



## Yearly Status Report - 2017-2018

### Part A

#### Data of the Institution

<b>1. Name of the Institution</b>	INSTITUTE OF ADVANCED STUDY IN EDUCATION
Name of the head of the Institution	Professor Vanlalhruaii
Designation	Principal
Does the Institution function from own campus	Yes
Phone no/Alternate Phone no.	038902310565
Mobile no.	9436155021
Registered Email	principal.iaseMZ@gmail.com
Alternate Email	vanlalhruaii.vansons@gmail.com
Address	Republic Veng
City/Town	Aizawl
State/UT	Mizoram
Pincode	796005

<b>2. Institutional Status</b>					
Affiliated / Constituent		Affiliated			
Type of Institution		Co-education			
Location		Urban			
Financial Status		state			
Name of the IQAC co-ordinator/Director		Professor Lallianzuali Fanai			
Phone no/Alternate Phone no.		03892310565			
Mobile no.		9436141866			
Registered Email		dr.zuali@gmail.com			
Alternate Email		iasemizoram@gmail.com			
<b>3. Website Address</b>					
Web-link of the AQAR: (Previous Academic Year)		<a href="http://iasemz.net/wp-content/uploads/2016/02/IQAC-2016-17.pdf">http://iasemz.net/wp-content/uploads/2016/02/IQAC-2016-17.pdf</a>			
<b>4. Whether Academic Calendar prepared during the year</b>		No			
<b>5. Accrediation Details</b>					
Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
1	B	2.58	2009	15-Jun-2009	14-Jun-2015
2	B	2.87	2015	14-Sep-2015	13-Sep-2020
<b>6. Date of Establishment of IQAC</b>		01-Oct-2007			
<b>7. Internal Quality Assurance System</b>					
Quality initiatives by IQAC during the year for promoting quality culture					
Item /Title of the quality initiative by IQAC		Date & Duration		Number of participants/ beneficiaries	
Sensitisation Workshop for Upcoming Semester		21-Feb-2017 1		304	
Sensitisation Workshop		02-Aug-2017		304	

for Upcoming Semester	1	
Mentoring	22-Feb-2017 2	304
Mentoring	03-Aug-2017 2	304
Micro teaching workshop	07-Aug-2017 5	117
Teaching Aid Workshop	04-Aug-2017 1	117
Workshop on sensitization of teacher educators on project works to be conducted by B.Ed Multimode Students	06-Feb-2017 2	12
Workshop on micro teaching	07-Aug-2017 2	25
<a href="#">View File</a>		

**8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.**

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
NIL	NIL	NIL	2018 0	0
No Files Uploaded !!!				

<b>9. Whether composition of IQAC as per latest NAAC guidelines:</b>	Yes
Upload latest notification of formation of IQAC	<a href="#">View File</a>
<b>10. Number of IQAC meetings held during the year :</b>	5
The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	Yes
Upload the minutes of meeting and action taken report	<a href="#">View File</a>
<b>11. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	No
<b>12. Significant contributions made by IQAC during the current year(maximum five bullets)</b>	
The teachers prepare Semester Plan and Monthly Plan for effective delivery of the	

curriculum.

The institution exempted the fees of some students who had difficulty in paying admission fees for the course.

Teaching records is maintained in every class by the respective class representative to monitor the regularity of the teaching faculty.

Organizing two days workshop for teachers on micro teaching and supervision of project work for regular B.Ed Course and Multimodal B.Ed Programme.

Organizing workshop on Trainers 'training in ICT for College teachers.

[View File](#)

### 13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achivements/Outcomes
Teaching Record Maintained by class Representatives	Monitoring the teachers activity lead to better curriculum delivery
Student Teacher Evaluation and Course Evaluation	Lead to evaluation of teaching strategies and availability of course material. This improves the quality of education offered in the institution
Organization of Swachh Bharat team in the institution	Occasional inspection of classroom and toilets by the team ensures better hygiene and cleanliness in the institution
Mentoring programme	Better support system for the students
Organizing workshop for improving the capacity of the teacher educators	Uniformity in the practices and teaching strategies adopted by the teachers
Circulation of Fixture to all teaching, non-teaching staff and students	Better participation from all concerned stakeholder of the institution

[View File](#)

14. Whether AQAR was placed before statutory body ?

No

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?

