



YEARLY STATUS REPORT - 2023-2024

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)					
• IQAC e-mail address	iqac.iasemz@gmail.com				
• Alternate e-mail address (IQAC)					
3.Website address	https://iasemz.edu.in/				
• Web-link of the AQAR: (Previous Academic Year)	https://iasemz.edu.in/aqar-reports/				
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		4		
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) Induction-cum-Orientation Programme for newly recruited Assistant Professors of IASE was organized between 28th August to 4th September, 2023 with Prof. Vanlalhruii, Principal (Rtd) IASE as the Chief Guest and Mr. Lallungmuana, Prof. L.N Mishra, Ms. Vanlaldiki Sailo, Prof. C. Lalfamkima Ralte and Dr. Tawnenga as resource persons.				
2) A One Day Workshop on Research Methodology in Education was organised by the IQAC on 19th September 2023 with Prof. R.P. Vadhera, Pro-Vice Chancellor (Rtd.), Mizoram University and Vice Chancellor (Rtd.), ICFAI University was invited as a Resource Person				
3) 'Training & Sensitization Programme of IASE Staff on Gender Issues' was organised at the IASE Conference Hall on 4th December 2023 in which the faculty member, Dr. J. Lalsangzuala was invited as the resource person.				

4) Inauguration of the New Age Learning Centre was organized on 1st February, 2024 (Thursday) at the Main library in Block III building. The centre is funded by the Aizawl Smart City Lt. UD&PA, Govt. of Mizoram

5) A Three Day Pedagogy Class for Teachers of Home Mission School between 19th – 21st March 2024 was conducted at the IASE Auditorium in which the IASE faculty members lend their expertise as requested by the Principal of Home Missions School

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
1. Session Opening and Preliminary Induction Programme	1. The new session opening and preliminary induction programme was held on 2nd August, 2023 with Most Rev. Bishop Stephen Rotluanga, Bishop of Aizawl as the Chief Guest.
2. Organizing Teaching Skill demonstration and Workshop on Micro Lesson Planning	2. Demonstration of teaching skills and workshop on micro lesson planning was organised for B.Ed III Semester students on 3rd August, 2023.
3. Organizing Mentoring Programme	3. Mentoring programme for newly admitted students was organised on 3rd, August 2023.
4. Lesson Planning Workshop	4. Workshop on Lesson Planning for B.Ed III semester students was successfully organized on 18th August, 2023.
5. Thanksgiving and Felicitation of University successful students.	5. Thanksgiving and Felicitation of University successful students was organized on 23rd August, 2023 with Ms. Esther Lal Ruatkimi, IRS, Principal Secretary, Dept. of Higher and Technical Education, Govt. of Mizoram as the Chief Guest.
6. Workshop on Teaching Learning	6. Workshop on Teaching Learning

Materials.	Materials for III semester B.Ed was organized on 24th August, 2023.
7. Induction-cum-Orientation Programme for newly recruited Assistant Professors.	7. Induction-cum-Orientation Programme for newly recruited Assistant Professors of IASE was organized between 28th August to 4th September, 2023 with Prof. Vanlalhruaii, Principal (Rtd) IASE as the Chief Guest and Mr. Lallungmuana, Prof. L.N Mishra, Ms. Vanlaldiki Sailo, Prof. C.Lalfamkima Ralte and Dr. Tawnenga as resource persons.
8. Organizing Teachers' Day on 5th September 2023	8. Teacher's Day was celebrated on 5th September, 2023 at the IASE Auditorium
9. One Day Workshop on Research Methodology in Education	9. A One Day Workshop on Research Methodology in Education was organised by the IQAC on 19th September 2023 with Prof. R.P. Vadhera, Pro-Vice Chancellor (Rtd.), Mizoram University and Vice Chancellor (Rtd.), ICFAI University was invited as a Resource Person.
10. Workshop on Development of ICT Competency	10. Workshop on Development of ICT Competency was organised between 16th -23rd October, 2023 at the IASE Seminar Hall.
11. Training & Sensitization Programme for IASE Staff on Gender Issues	11. 'Training & Sensitization Programme of IASE Staff on Gender Issues' was organised at the IASE Conference Hall on 4th December 2023 in which the faculty member, Dr. J. Lalsangzuala was invited as a resource person.
12. Students' Study Tour 2024	12. IASE Study Tour for students, 2024 was held between 8th - 18th January 2024.

13. Organizing programme for Faculty Dedication	13. Faculty Dedication Ceremony was conducted for all the faculty of IASE on 25th January 2024.
14. Inauguration of the New Age Learning Centre	14. Inauguration of the New Age Learning Centre was organized on 1st February, 2024 (Thursday) at the Main library in Block III building. The centre is funded by the Aizawl Smart City Lt. UD&PA, Govt. of Mizoram.
15. Mentoring for the session February- June, 2024	15. Mentoring for the session February- June, 2024 was carried out for all students.
16. Training on Enterprise resource Planning (ERP)	16. Training on Enterprise resource Planning (ERP) was attended by the Principal and Staff in which members of HEREUS gave insightful presentations on 6th February, 2024 at the IASE Seminar Hall.
17. Workshop on Mental Health	17. "Workshop on Mental Health" was organized on 19th February 2024 with Dr. Lalremruati, Associate Professor, Dept. of Psychology, Govt. Aizawl West College as a resource person.
18. Quiz Competition in observance of the National Science Day	18. Following up on the meeting on 15th February, 2024, A Quiz Competition in observance of the National Science Day was organized by the ECO Club of IASE on 28th February, 2024 at the IASE Auditorium. The competition was sponsored by the Mizoram Pollution Control Board, Govt. of Mizoram.
19. International Women's Day, 2024	19. International Women's Day, 2024 was observed by the faculty and students of IASE on 8th March 2024 giving importance to the theme: Count her in: Invest

