading is also given slots in the time-table for students 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

4

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://nlist.inflibnet.ac.in/
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

20

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

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	Three 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	View File
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	https://nlist.inflibnet.ac.in/
Any other relevant information	No File Uploaded

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

Continual mentoring is taken up as an IQAC initiative in the Institute. Students are assigned mentor teachers at the beginning of the Course/ Programme and initial mentoring sessions 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' activities in the institution and appropriate actions are taken to assist the students 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 openness which allows opportunities for guidance, counselling and advice as and when necessary.

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

<p>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</p>	<p>Two of the above</p>
--	-------------------------

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 2022-23.

1. Workshop on TLM's for 3rd Semester B.Ed was conducted on 25th and 26th August.
2. Two National Seminars on Recent Trends in were organised by IQAC on 31st August 2022 and 27th October 2022.

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

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include
Organizing Learning (lesson plan)
Developing Teaching Competencies
Assessment of Learning Technology Use

Seven/Eight of the above

**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

Four/Five of the above

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

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

All 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

Two of the above

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

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

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

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

event	
File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded
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	All 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	
As per the requirement of the course, Internship has been conducted for the entire third semester for B.Ed. The semester starts by conducting workshops on "Development of Teaching Skills" and "Development of Teaching-Learning Materials" followed by actual teaching practise sessions for 7 weeks. After careful selection of schools for internship the internship incharge oriented all school principal on the overall programme schedule and norms of the same. During the Internship faculty members guide, facilitate, monitor and evaluate all student-	

teachers in their teaching practise wherein necessary feedback are provided to prepare student-teachers for their school internship. The school internship lasted for 12 weeks during which the faculty members supervised all internees in their respective school. After the school internship, the student-teachers undergo their final practice teaching in which they are evaluated by the external examiner. The Institute has been rigorously committed to preparing student-teachers for their internship as it is the most crucial part for actual teaching-learning in the school.

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

130

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

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

Seven/Eight of the above

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

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

As per the requirement of the course, Internship has been conducted for the entire third semester for B.Ed. During the Internship faculty members guide, facilitate, monitor and evaluate all student-teachers in their teaching practise wherein necessary feedback are provided to prepare student-teachers for their school internship. The school internship lasted for 12 weeks during which the faculty members visited all internees in their respective school. After the school internship, the student-teachers undergo their final practice teaching in which they are evaluated by the external examiner. The Institute always rendered its best as well as gave utmost importance to the internship programmer thereby working out the pathway intensively so that each student-teacher will benefit from the same to the optimum level. The Institute is also well known for the phenomenal effort it puts for the practical teaching sessions wherein all faculty members united in deploying their expertise as well as support.

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

Four of the above

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)

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

Four 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

7

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

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

203

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

203

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

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words

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

Faculty meeting is held at the beginning of every month to review the activities taken up by the institute and discuss

matters relating to up-coming programmes and recent trends in educations. In order to upgrade the quality of education in the institute and for the professional growth of the teachers, the institute organizes the following programmes:

1. One day Development workshop on Micro teaching - 27th July 2022 organised by IQAC, IASE
2. One Day National Seminar on Recent Trends in Education - 31st August, 2022 organised by IQAC , IASE.
3. One Day National Seminar on Recent Trends in Education II - 27th October, 2022 organised by IQAC , IASE.
4. One National Seminar on Contemporary Issues in Education (Series - III) dated 18th November, 2022 organised by Mizoram Educational Foundation (MEF) in collaboration with All India Education Forum (AIEF) conducted in IASE Conference Hall wherein all the faculty members participated in the Seminar.

The institute encourages all the faculty to participate in Seminars, Short-Term Courses, faculty Development Programmes and subscribes several journals. The teachers also subscribe to keep themselves updated with recent developments in education. Articles and papers are published by teachers in international and national journals.