No

16. Whether institutional data submitted to AISHE:

Yes

Year of Submission	2018
Date of Submission	15-Jan-2018
17. Does the Institution have Management Information System ?	No

## Part B

### CRITERION I – CURRICULAR ASPECTS

#### 1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

The following mechanism are in place in Institute of Advanced Studies in Education, Aizawl for effective curriculum delivery and documentation:- 1) At the beginning of every academic session, faculty meeting is held wherein the subjects in B.Ed and M.Ed courses are distributed among the teachers after a thorough discussion with them. 2) The number of classes for each subject is decided according to the syllabus and credits assigned to each paper. The overall-in-charge for the B.Ed Programme and the M.Ed Programme prepared a well constructed time-table for the semester which undergoes review as and when necessary. 3) The teachers prepare semester plans for the subjects and topics they are going to take up for the current academic session at the beginning of the semester which is put up in a notice board for the students. 4) The teachers also prepare a break - up monthly plan for effective delivery of the curriculum at the beginning of every month which is also put up in notice board. The monthly plan includes detailed objectives of the topic, the teaching method to be adopted by the teachers for delivering the curricular content, the participation of students envisioned by the teachers and the topic to be covered in each of the classes taken by the teachers within the month. It is basically a day to day plan of action for the teachers. 5) Classes are held according to the scheduled time-table prepared by the overall in charge for B.Ed and M.Ed programmes respectively under the supervision of Head of Department for both the programmes. 6) Evaluation of the performance is carried out according to the guidelines given by Course wherein two tests are conducted during one semester. The first test is given on the second month of every semester and the second test is conducted one month before university examination. The students are also evaluated through their performances in activities organised by the course in charge for each subjects. 7) The institution has a very rich library for the benefit of the students. A good number of Journals (Education) are subscribed by our college. INFLIBNET (e-books and e-journals) facility is available for teachers and also for the students (2017-18). 8) The teachers use different teaching strategies for the effective delivery of the curriculum which are highlighted below: a) Whiteboard and Marker b) ICT-enabled teaching-learning method (Power-point presentation by teachers). c) Hybrid laboratory and language laboratory for teaching of Languages. d) Group discussion amongst the students during the class. e) Seminars are conducted by students. f) Paper presentation by the students. g) Project works, dissertations are carried out by M.Ed students for fulfilment of their courses under the close guidance of their supervisors. h) Internet facilities available in the college have been used successfully by the students during the class 9) Documentation of the internal marks awarded to the students' performances in their attendance and their internal marks is maintained by the faculty in charge of overall programme for both B.Ed and M.Ed. The performance

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entrepreneurship	Skill Development
No Data Entered/Not Applicable !!!					

**1.2 – Academic Flexibility**

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
No Data Entered/Not Applicable !!!		
No file uploaded.		

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
No Data Entered/Not Applicable !!!		

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

Certificate	Diploma Course
No Data Entered/Not Applicable !!!	

**1.3 – Curriculum Enrichment**

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
No Data Entered/Not Applicable !!!		
No file uploaded.		

1.3.2 – Field Projects / Internships undertaken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
No Data Entered/Not Applicable !!!		
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**1.4 – Feedback System**

1.4.1 – Whether structured feedback received from all the stakeholders.

	Yes
Students	
Teachers	
Employers	
Alumni	
Parents	

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained
IASE have a good feedback mechanism. Student- teacher evaluation is taken at the end of every semester. In this student teacher evaluation mechanism, the students evaluate the teachers in different aspect related to their subject

matter as well as their teaching. Another areas evaluated include the course outline for the B.Ed(regular) and M.Ed course and the availability of learning materials. Student Feedback on Teachers consisted of the following parameters -

- knowledge base of the teacher,
- Communication Skills,
- Sincerity/ Commitment of the teacher,
- Interest generated by the teacher in the class
- Ability to integrate course material with environment/ other issues to provide a wider perspective
- Accessibility and availability of the teacher in the department for academic consultations.
- Initiatives taken in formulating topics/ test/ assignment/ examinations/ seminars and projects
- Regularity in taking class
- Completion of the course in a thorough and satisfactory manner
- Fairness in evaluating the students' performances and awarding grades

Student feedback form on Courses included the following parameters -

- Course Content
- Adequacy of course content
- Scope for use of innovative teaching methods, (Group Discussion, field exercises, role play etc)
- Learning Value (in terms of knowledge, concepts, skill building, analytical abilities and in broadening one's perspectives)
- Availability of reading Material (Library/Internet/Others)

The points are calculated according to the grades given by the students on the four-point scale (1-4) in various criteria mentioned above for both the teachers and course content. The grades are given as A, B, C, D (where A Very Good (4), B Good (3), C Satisfactory (3), D Unsatisfactory (1)). The Average and percentage of various criteria are calculated. The strength and weaknesses mentioned by the students are summarized. From the calculated overall rating, the different areas where improvements are required are discussed in faculty meeting and the needed improvement in the teaching -learning areas are discussed and programmes are made according to the feedback. B.Ed Multi-mode does not have any feedback mechanism as that of the regular course. They are asked to give their thoughts on the course outline and the institution at the end of every semester which is taken into consideration while planning the next programme. For all other consultation services provided by the institution to different institution and agencies, the institution takes feedback from the participant on the course content and the clarity of the lectures and material received during the workshop or short-term courses organised in the institution.