	in Women: Accelerate Progress. IASE team won a cash prize of Rs. 2000/- in a Mobile Photography Contest held by SWTAW & CD, Govt. of Mizoram on account of the International Women's Day, 2024 which was distributed at Vanapa Hall on 8th March, 2024.				
20.Consultancy Services for Home Mission School, Aizawl	20. A Three Day Pedagogy Class for Teachers of Home Mission School between 19th – 21st March 2024 was conducted at the IASE Auditorium in which the IASE faculty members lend their expertise as requested by the Principal of Home Missions School				
21. Consultancy Services for Rosebud School, Aizawl	21. Upon the request of the principal, Rosebud School, Ramhlun Venglai, a Three Day Pedagogy Class for Rosebud School Teachers was conducted between 2nd April- 4th April 2024 at Rosebud School.				
22. Health Check-up of Faculty and Staff members of IASE	22. RIPANS M.Sc. Nursing visit and Health Check-up of Faculty and Staff members of IASE was jointly organised by IASE and RIPANS on 29th April, 2024 at the Institute.				
13.Whether the AQAR was placed before statutory body?	No				
Name of the statutory body					
<table border="1"> <thead> <tr> <th>Name of the statutory body</th><th>Date of meeting(s)</th></tr> </thead> <tbody> <tr> <td>Nil</td><td>Nil</td></tr> </tbody> </table>		Name of the statutory body	Date of meeting(s)	Nil	Nil
Name of the statutory body	Date of meeting(s)				
Nil	Nil				
14.Whether institutional data submitted to AISHE					

Year	Date of Submission
2023-2024	31/01/2025

15.Multidisciplinary / interdisciplinary

The institution offers interdisciplinary courses, which includes the following programs: 1) Bachelor of Education (B.Ed), 2) Master of Education (M.Ed), and 3) Ph.D in Education. It is the first and only institution in the state to provide these offerings. In line with the National Education Policy (NEP) 2020, the institution is transitioning into a multidisciplinary framework. A syllabus revision has been completed to align with the new curriculum, which has been implemented since August, 2023. A proposal for the implementation of NEP 2020 and transformation into multidisciplinary institution has been submitted to the State Government, and the process is ongoing. Additionally, the State Government has organized a consultative meeting with appointed representatives from the institution to oversee and drive the actions required for this transition.

16.Academic bank of credits (ABC):

Mizoram University, the affiliating university of the institution, has yet to implement the Academic Bank of Credits (ABC) system. As a result, the institution has not yet been recognized as a practicing institution. The adoption of ABC, being essential for the institution to fully align with current academic practices, will be taken into consideration once it is made available.

17.Skill development:

The Teacher Education Programme at the institution is designed to enhance teaching skills while promoting the overall development of students. It focuses on equipping students with various teaching skills, offering specific programs within the course curriculum to help them achieve proficiency. The institution provides ample opportunities for students to demonstrate their knowledge, skills, abilities, values, and attitudes through various activities, including seminars, discussions, school visits, micro-teaching, practice teaching, actual classroom teaching, and internships at schools and teacher education institutions (M.Ed). In addition to academic activities, the institution also emphasizes co-curricular activities like debates, sports, extempore speech, poetry composition, and teaching material preparation. Art classes are given special attention, enabling students to develop the diverse skills essential for success in the teaching profession.

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

To help students gain a deep understanding of the teaching process, the institution uses both the native language and English in its instruction. Since students come from diverse backgrounds with varying abilities, the use of the native language enhances the effectiveness of teaching. The curriculum, designed by Mizoram University, incorporates Indian culture and language, ensuring that students are familiar with the cultural context. The inclusion of Indian philosophies in the syllabus reflects their foundational role in modern teaching philosophies. To foster patriotism and cultural pride, both students and faculty dress in traditional attire every Wednesday. Additionally, programs are organized on state, national, and international significant days to help students appreciate their importance. Given the practical nature of the courses, the institution places a strong emphasis on the practical components, ensuring that sufficient time and resources are allocated for their successful execution.

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

Learning outcomes are fundamental to course design and assessment, serving as an inclusive teaching practice that helps clarify expectations for students. They define the specific knowledge, skills, and competencies that learners are expected to gain from a learning activity, such as a training session, course, or program. The most effective learning outcomes are observable, describing what the learner will be able to do, under what conditions, and to what performance level. At the institution, each course in the syllabus has clearly defined objectives that provide a transparent pathway to understanding and success. These objectives guide both faculty and students, offering a shared understanding of the course's purpose and goals. The alignment of these objectives with reliable and transparent assessments ensures that students can achieve the desired learning outcomes. The institution places significant emphasis on learning outcomes, viewing them as a key factor in developing students' professionalism. All faculty members are required to prepare monthly plans, outlining course objectives in advance. These plans act as a blueprint, helping to enhance the credibility and effectiveness of teaching. At the end of each semester, faculty members are evaluated by students in a constructive manner to promote ongoing professional development.