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 Affiliating University Syllabus for B.Ed and M.Ed Courses mandate the institute to conduct two internal examination for both B.Ed and M.Ed along with one learning activities for all theoretical papers. Therefore the institute conduct one unit test at the end of the second month of the semester and pre-semester exam after completion of the whole course for internal evaluation and for academic improvement. The Examination Cell of the institution for both the courses determines the weightage

for the test according to context and situations. Results are published after the test. Ten marks each is taken from the internal examination/test. Appropriate learning activity in the form of small project/assignment/ Seminar presentation/activity are selected by the course in-charge for all the theoretical subjects which carries 20 marks in the internal evaluation. The performances of the students are 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

Four 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	View File
Documentary evidence for remedial support provided	No File Uploaded
Any other relevant information	No File Uploaded

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

There is a well-organized Grievances Redressal Cell where any of the students having complaint in any issues can lodge their complaint. The principal is the chairman of Cell who is assisted by Grievance Redressal Officer, Mr. Benjamin Lalmuanawma Fanai. A Complaint Box is made available where student-teachers can lodge their complaints which is opened at the end of every month or they can directly approach their mentor teachers regarding issues that may come up.

Any kind of grievances related to internal examination system or the allocation of marks is taken up by the Grievances Redressal Cell which is communicated to 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.

An academic calendar in the form of fixture is prepared by the institution in conformity with the University specifications and guidelines at the beginning of all the semester separately for all the courses and semesters offered by the institute 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 the same.
7. Conduct 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 teaching-learning programme are aligned with the Programme Learning Outcomes and Course Learning Outcome within the curriculum framework of the Affiliating University.

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

followed by the teaching faculty to ensure timely coverage of the course.

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

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

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

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

2.7.2 - Pass percentage of Students during the year

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

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

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

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

syllabus for each course in the programme.

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

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

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

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

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

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

2.7.4 - Performance of outgoing students in internal assessment

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

270

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

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

The learning needs of the students were initially identified by assessing their general awareness on areas of - Contemporary India and Education, Arithmetic Aptitude, Teaching Aptitude and General Competency in English. The students were given Counseling at the beginning at the Course through mentoring initiated by the Institution to assess the student's readiness to undergo the course as well as providing emotional support to the students.

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

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://docs.google.com/forms/d/e/1FAIpQLSeXPiSKmLxaYBOv2yCOZhq0Sh19o5gbHK879KM49DwdCW4G-w/viewform?usp=sharing>

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

1

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
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)

7

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

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

Four of the above

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

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

All of the above

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

3.2 - Research Publications

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

29

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

3

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

6

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

1344

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

1371

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

1371

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.

During the period July, 2022 - August, 2023 IASE took up the opportunity to involve itself in different kinds of outreach activities. As done in the previous years, the institute organised different kinds of outreach activities for both teachers and students like social work, services to the local community, community visit, organising training, etc. Cleanliness drive, Blood donation camp, free medical check-up, painting of water tank at Lamchhip village adopted by NSS and Teacher training programmes at different locations in Mizoram are some of the outreach activities that were being organised by the Institution where all the students and teachers participate enthusiastically. The Institution also organised study tour and a one day field trip in the past year where selected students go for study tour. The Legal Aid clinic set up at the Institute also allows free use to the community. Apart from these activities, the Institute also organized different training programmes in collaboration with other organisations and agencies where the faculty provide resources as Resource Persons, Trainers or Speakers. Outreach teacher training activities were also conducted in collaboration with the community, MZP, etc and Special Pedagogical Workshops for students learning M.Th at the Aizawl Theological College.

File Description	Documents
Relevant documentary evidence for the claim	No File Uploaded
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

0

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

3.4 - Collaboration and Linkages**3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year**

3

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

3

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

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

6

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

<p>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</p>	<p>Three/Four of the above</p>
---	--------------------------------

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The institute have adequate facilities to support teaching and learning process. There are several mandatory made by NCTE in terms of physical facilities to support teaching - learning process and all these mandatories are met by the institute. The Institute have 9 classrooms, Auditorium, Seminar Hall, Science Lab, Curriculum Lab and Psychological Lab and Computer laboratories. These laboratories are equiped with enhanced laboratory apparatus and internet facilities keeping in view the student ratio. The institute have automated library with enhanced digital and traditional collections. The library provides textbooks, reference source, journals and other periodicals. Gymnasium with several equipments and Basket ball Court as well as other infrastructure are also provided. All these facilities are available for all students, research

scholars and faculty members.