## CRITERION II – TEACHING- LEARNING AND EVALUATION

### 2.1 – Student Enrolment and Profile

#### 2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BEd	Education (Multimode Programme)	200	200	200
MEd	Education	50	50	45
BEd	Education	120	680	120

[View File](#)

### 2.2 – Catering to Student Diversity

#### 2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses

2017	640	64	12	7	0
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## 2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Number of smart classrooms	E-resources and techniques used
18	18	10	9	0	0
<a href="#">View File of ICT Tools and resources</a>					
No file uploaded.					

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

Teacher education equips a perspective teacher with the knowledge, attitudes, behaviour and skills that they require to perform effectively in classroom, school and community. Mentoring plays an important role giving a wholesome education to the perspective teacher. It provides a reliable support system from within the institution which enhances academic and non-academic performances of the students. It also helps the students in understanding the challenges and opportunities that the institution provided to them. As the students started their first semester in any of the programmes provided by the institution, they are assigned to one of the teachers to be their mentor during the course of their study in the institution. A day is assigned at the beginning of the session between the mentee and the mentors so that they are well acquainted with each other. Some of the key features of the mentoring programme followed in the institution are as follows: • The Mentor keeps a tract of the performances of their mentee in the institution. • Occasional meeting between the mentor and the mentee is organised and the schedule of meeting is decided by the mentor. • If the students have any kind of problem, their mentor provides support through counselling and other measures as required. • A close relationship between the mentor and mentee ensures that the college discipline has been improved and the performance of the students in every area has been enhanced.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
704	36	3 : 53

## 2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
29	19	10	0	9

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year )

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
<b>No Data Entered/Not Applicable !!!</b>			
<a href="#">View File</a>			

## 2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-	Date of declaration of results of semester-
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			end examination	end/ year- end examination
BEd	B.ED MMP	4 semester	23/01/2018	04/08/2018
BEd	B.Ed MMP	2 semester	04/12/2017	26/02/2018
BEd	B.Ed	2 Semester	13/07/2017	22/09/2017
BEd	B.Ed	4 Semester	17/07/2017	22/09/2017
BEd	B.Ed	1 Semester	14/12/2017	15/04/2018
BEd	B.Ed	3 Semester	30/11/2017	15/04/2018
MEd	M.Ed	2 Semester	14/07/2017	22/09/2017
MEd	M.Ed	4 Semester	17/07/2017	22/09/2017
MEd	M.Ed	1 semester	14/12/2017	14/04/2017
MEd	M.Ed	3rd Semester	18/12/2018	14/04/2017
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#### 2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

The Course requirement for the B.Ed as well as the M.Ed course include two internal examination as well as learning activity which is given in the course outline. The institution conducts one Unit Test at the end of the second month of the semester and Pre-University Examination after completion of the whole course in order to evaluate the performance of the students. The Examination Cell of the institution decides the full mark for the test for every semester according to the nature of the students. Ten marks each is taken from the internal examination/test. The concern teacher selects appropriate activities for the students according to the abilities of the student-teachers. The learning activity carries 20 marks for each subject. This is evaluated by the subject in charge. The evaluation procedure is evaluated through the feedback given by the all the course/subject- in-charge after the end of every academic session and is being discussed in faculty meeting and suggestions are being made. Keeping in view the feedback given, the examination cell institute a programme of evaluation for the next academic session.

#### 2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

At the beginning of every academic session (every semester), an academic calendar is prepared by the institution which is in conformity with the programme laid out by the university in the form of Fixture. The basic highlights of the Fixture are as follows: 1) Faculty meetings to be conducted during the semester 2) Holidays 3) Restricted Holidays 4) Date of Assignment and Submission of Learning Activities 5) Unit Test 6) Pre-University Examination 7) University Examination 8) Equity Programmes during the session 9) Any other Programme to be carried out during the session like Open House Programme, Annual Sports, etc 10) Observation of National and International days of importance. 11) Assembly which is conducted every Wednesday. The fixture highlights the classes responsible for conducting the assembly. 12) Opening of complain box

### 2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

<http://iasemz.net/results>

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
B.Ed	BEd	Education	118	111	93.82
M.Ed	MEd	Education	14	13	92.86
B.Ed(Multimode)	BEd	Education	200	167	83.42
<a href="#">View File</a>					

## 2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

<http://iasemz.net/wp-content/uploads/2016/02/STUDENTS-SATISFACTION-SURVEY-REPORT-MAY-2017.pdf>

## CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
<b>No Data Entered/Not Applicable !!!</b>				
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### 3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
<b>No Data Entered/Not Applicable !!!</b>		

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
<b>No Data Entered/Not Applicable !!!</b>				
No file uploaded.				

3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
<b>No Data Entered/Not Applicable !!!</b>					
No file uploaded.					