20.Distance education/online education:

The institution functions as an IGNOU Study Centre, consistently

achieving exceptional performance year after year. Through IGNOU, students have access to a variety of courses, including: MA in Education PG Diploma in School Leadership and Management PG Diploma in Educational Management and Administration PG Diploma in Counselling and Family Therapy Diploma in Early Childhood Care and Education Diploma in Nutrition and Health Education Certificate in Nutrition and Child Care PG Diploma in Environment and Sustainable Development Certificate in HIV and Family Education PG Diploma in Educational Technology Certificate Programme in Value Education These programs provide flexible learning opportunities to enhance professional skills in various fields of education.

Extended Profile

1.Student

2.1 **346**

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2 **200**

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 **158**

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	153						
<table border="1"> <tr> <th>File Description</th> <th>Documents</th> </tr> <tr> <td>Data Template</td> <td>View File</td> </tr> </table>			File Description	Documents	Data Template	View File		
File Description	Documents							
Data Template	View File							
2.6	Number of students enrolled during the year	375						
<table border="1"> <tr> <th>File Description</th> <th>Documents</th> </tr> <tr> <td>Data Template</td> <td>View File</td> </tr> </table>			File Description	Documents	Data Template	View File		
File Description	Documents							
Data Template	View File							
2. Institution								
4.1	Total expenditure, excluding salary, during the year (INR in Lakhs):	34 . 06						
4.2	Total number of computers on campus for academic purposes	63						
3. Teacher								
5.1	Number of full-time teachers during the year:	27						
<table border="1"> <tr> <th>File Description</th> <th>Documents</th> </tr> <tr> <td>Data Template</td> <td>View File</td> </tr> <tr> <td>Data Template</td> <td>View File</td> </tr> </table>			File Description	Documents	Data Template	View File	Data Template	View File
File Description	Documents							
Data Template	View File							
Data Template	View File							
5.2	Number of sanctioned posts for the year:	25						
Part B								
CURRICULAR ASPECTS								
1.1 - Curriculum Planning								
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words								

Curriculum Review and Revision: Each subject is scrutinized by the faculty in charge for any mistakes, typos, redundancies and duplication. If such issues are identified, they are earmarked and then discussed in a common forum where suggestions and ideas are pooled from the forum's participants. It is also noteworthy that different variables such as the performance of the students in examinations, course works, learning activities and other relevant activities are taken into factor during the suggestions. The same is documented to be utilized in the deliberations of curriculum revision with Mizoram University.

Curriculum Planning: For each upcoming semester, the subjects are assigned to one or more faculty who specialize in such subject/course. The assigned faculty then works out individual plans such as semester work plan, monthly plan, daily lesson plan as well as the learning activities and practicum. Curriculum transaction strategies are planned in advance before the commencement of each semester. The plans are based on the content of each subject and the time available for the transaction of the same. The time-table is then prepared after taking into consideration all the plans made by the faculty.

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

B. Any 5 of the above

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

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

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****19**

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	No File Uploaded

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year**2****1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year****2**

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	No File Uploaded
1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	All of the above
File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	No File Uploaded
1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year	
9	
1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year	
9	

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, recognizes that bookish knowledge, even though essential, is not enough to prepare prospective teachers for the real world. As such, the institute takes great stride to instil and incorporate in the students an understanding of the various dimensions such as integrity, ethics, principles, work culture, accountability, morals and values vital to the teaching profession. Selection of the methodologies adopted for the different subjects are done taking into due consideration vital factors such as high participation, high level of engagement, inclusivity and interactivity for optimum transaction of the curriculum. Furthermore, in order to prepare the students for real world circumstances and to enable them to overcome personal and professional challenges, emphasis is given to providing field experiences and skill development programmes.

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

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

Diversity in school system in both the national and international perspectives are intimated through discussions, group activities, classroom learning as well as lectures delivered by resource persons. Certain subjects such as Comparative Education and Educational Management and Organisation offer ample opportunities for the deliberation of diversity topics. These deliberations focus not only the knowledge of the diversified nature of school systems and the Indian society but also attempt to inculcate tolerance and inclusiveness in the students. This is especially crucial in today's divisive world where tribalism and racism has become so prevalent. The courses also include certain subjects which focus on the National Education Policies and the norms and regulations at various levels of education. Moreover, the students are made to study the state-wise variations in the norms and standards, curricula, evaluation and assessment systems, various Teacher Education Institutions, the Regulating Authorities of different levels of education, perform comparative studies on various boards of School Education. Then they are made to write reports and give presentations on these activities.

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

IASE, Aizawl, recognizes that the teaching profession entails not only knowledge about the syllabus but also many vital qualities that teachers are beholden to. So, in addition to the academic skills and

competencies required in today's educational scenario, the B.Ed. and M.Ed. programmes at IASE aims to foster the ethical and moral derivatives that are vital in the teaching profession. Furthermore, it tries to instil in the students professionalism as well as accountability for one's actions. 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

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

1.4 - Feedback System

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

375

2.1.1.1 - Number of students enrolled during the year

375

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

31**2.1.2.1 - Number of students enrolled from the reserved categories during the year****31**

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

2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year**0****2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year****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 in areas of contemporary India and Education, Arithmetic Aptitude, Teaching Aptitude and General Competency in English for B.Ed. programme. As for M.Ed. programme, foundational knowledge in education, teaching aptitude and competency in English. For entrants into Ph.D. course, competency in English and research methodology are evaluated.

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 work is being conducted in English. The practical components of the course offered in the institute that include practical teaching sessions and internships require sufficient grounding in the English language. Therefore, their competency in English needs to be accessed.