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

4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.**4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities**

12

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://iasemz.edu.in/optimal-utilization/
Any other relevant information	No File Uploaded

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

25.22

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

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://iasemz.edu.in/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

Four 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)

3.2

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	View File
Any other relevant information	No File Uploaded

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

351

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	https://iasemz.edu.in/wp-content/uploads/2024/02/Library-attendance-with-signature_compressed.pdf
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

Three of the above

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

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

ICT facilities at IASE are frequently updated and maintained regularly. Updation include replacement of motherboard, installation of SSD and replacement of Hard Disk in order to enlarge the storage capacities. During the reporting period several computers are connected to the internet using wifi adaptor where network using LAN cable is difficult. ICT facilities such as printers, xerox machine, etc. are maintained regularly.

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

1:5

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 the academic year indicating internet connection plan, speed and bandwidth	View File
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

One of the above

available in the institution such as Studio /
Live studio Content distribution system
Lecture Capturing System (LCS)
Teleprompter Editing and graphic unit

File Description	Documents
Data as per Data Template	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)

3

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

To ensure the upkeep of the physical, academic, and support facilities, the institution established working committees to handle all committee and cell tasks. These working groups exercise complete control over their designated duty. There are seven working groups led by the institute's senior academic

members. All of the institute's physical infrastructure is closely monitored by these working groups. The Principal approves the group meeting where necessary steps are done. In addition, the institution employs one staff member to oversee and, if needed, restore its facilities. Regulations and guidelines are also developed for the use of certain facilities.

File Description	Documents
Appropriate link(s) on the institutional website	https://iasemz.edu.in/constitution-of-cells/
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

Four 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

<p>5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable</p>	<p>Nine or more of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="76 472 523 548">File Description</th> <th data-bbox="523 472 1394 548">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="76 548 523 616">Geo-tagged photographs</td> <td data-bbox="523 548 1394 616" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="76 616 523 685">Any other relevant information</td> <td data-bbox="523 616 1394 685" style="text-align: center;">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Geo-tagged photographs	View File	Any other relevant information	No File Uploaded							
File Description	Documents												
Geo-tagged photographs	View File												
Any other relevant information	No File Uploaded												
<p>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</p>	<p>A. All of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="76 1137 523 1214">File Description</th> <th data-bbox="523 1137 1394 1214">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="76 1214 523 1317">Data as per Data Template for the applicable options</td> <td data-bbox="523 1214 1394 1317" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="76 1317 523 1420">Institutional guidelines for students' grievance redressal</td> <td data-bbox="523 1317 1394 1420" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="76 1420 523 1599">Composition of the student grievance redressal committee including sexual harassment and ragging</td> <td data-bbox="523 1420 1394 1599" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="76 1599 523 1702">Samples of grievance submitted offline</td> <td data-bbox="523 1599 1394 1702" style="text-align: center;">No File Uploaded</td> </tr> <tr> <td data-bbox="76 1702 523 1771">Any other relevant information</td> <td data-bbox="523 1702 1394 1771" style="text-align: center;">No File Uploaded</td> </tr> </tbody> </table>	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	
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												
<p>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</p>	<p>Three of the above</p>												

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)

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	No File Uploaded
Report of the Placement Cell	View File
Any other relevant information	View File

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
28	165

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).

25

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)

11

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:

- Co-Curricular Activities
- Placement
- Community Mobilisation and Development
- Assembly
- Equal Opportunity
- Anti-tobacco
- Transport and Conveyance
- Anti-Ragging
- Library
- Campus Management
- Cafeteria
- Documentation
- Annual Magazine Editorial Board

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

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

7

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.
3. The Alumni also felicitates teaching and non-teaching staff who have completed their service through superannuation.
5. The Alumni Association also has made provisions for providing citations/memorials in condolence of teaching and non-teaching staff who may pass away during their service in IASE.

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

Three/Four of the above

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

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

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

1

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

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

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

LIST OF STUDENTS AWARDED THE ALUMNI AWARD FOR MERITORIOUS STUDENTS

B. ED**1. C Faki 2nd Position****M. ED****1. LalrinzualiFanai 1st Position****2. Vasty Lalthanpuii 2nd Position****3. Elcy S Lalropeki 3rd Position**

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

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

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

Decentralization of the Institutional work is made possible through formation of different cells and committees headed by the senior faculty. Teachers, non-teaching staff and students are all included in the decision-making bodies of the Institution through these cells and committees. The faculty of IASE and non teaching staff are also contributed towards the accomplishment of the its vision and mission to strive towards its goals. IASE as a research oriented institute has been making progress in the development of research work and established resource centre to cater to the needs of students, research scholars, faculty and even the community. Not only in the teaching and learning, allocation of projects and promotion of culture oriented activities are also encouraged. Collaborative strategy has been the integral part of the functioning of IASE to promote and build a stronger linkage with the collaborative institutes.