The teaching aptitude also requires attention as students are aspiring teachers and teacher educator. 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

All 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

15 : 1

2.2.4.1 - Number of mentors in the Institution

26

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

2.3 - Teaching- Learning Process

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

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

The institute adopts measures to support both advanced and slow learners through various modes of learning. ICT-enabled teaching and learning processes through e resources, power-point presentation, seminars and presentations, group discussions, and practical as in learning activities are utilized by the faculty in the teaching-learning process. Students with good academic performance are given due recognition and suitable awards. They are assigned activities according to their abilities. The institution encourages creativity and innovativeness in the teaching learning process. Pedagogical papers include practical/learning activities like case studies, classroom-based seminars, internship and presentation, use of audio-visual aids, other ICT based methods, project based/ filed studies. Library reading are also being given slots in the time-table so that students find time to access the well-stocked library updated with the latest textbooks, referenced materials and e resources. The institute is also equipped with new age learning center to support students in their learning. The institute is also equipped with amenities for differently abled students if the need arises in its infrastructure.

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

27

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://iase.colles.in/
Any other relevant information	No File Uploaded

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

375

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	View File
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

Five/Six 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://iase.colles.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.

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 the mentoring system influences the students -

- 1) The mentor teachers identify the differential needs of their mentees through continued monitoring of their mentees' activity in the institution, and an appropriate action is taken to assist the student in need.**
- 2) 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.**
- 3) The personal relationship developed between the mentee and the mentors facilitates communicativeness and openness, which allows opportunities for guidance, counseling, and advice.**

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

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

Five/Six of the above

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

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

Institute of Advanced Studies in Education as a teacher education institute developed the teaching competency of its students through different programmes outlined in the Syllabus. Seminars / paper presentations 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 2023-24 for developing creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students:

- 1. Development of Teaching Skills**
- 2. workshop on Lesson Planning**

3. Workshop on Teaching Learning Material.
4. Awareness on Entrepreneurships in commemoration on World Entrepreneurs' Day
5. Observing World Mental Health Day
6. Programme on electoral awareness
7. Workshop on Mental Day
8. Observance of road safety
9. Fire Awareness Campaign
10. Leveraging water for Peace in Observerance of World Water Day
11. Awareness programme on Anti-Drugs and Cyber Crime
12. One day lecture on conservation of water cum House-to-House campaign under Mission Life
13. Charity drive
14. Workshop on research methodology
15. College week
16. Lecture on elimination of single use plastics

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

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

Seven/Eight of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possible	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	Eight /Nine of the above												
<table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Data as per Data Template</td><td>View File</td></tr> <tr> <td>Reports and photographs / videos of the activities</td><td>View File</td></tr> <tr> <td>Attendance sheets of the workshops / activities with seal and signature of the Principal</td><td>View File</td></tr> <tr> <td>Documentary evidence in support of each selected activity</td><td>View File</td></tr> <tr> <td>Any other relevant information</td><td>No File Uploaded</td></tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	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	
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

Four 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

Four of the above

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

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

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
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

Internship has been conducted for the entire third semester for B.Ed.

- 1. All the schools within Aizawl City areas were surveyed and identified according to the need of the internship programme. Then the institute approaches the schools to get consent from the respective principals to utilize their schools for internship.**
- 2. The faculty in charge of internship personally visited the schools and gave an orientation to the school principals and teachers from the schools in charge of the interneers**
- 3. Student teachers were given proper training in development of teaching skills. They were given proper training on lesson plans, TLM and general etiquette necessary during their internship.**
- 4. All the teachers of the institute were involved in development of teaching skills, simulated teaching, development of TLM and development of lesson plan/learning sequence. The faculty in charge of internship (10 Nos) takes turn in monitoring the students-teachers during their school internship.**
- 5. Student-teachers are assessed throughout the internship programme through observation (by teachers of the institute and peers) and assessing all the works they take up during school exposure (by the school principal and peers).**
- 6. The student- teachers are actively involved and exposed to a variety of programme in the school they are assigned to.**

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****158**

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**

One/Two of the above

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

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

teachers and peers.

The monitoring mechanism adopted by the institute during internship programme are as follows:

1. **Teacher Educator:** The teacher educators of the institute organise workshops on teaching skills, lesson planning and teaching learning materials after which development of teaching skills and simulated teaching sessions are conducted. The teacher educators actively monitor and evaluate the student teachers' performances in all the activities taken up by them in the pre-internship programmes. During school internship, the teacher educators (10 Nos) in charge of internship programme monitor the activities of the student teachers in schools.
2. **School Principal:** The school principals continually monitor the performances of the student teachers assigned to their schools and evaluate them through the criteria laid out by the institute.
3. **School Teacher:** The student teacher are assigned to a teacher in the school who oversee all the activities they are to take up during the internship programme.
4. **Peers:** Peer evaluation is done by the student teachers during development of skills orally, during simulated teaching in written and oral forms, and during school internship in written forms.

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

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

Three of the above

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

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

Five 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

27

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**9**

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**227****2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year****227**

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

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

Discussion on recent trends in Education are taken occasionally in the monthly faculty meeting. 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. Workshop on Research Methodology in Education, organised by Internal Quality Assurance Cell (IQAC), Institute of Advanced Studies in Education (IASE), Republic Veng, Aizawl, Mizoram on 23rd August, 2023.**
- 2. Induction-cum-Orientation Programme for the newly Recruited Assistant Professors of IASE organized by Internal Quality Assurance Cell (IQAC), Institute of Advanced Studies in Education (IASE), Republic Veng, Aizawl, Mizoram between 28th August to 4th September, 2023.**
- 3. Workshop on development of ICT Competency organized by ICT Cell, Institute of Advanced Studies in Education, Aizawl,**

Mizoram between 16th to 23rd October, 2023.

4. International Seminar on Issues and Trends in Education organised by Internal Quality Assurance Cell (IQAC), Institute of Advanced Studies in Education (IASE), Republic Veng, Aizawl, Mizoram on 12 June 2024.
5. 7 Day Faculty Development Programme on Teaching Skills and Pedagogy on different Disciplined organised by Teacher Education and Extension Service, Institute of Advanced Studies in Education (IASE), Republic Veng, Aizawl, Mizoram between 24th July to 30th July 2024.

The institute encourages all the faculty to participate in Seminars, Short-Term Courses, faculty Development Programmes and subscribes several 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 two internal examinations for both B.Ed. and M.Ed. along with learning activities for all theoretical papers. Accordingly, the institute conducts two internal examinations in the form of a unit test at the end of the second month of the semester and a pre-semester exam after completion of the whole course. 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 each internal examination. Marks obtained by students in the internal examination are scaled down to ten marks each for internal marks. Appropriate learning activities/activities in the form of small projects/assignments/seminar presentations/activities were assigned to students by the course in-charge for all the theoretical subjects that carry 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 determines 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

Five 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	View File
Any other relevant information	View File

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 complaints about any issues can lodge their complaint. The principal is the chairman of Cell, who is assisted by Grievance Redressal Officer, Mr. Benjamin Lalmuanawma Fanai. Students may lodge complaints through the link provided for grievance redressal (<https://iasemz.edu.in/grievances-redressal-cell-internal-complaint-committee/>) provided in the institute website, or they may directly approach their mentor teachers regarding any issues that they may face.

Any kind of grievance related to the 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 is 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 with Mizoram University, the institution follows the University Regulations. Any grievances relating to the university examination are dealt with by the university examination department, and the students are directed to follow the university regulations and lodge their complaints with 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 is prepared by the institution in conformity with the university specifications and guidelines at the beginning of all the semesters separately for all the courses and semesters offered by the institute according to the course outline and related activities. The main highlights of the academic calendar are:

1. Activities to be conducted during the semester

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

2. Tentative dates for internal and external examinations.

3. Faculty meetings to be conducted during the semester.

4. Holidays including State and National holidays and restricted holidays

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

the Institution.

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.

Every teaching and learning component at IASE is in line with the course and program learning outcomes (CLO & PLO) outlined by the affiliating university's curricula. The following initiatives were taken to align PLO and CLO with teaching learning process.

1. All teaching faculty prepare Semester Plan at the beginning of all the semester for their subjects and Monthly Plan at the beginning of every month to ensure timely completion of course and aligning the lessons with PLOs and CLOs
 2. To guarantee that the course is covered on time, the teaching faculty strictly adheres to the timetables established in accordance with the course outline.
 3. Mentoring of students where the mentor teachers supervise the performances of their mentee throughout the course is also an effective lever.
-
1. Teachers selected teaching methodologies carefully that nurture the PLO and CLO. Learning activities that complement the theoretical aspect of the course are selected to build the competencies of the students.
 2. The institution conducted two internal examinations in the form of a 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 that act as the basis for internal marks and as timely feedback for teachers and students on the outcome of the curriculum transaction.
 3. Students undergo a 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	View File

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

The progressive performances of the students are monitored through continual mentoring of students by their respective mentor, classroom observation by the teaching faculty, observation of the performances of the students in different activities of the institute, evaluation of the learning activity assigned to students in the form of assignment, group activity, presentation, project work, etc and performances of students in the two internal examinations conducted by the institute during a semester.

The institute also organizes different awareness programmes to build the personal attributes of the students. Development of teaching skills, workshop on lesson planning, teaching learning material, school internship and post internship experiences undergone by the students in their third semester ensure building the skills and competency in teaching of the students.

The institute has a lot of scope for improving the performances of the students by providing remedial teaching sessions in face-to-face mode as well as a Zoom classroom.

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

148

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 entrant students were initially identified by assessing their general awareness on - Contemporary India and Education, Arithmetic Aptitude, Teaching Aptitude and General Competency in English. The students were also given counseling at the beginning of the course through mentoring initiated by the institution to assess the student's readiness to undergo the course.

A close relationship between mentor-mentee and monitoring of students through mentorship ensures continual assessment of the students academically and emotionally. Learners diversity and learning needs are also identified through mentoring.

Internal examination conducted by the institute in the form of a unit test and pre-semester examination evaluate the students' performances in their academic activity. Teacher-made tests are

constructed by the course-in-charge keeping in mind the initially identified learning needs of the students at entry level, their responses in the classroom, and the course/ lesson covered. The answer papers are then evaluated, and the results of the students are used for providing feedback to both the students and the teaching faculty to align the academic activity with the course and Programme learning outcome.

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/1mooYTWzajx2TrtqNVRE0i0XtwYVZPyjXz4HyZfqXenI/edit#responses>

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	Three of the above
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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
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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

28

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

2

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

4

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

370

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
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

3750

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

3750

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, 2023- August, 2024 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.