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 institution has a working group of management cells and committees that look after different activities. The cells and committees are divided into four groups headed by Senior Faculty such as:

GROUP I

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

GROUP II

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

GROUP III

1. Assembly (Student representatives from B.Ed, M.Ed, Ph.D)
2. Equal Opportunity (Student representatives from B.Ed,

M.Ed, Ph.D)

3. Anti- Tobacco (Student representatives from B.Ed, M.Ed, Ph.D)
4. Guidance & Counselling
5. Transport & Conveyance
6. Anti-Ragging
7. Swachh Bharat
8. Library (Student representatives from B.Ed, M.Ed,Ph.D)

GROUP IV

1. Campus Management (Student representatives from B.Ed, M.Ed,Ph.D)
2. Canteen (Student representatives B.Ed, M.Ed, Ph.D)
3. Village Adoption Project
4. Gymnasium
5. Red Ribbon

The co-ordinated working of the cells and committees has yielded profoundly good results by way of- promoting work culture, building team spirit, increasing individual and group productivity, increasing the needed quality component in relevant areas, increased the participation level and involvement of 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.

The institutions financial matters are authorized by the Department of Higher & Technical Education headed by the Director. Salary of faculty and non- teaching staff are borne by the State Government through requirement submitted within a time frame. Other than the salary, office expenditure and other financial requirements are channeled to the Directorate and allocations are made properly by the Finance Department.

Students admission, payment of fees, examination fees, scholarship are made through pfms and other online channels.

Fees are collected through SBI collects and account is created in the name of the Principal.

Electronic devices are used to the maximum level to promote digitization in all aspects of information. The institute is equipped with internet connection with wifi facilities to make such things a success.

Faculty and non teaching staff attendance is strictly maintained by the Principal. Any inconveniences have been reported beforehand to avoid any kind of misconduct.

Students are also encourage to active in attending classes. Students attendance, internal marksas well as assignment and test marks are all displayed in the notice board. Any kind of mistakes if found have been dealt with immediate effect with the evidence sought from the teachers and students.

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 M.Phil and Ph.D was started in 2019 and affiliated by the Mizoram University.

The Institution has also expanded 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.

Keeping in view of the strategic plan, the institute is working with the Samagra Shiksha Abhiyan (SSA) in a project, 'A Study of Vocational Interest among Secondary Schools of Mizoram'. An MoU was signed on 26th August, 2022 in which the project was completed on March 2023.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://iasemz.edu.in/wp-content/uploads/2023/03/STRATEGIC-PLAN.pdf
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 3 programmes, viz, B.Ed, M.Ed, Ph.D. Both the B.Ed and M.Ed department have Head of Department. The faculty for these two departments are presently not delineated and allotted duties in both.

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/wp-content/uploads/2024/02/Organogram.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

All of the above

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

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

The faculty meeting held on 2nd August and 1st September, 2022 decided to organise a national seminar on Recent Trends in Education (series I & II) in the month of August and October respectively. Both programmes were successfully conducted with a number of participants from college teachers and research scholars in the field of education. IQAC has taken up the initiative to implement both programmes.

The seminars conducted in both the days were found fruitful and confirmed that it created an atmosphere for those who are new in the field of education were benefited from it. It was also reported that such type of seminars may be conducted as often as

possible in the future.

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

6.3 - Faculty Empowerment Strategies

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

The State Government has provided the government servants with different leave encashment and emoluments. Other than that 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 welfare measures adopted by the institute have not been revised till today.

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

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

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

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

0

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

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

4

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

8

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. 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 is 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.
5. Non maintenance of fix assets registers.

Reply was sent to Office of the Accountant General, Govt. of India on 2nd May 2022. However, no response was made from the office till today. Therefore, it was concluded that audit objection was solved properly.

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	No File Uploaded
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 institute made use of several resource for institutional development in infrastructure as well as teaching and learning.