Teacher training programmes at different locations in Mizoram, Cleanliness drive, Blood donation camp, free medical check-up 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 nature camp in the past year where selected students go for the 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	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	No File Uploaded

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

0

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

3.4 - Collaboration and Linkages

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

3

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

3

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

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

7

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

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

Three/Four of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

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

The Institute 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 ICT facilitated classroom, Auditorium, Seminar Hall, Psychological Lab, Science 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 have dedicated room for users to access digital resources. This room is called 'New Age Learning Centre'. The library provide textbooks, reference source, journals and other periodicals. The institution also have Gymnasium with several equipments and Basketball Court as well as other infrastructures. All these facilities are available for all students, research scholars and faculty members. IASE provides power backup facilities for all the buildings. The total power back up is 40 KVA with a total of 3 heavy duty generators.

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/infrastructures/
Any other relevant information	No File Uploaded

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

Rs. 6.33

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 which was later upgraded to SOUL 3.0 on 23rd Feb, 2023. 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 incurred 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 an effective retrieval guide through its OPAC service, through which users can search for documents by different search values.

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

The institutional library currently does not provide Gateway for remote access to library resources for students and teachers. Initiatives has been taken to make remote access of library resources available for students and teachers. At present, students and teachers are provided with unique ID and using this, they can access online resources subscribed by the institution including INFLIBNET. The Library also provides e-mail service to its users. Faculty members, Students and research scholars are provided vital information using e-mail. This service was used especially during the pandemic period where the institution remained closed under the government orders. The library also provide old question papers in the institutional website. IASE also has its own ERP application to allow students to access their academic records using their mobiel phones from anywhere.

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

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

Three of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	View File

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

0.75

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

241

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

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

Two of the above

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

4.3 - ICT Infrastructure

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

ICT facilities at IASE are frequently upadated and maintained riqourly. 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 netwrok using LAN cable is difficult. ICT facilities such as printers, xerox machine, etc. are maintained regularly. At the onset IASe received a total of

three computers to start the New Age Learning Centre and the number of computers were raised to 8 Nos. using the institutions own resources. IASE currently take on a hefty project of creating a digital library and Digital Content creation studio in order to facilitate advanced ICT based learning.

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

1:8

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	No File Uploaded
Any other relevant information	View File

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

Two of the above

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

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)

5.58

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

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

For the maintenance and utilization of physical infrastructure, academic and support facilities available, a number of cells and committees are formed and depending on needs, cells and committees responsible issue instructions to students and faculty from time to time. The institute currently has ICT Lab., Language and Hybrid Lab., Science Lab., Curriculum Lab., Art and Craft Lab., and Psychology Lab. Each Laboratory is managed by faculty or technical in-charge. To make available learning resources for all the courses offered, library committee of the institute regularly update the library facilities and sometime calls for a faculty meeting to

suggest books for their respective papers. The institution has well-equipped science laboratory with 590 various experiment apparatus, the institution also has curriculum laboratory and art and craft laboratory. Depending on the requirement of students and of the course, these laboratories are available for access. At present, there are 183 psychological tests and 47 experiment apparatus in the institution psychology laboratories. These tests and apparatus are strictly maintained by the teacher in-charge. Only as and when necessary, these tools are open for both teachers and students.

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

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	Nine or more of the above												
<table> <tr> <th data-bbox="86 486 552 548">File Description</th><th data-bbox="552 486 1479 548">Documents</th></tr> <tr> <td data-bbox="86 548 552 611">Geo-tagged photographs</td><td data-bbox="552 548 1479 611">View File</td></tr> <tr> <td data-bbox="86 611 552 674">Any other relevant information</td><td data-bbox="552 611 1479 674">No File Uploaded</td></tr> </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												
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	A. All of the above												
<table> <tr> <th data-bbox="86 1151 552 1214">File Description</th><th data-bbox="552 1151 1479 1214">Documents</th></tr> <tr> <td data-bbox="86 1214 552 1317">Data as per Data Template for the applicable options</td><td data-bbox="552 1214 1479 1317">View File</td></tr> <tr> <td data-bbox="86 1317 552 1420">Institutional guidelines for students' grievance redressal</td><td data-bbox="552 1317 1479 1420">View File</td></tr> <tr> <td data-bbox="86 1420 552 1599">Composition of the student grievance redressal committee including sexual harassment and ragging</td><td data-bbox="552 1420 1479 1599">View File</td></tr> <tr> <td data-bbox="86 1599 552 1702">Samples of grievance submitted offline</td><td data-bbox="552 1599 1479 1702">No File Uploaded</td></tr> <tr> <td data-bbox="86 1702 552 1765">Any other relevant information</td><td data-bbox="552 1702 1479 1765">No File Uploaded</td></tr> </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												
5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of	Four of the above												

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
79	158

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)

17

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

9

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 Involvement in the in-house curriculum development Organization of various activities other than

Three/Four of the above

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 all rank holders in the final University Examinations in the B Ed and M Ed courses.

LIST OF STUDENTS AWARDED THE ALUMNI AWARD FOR MERITORIOUS STUDENTS

BED

- 2ND POSITION: C. LALMAWIZUALI**

- **5TH POSITION: C. LALHMINGMAWII**
- **8TH POSITION: VANLALHLIMPUII**
- **9TH POSITION: CHRISTINA LALTHANPUII**

MED

- **Gold Medalist: EUNICE AZYU**
- **3rd rank: H. LALENGMAWII` -**
- **4th rank: C. LALTLANSANGI**
- **4th rank: LALTLUANGLIANA KHIANGTE**
- **6th rank: S. BEINGOSO**
- **7th rank: ZOMUANPUII RALTE**
- **8th rank: PC LALDINTLUANGI**
- **9th rank: LALHLUPUII**

10th rank: F. LALMUANPUII

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	View File
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 Club

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 marks as 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. Amongst these, the most relevant and commendable initiatives was on Research Development. Apart from these, M.Phil and Ph.D course was still in progress.

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

Keeping in view of the strategic plan, the institute is working with the Samagra Shiksha Abhiyan (SSA) in different projects such as:

1. A Study of Vocational Interest among Secondary Schools of Mizoram - MoU was signed on 26th August, 2022 and completed on March 2023.

2. Identification of Learning Problems of Secondary School Students in Mizoram - MoU was signed on 16th June, 2023

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://iasemz.edu.in/wp-content/uploads/2025/02/6.2.1-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. The Apex head of the department is 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 including 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 Principal. There are three (3) programmes, viz, B.Ed, M.Ed, & Ph.D. B.Ed and M.Ed have separate 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/2025/02/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 Institution resolved that Golden Jubilee of Iase will be celebrated early in the year 2025. The following members were thereby appointed as organising committee members.

Chairman: Mr Vanlalfana

Secretary: HT Malsawmtluanga

Members:

Dr. Hmingthansiami

Dr. Vanlaltanpuui

Dr. Lalchawimawii Ngente

Dr. Donna Lalnunfeli

Ms Lalhlimpuii Ralte

Ms Lalrinfeli Khiangte

Dr. Zairemmawia Renthlei

The organizing committee will handle the planning of the celebration programme and proposed to invite the current Mizoram Chief Minister, Lalduhoma as Chief guest for gracing the celebration. The committee also divided different teams and Cells to take different in-charges so that the Golden Jubilee Programme will be celebrating as per the preparation.

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

6.3 - Faculty Empowerment Strategies

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

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

Teaching Staff-

- 1. Duty Leave**
- 2. Leave Encashment**
- 3. Maternity/ Paternity Leave**
- 4. Casual Leave**
- 5. Earned Leave**
- 6. Commuted Leave**
- 7. Extra-ordinary Leave**

8. Child Care Leave
9. Permission for the official assignments in India and abroad
10. Financial support to the teachers for their professional growth
11. Leave without pay
12. Half pay Leave
13. Travelling allowances/Daily Allowances

Non Teaching-

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

The institution 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.

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	No File Uploaded
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**22**

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

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

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

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

As the institution is under the State Government, the financial audit has been conducted externally. The last audit has been conducted in the year 2022. As of now, no fresh audit has been conducted in the institute.

The 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 aperiod 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.

The same documents regarding audit was also uploaded in the previous year.

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 is made under Machinery and Equipments.**

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. The institution has a working group of management cells and committees to look after different activities. All Cells take up their respective assigned and responsibilities under the supervision of 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 research, teaching, financial, student support and good practices. It maintains a record of meeting minutes and daily class teaching records of all the faculty members in consultation with the Principal. It also promotes use of modern teaching methods and frequently organised workshop 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 also deputed non-teaching staff to attend training programme on ICT occasionally and other office procedures organized by ATI. At times, the Institution conducts need-based programmes. Official work and file-keeping are assigned to the clerical staff according to their encadrement at different levels.

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

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

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

1. Semester Plan and Monthly Plan for the smooth transaction of teaching-learning activities submitted by faculty are supervised.
2. Mentoring of students is conducted at the beginning of each semester and follow up is conducted throughout the semester as and when necessary.
3. Fixture is prepared every year for both B.Ed and M.Ed Programme and distributed to all students. Alternate changes if any, prior information has been given to the students.
4. Maintenance of Teaching Record: Class Representatives are assigned to keep daily teaching records of teachers to identify the regularity and punctuality of the teachers which is submitted to IQAC on a weekly basis.
5. Student-teacher evaluation and course evaluation is also conducted every semester by the students to ensure quality in the teaching-learning process.
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	No File Uploaded
Any other relevant information	No File Uploaded

6.5.4 - Institution engages in several quality

Four of the above

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://iasemz.edu.in/iqac-meeting-minutes-and-actions-taken/
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://iasemz.edu.in/aqar-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 in the institution. Till today, procurement of materials and facilities have been initiated under different sources from the government and through donations.

In the area of research, one research project with Samagra Shiksha Abhiyan (SSA), 'Identification of Learning Problems of Secondary School Students in Mizoram' was again completed on 16th June, 2023.

2 Ph.D scholars, successfully completed the course and awarded the degree.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The institution has been working in collaboration with the Power and Electricity Department of the Mizoram State Government to develop a solar energy facility. However, due to certain obstacles, the project is currently on hold. Despite these challenges, the institution remains hopeful and determined to implement the initiative successfully in the near future.

To ensure adherence to campus conservation policies, regular notices and reminders are issued to students, faculty, and staff. Additionally, unannounced inspections are carried out to monitor compliance and reinforce the importance of sustainable practices. These measures aim to foster a culture of responsibility toward energy conservation within the institution.

As part of its ongoing efforts to enhance energy efficiency, the institution has replaced all fluorescent bulbs on campus with LED lights. This transition to LED technology has significantly reduced overall power consumption, contributing to a more sustainable and eco-friendly campus environment. Through these initiatives, the institution continues to prioritize energy conservation and remains committed to implementing further improvements in the future.