1. Collection of Entrance Examination Fee for B.Ed and M.Ed for usage in multiplying entrance test paper and stationeries.

2. Self-financing by payment of registration fee in regard to major events such as seminars and workshops.
3. Alumni contributions to purchase different items and award of meritorious students.
4. Procurement of facilities under RUSA.

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

6.5 - Internal Quality Assurance System

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

The institution adopted several initiatives for assuring quality. Discipline, rules and regulations and code of conduct are strictly maintained among teachers, students and non-teaching staff. To oversee the working of the management cells and committees formed by the institute, Internal Quality assurance Cell (IQAC) is formed under the supervision of the Co-ordinator and the Principal.

IQAC encourages the faculty to take initiatives related to academic and co academic activities. It maintains a record of teaching duties and other activities. It promotes use of modern teaching methods and frequently organised workshops on research methodology and statistics for faculty members of different higher education teachers. Research also being conducted in diverse areas of education and teacher education and further in-depth research areas are being targeted.

Exposure visits within the state and outside the state are also organised for the faculty and students of IASE. The Institution occasionally deputed non-teaching staff to attend training programme organized by different departments. At times, the Institution conducts need-based programmes.

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

are also mobilised.

File Description	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 and within the reporting period as well.

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.
6. Felicitation of meritorious students in the Final University examination.

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**16**

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/igac-meeting-minutes-and-actions-taken/
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://iasemz.edu.in/agar-reports/
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	No File Uploaded

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

For first cycle: The first cycle visit of NAAC Peer Team was held in the year 2009. The 2nd cycle in 2015 and 3rd cycle in 2021 and so on. In pursuance of their recommendation, the Institution has made various changes and improvements in different areas. Infrastructural upgradation have been an ongoing process. Till today, procurement of materials and facilities have been initiated under different schemes. Renovation of the buildings and classrooms have been made for transactional supports. In the reporting year, the following upgradation have been initiated under RUSA:

1. Construction of Educational Research and Resource Centre Building inaugurated on 3rd Feb, 2022.
2. Almirah, Steel Rack and Reading Table-13th Sept, 2022
3. Generator- 27th Sept, 2022
4. Sport Equipment- 7th Oct, 2022
5. Library Books- 13th Feb, 2023

6. E-books/resources- 13th Feb, 2023
7. Xerox machines with 2KVa stabiliser-13th Feb, 2023
8. Vertical extension of M. Ed and Library Building- 9th March, 2023

In the area of research, one research project with Samagra Shiksha Abhiyan (SSA), 'A Study of Vocational Interest among Secondary Schools of Mizoram' was completed following an MoU signed on 26th August, 2022.

Among M.Phil & Ph.D scholars, four have successfully completed M.Phil Degree and two scholars have completed pre-submission of Ph.D degree.

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	View File

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.

Plans for Solar Energy Facility: There has been a plan-in-progress to set up solar energy facility in the institution. For this plan to be in effect, the institution is collaborating with the Power and Electricity Department of Mizoram State Government. The plan has been put on hold due to several constraints but the institution is hopeful and has reasons to be assured of accomplishing the establishment of the said solar energy facility in the near future.

Issue of Notices: The students, faculty and staff of the institution are issued regular reminders to strictly observe the conservation policies within the campus. Unscheduled-inspections are also held to see to it.

Use of LED Bulbs: Fluorescent bulbs have been replaced with LED lights in order to effectively reduce power consumption.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

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.

The institution attributes great importance to environmental protection through segregation of waste. In accordance with the regulations set by Aizawl Municipal Corporation (AMC), the institute owns separate bins for Wet Waste, Dry Waste, Plastic Waste and E- Waste. These bins are placed in every block and all individuals are strictly instructed to comply with the guidelines regarding proper disposal of waste which is subjected to frequent inspection by the institution's Swachh Bharat Cell. Subsequently, these wastes are collected by the Community Garbage Disposal Agents operating under Public Private Partnership (PPP).

Usage of Compost Pits is also practiced by the institution where organic waste such as grass, leaves and plants are dumped and decomposed in order to maintain a cleaner and tidier campus. Designated individuals for cleaning such as cleaners and sweepers are given definite instructions to dispose waste accordingly.