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 places a strong emphasis on environmental protection by implementing an efficient waste segregation system. In accordance with the Aizawl Municipal Corporation (AMC) guidelines, separate bins for Wet, Dry, Plastic, and E-Waste are strategically positioned throughout the campus to facilitate proper disposal. To ensure compliance with these regulations, the Swachh Bharat Cell conducts routine inspections. Additionally, waste collection is carried out by Community Garbage Disposal Agents through a Public-Private Partnership (PPP), ensuring systematic and efficient waste management.

To further enhance campus cleanliness and sustainability, organic waste such as fallen leaves and grass clippings is processed in compost pits. This practice not only helps in waste reduction but also contributes to maintaining a cleaner and greener environment.

Moreover, designated personnel, including cleaners and sweepers, are given specific instructions on proper waste disposal to reinforce the institution's commitment to responsible waste management. Through these structured initiatives, the institution continues to promote a culture of environmental responsibility, ensuring that the campus remains a model for sustainable practices and ecological conservation.

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

Three of the above

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

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

The institution is committed to fostering a green and sustainable campus by planting a variety of trees and plants. These are regularly maintained by designated caretakers, and students are strictly instructed to contribute to the preservation of greenery. This initiative promotes a cleaner and healthier environment.

Every semester, the institution conducts a Cleanliness Drive, actively engaging both students and faculty members. Organized by the NSS Unit and Eco-Club, these drives focus on maintaining cleanliness within the campus and its surrounding areas. This collaborative effort instills a sense of responsibility and environmental awareness among participants.

To uphold a tobacco-free environment, the institution enforces a strict ban on smoking and tobacco use on campus. An Anti-Tobacco Club, consisting of faculty and students, works to discourage tobacco consumption through awareness campaigns. Informational posters are displayed across the campus, and violators are subject to penalties.

Aligned with the Swachh Bharat Mission, the institution has established a Swachh Bharat Cell, responsible for overseeing campus cleanliness and maintaining regular evaluation records. Through these structured initiatives, the institution remains dedicated to promoting sustainability, hygiene, and environmental responsibility.

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	View File
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)

1.22563

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

The institution actively engages with the local community by utilizing nearby resources when needed and giving back through financial support, donations, and services.

On October 5, 2023, a cleanliness drive was organized, during which students and faculty cleaned the roads leading to the campus, community steps, and a nearby graveyard. This initiative aimed to promote hygiene and environmental responsibility.

On November 2, 2023, the Charity Club of IASE conducted a Charity Drive, visiting Hermon Children's Home. The IASE community contributed cash and essential items, which were donated to support the children's needs.

On January 12, 2024, two students from Presbyterian English School were felicitated by the Institution for winning the Red Ribbon National Quiz Competition held in Rajasthan, recognizing their academic achievement.

Between March 18 and 22, 2024, College Week was celebrated at the Republic community playground, featuring various sports and co-curricular activities to encourage student engagement and teamwork.

On April 2, 2024, the institution, in collaboration with Zoram Medical College, organized a Blood Donation Camp, reinforcing its commitment to community welfare and healthcare support.

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	C. Any 2 of the above
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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	View File
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 1: Charity Drives

The institution strives to instill a charitable mindset in students, fostering the values of empathy, kindness, and social responsibility. By leading through example, sharing inspirational stories, and integrating charity into the curriculum, students are encouraged to develop generosity and compassion. Small daily acts of kindness help nurture a lifelong commitment to giving.

Every Wednesday, the morning assembly provides students with an opportunity to contribute to those in need. They are informed about

the purpose of their donations, fostering a sense of unity and shared responsibility.

The collected funds are allocated to various charitable initiatives, including waiving fees for underprivileged students and supporting orphanages and charitable organizations. In 2023, a donation was made to Hermon Children's Home, which also offers primary education. Additionally, a charity drive was conducted, with the IASE community donating rice, potatoes, and clothing, which were promptly delivered to the intended beneficiaries.

Best Practice 2: Community Extension Services

IASE actively contributes to the community through various outreach programs:

- B.Ed 3rd Semester students create teaching-learning materials (TLM) aligned with the Mizoram Board of School Education's syllabus, donating them to secondary schools to support classroom instruction.
- Faculty members serve as resource persons in training sessions and workshops for secondary school teachers, sharing their expertise as a form of community service.
- Regular campus and community clean-up drives engage both students and faculty, fostering environmental awareness and responsibility.

Through these initiatives, IASE remains committed to community engagement and social development.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

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

Providing Ph.D. in Education: Vision, Priority, and Thrust

IASE is a premier institution under the Mizoram State Government, known for its academic excellence and dedication to quality education. It was the first in the state to introduce a postgraduate

(M.Ed) program and remains the only college in Mizoram offering a Ph.D. in Education since 2019. Currently, 40 researchers are engaged in doctoral studies, further strengthening the institution's role in advancing educational research.

Vision

The institution envisions becoming a leading centre for educational research and teacher training, fostering innovation and academic excellence. Through its Ph.D. program, IASE aims to produce scholars who contribute to policy-making, curriculum development, and the overall improvement of the education system.

Priority

IASE prioritizes rigorous research, critical thinking, and professional development in the field of education. The Ph.D. program is designed to equip scholars with advanced knowledge and research skills, enabling them to address the educational challenges, especially in Mizoram, effectively.

Thrust

The institution focuses on interdisciplinary research, promoting collaboration between educators, policymakers, and researchers. By integrating theoretical knowledge with practical applications, IASE strives to enhance educational practices and contribute meaningfully to the academic and professional growth of educators.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File