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	View File
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	No File Uploaded
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 has been making ceaseless effort to make the campus greener with the plantation of variety of trees and plants all throughout the vicinity. These plants are under regular maintenance by appointed caretakers and students are given explicit instructions to refrain from harming the greenery.

Every semester, Cleanliness Drive is organised where students and faculty participate with great zeal. These drives are organised by Campus Management Cell who took charge in leading the cleaning activities in the campus and the surrounding areas.

The institution has great intolerance for smoking and use of tobacco products within the premises of the campus. Anti-tobacco Club is set up where faculty and students join hands to fight against the use of tobacco. Posters against smoking are posted all around the campus as reminders, and also to notify the students that the said act is liable with penalised fines.

In response to the Indian Prime Minister's Swachh Bharat Mission, the Institution established the Swachh Bharat Cell. The Swachh Bharat Cell is in charge of frequent supervision of cleanliness on campus and maintaining an evaluation report.

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

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

Three of the above

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	View File

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

0.6595

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
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 2nd September, 2022, NSS Unit and Red Ribbon Club organized Voluntary Blood Donation Camp at IASE, 72 units of blood were donated to the Civil Hospital.
- On 14th October, 2022, IASE, NSS Unit organized Community Cleanliness Drive.
- On 17th - 22nd October, 2022, IASE, NSS Unit organized a Special Camping at Lamchhip Village. A Public Water Tank was renovated. Awareness Campaign on conservation of water was also held at H. Rotluanga Memorial High School, Lamchhip
- On 26th October, 2022 free Health Check up was organised for students, faculty, staff and community leaders.
- On 27th January, 2023, One-day training program for teachers of Republic Veng was jointly organized by IASE, Local Council and NGO's of Republic Veng
- On 3rd May, 2023 Teacher Extension Service Cell of IASE organized a one-day training program for teachers of Ar - Ells School, Aizawl.
- On International Day for Biodiversity the Institute organized a City Clean Up Drive on 22nd May, 2023.
- On 23rd , May, 2023, NSS Unit and Red Ribbon Club organized Voluntary Blood Donation Camp, 44 units of blood were donated to ZMC.
- On 26th June, 2023, Teacher Extension Service Cell of IASE organized Teacher's Training Programme at Providence Higher Secondary School.

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	A. All 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 : Teaching Record

Aims:

To encourage student participation in institutional governance by maintaining accurate records of teachers' performance.

Context:

IASE is labelled 'Model IASE' by TATA Institute of Social Sciences, Mumbai through Teacher Education Evaluation. Consistent effort is made for improvement in different quality indicators.

Practice:

Teaching Record Book are maintain by Class Representatives, which contains

- Details of the class - subject and name of the teacher as per the assigned periods
- Record of absence
- Counter signature of the HOD and the Principal.

Best Practice No: 2

Title: Extension Services

Aims:

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

Context:

The institution provides extension services to organizations and agencies that require services such as professional expertise of pedagogical knowledge

Practice:

Services rendered by the institution during 2022 - 23 are:

- Special pedagogy courses for Master of Theology from ATC

and AICS during 8th - 21st November, 2022

- On 3rd May, 2023, Teacher Extension Service Cell organized One-day training program for Ar - Ells School teachers.
- On 26th June, 2023, Teacher Extension Service Cell organized Teacher's Training Programme 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

- Among the institutions under Mizoram State Government, IASE is the first to offer PG course (M.Ed) and at present is one of the five colleges that offers such a program. IASE is also the only institution in Mizoram to offer a Ph.D programme in Education since 2019 and currently has 32 PhD researchers on its roll.
- IASE is dedicated about giving back to society and hence organises a Voluntary Blood Donation Camp to encourage the institution's fraternity to save lives and educate them on the benefits of the act.
- IASE regularly organises mass cleaning of the campus and surroundings in which Campus Management and NSS cell are in charge. Students and staff enthusiastically participate, knowing is their civic obligation to give back to the community.
- IASE tirelessly provides opportunities for students to discover, demonstrate and refine their skills. Such a stage is provided at the Winter Fest on February 10th, 2023. As the university is always looking for new ways to push students to learn, the event was arranged in collaboration with the Mizoram State AIDS Control Society and the Red Ribbon Club, IASE, making the event educational about AIDS and related topics.

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