### 3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
<b>No Data Entered/Not Applicable !!!</b>		

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
<b>No Data Entered/Not Applicable !!!</b>	

### 3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
<b>No Data Entered/Not Applicable !!!</b>			
<b>No file uploaded.</b>			

### 3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
<b>No Data Entered/Not Applicable !!!</b>	
<b>No file uploaded.</b>	

### 3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
<b>No Data Entered/Not Applicable !!!</b>						
<b>No file uploaded.</b>						

### 3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
<b>No Data Entered/Not Applicable !!!</b>						
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### 3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
<b>Attended/Seminars/Workshops</b>	<b>1</b>	<b>11</b>	<b>14</b>	<b>0</b>
<b>Presented papers</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>
<b>No file uploaded.</b>				

## 3.4 – Extension Activities

### 3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
<b>No Data Entered/Not Applicable !!!</b>			
<b>No file uploaded.</b>			

### 3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies

during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
<b>No Data Entered/Not Applicable !!!</b>			
No file uploaded.			

3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
<b>No Data Entered/Not Applicable !!!</b>				
No file uploaded.				

### 3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
<b>No Data Entered/Not Applicable !!!</b>			
No file uploaded.			

3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
Internship	Internship	DIET	04/09/2017	29/09/2017	M.Ed Students
Internship	Internship	SCERT	04/09/2017	29/09/2017	M.Ed Students
No file uploaded.					

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
<b>No Data Entered/Not Applicable !!!</b>			
No file uploaded.			

## CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
<b>No Data Entered/Not Applicable !!!</b>	

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Number of important equipments purchased (Greater than 1-0 lakh) during the current year	Newly Added
Laboratories	Existing
Class rooms	Existing
Campus Area	Existing
No file uploaded.	

#### 4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of automation
SOUL 2.0	Partially	SOUL 2.0	2017

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	9890	624680	3159	249872	13049	874552
Reference Books	1970	375110	106	88195	2076	463305
e-Journals	3828	26500	0	0	3828	26500
No file uploaded.						

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
No Data Entered/Not Applicable !!!			
No file uploaded.			

#### 4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/GBPS)	Others
Existing	27	0	27	1	1	1	3	0	27
Added	33	0	33	2	2	0	0	0	33
Total	60	0	60	3	3	1	3	0	60

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

4 MBPS/ GBPS
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4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
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NA

NA

**4.4 – Maintenance of Campus Infrastructure**

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
0	0	0	0

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

<http://iasemz.net/infrastructure-and-learning-resources/>

**CRITERION V – STUDENT SUPPORT AND PROGRESSION****5.1 – Student Support**

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	NA	0	0
Financial Support from Other Sources			
a) National	Tribal Scholarship	316	20000
b) International	NA	0	0

[View File](#)

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
Teaching Aid Workshop	04/08/2017	117	IASE Faculty
Micro-teaching Workshop	07/08/2017	117	IASE Faculty
Mentoring	02/08/2017	300	IASE Faculty
Sensitisation Workshop for Upcoming Semester	03/08/2017	300	IASE Faculty

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5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
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No Data Entered/Not Applicable !!!

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5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
2	2	5

## 5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
NA	0	0	NA	0	0
No file uploaded.					

5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of programme admitted to
2017	2	B.Ed	Education	MZU	Ph.D
2017	10	B.Ed	Education	IASE	M.Ed
No file uploaded.					

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
NET	1
Any Other	17
No file uploaded.	

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Theme display on important days	Institutional	10
Nature Field Trip for Science Students	Institutional	35
Annual Field trip for 4th Semester students	Institutional	117
National Sports Day	Institutional	300
Teachers Day	Institutional	300
Annual College Day	Institutional	300
Annual College Sports	Institutional	300
No file uploaded.		

### 5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
<b>No Data Entered/Not Applicable !!!</b>						
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5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

The Institute of Advanced Study in Education grants no permission for the setting up of Student Council in the institute. However, all the students are divided into four houses namely Houses Friedrich Froebel, Jean Piaget, John Dewey and Friedrich Herbert. The students are grouped or divided into 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. As there are activities to be carried out in the institute, the students work cooperatively and collaboratively. The students of IASE have significant participation in the academic and administrative bodies of the institution. They are selected to be active members of important sub-committees. These sub-committees are • Campus Management Cell, • Anti-Tobacco Club, • Equal Opportunity Cell, • Internal Quality Assurance Cell, • Assembly Committee, • Library Committee • Co-Curricular Activity Cell, • Canteen Management Cell, • Community Mobilisation and Development Cell, • Placement Cell. These cells organize various activities and the students are expected to be present when meetings are called upon. Following the instructions of the faculty concerned with the activities, students work on necessary tasks accordingly.

### 5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

Yes

The Institute of Advanced Study in Education grants no permission for the setting up of Student Council in the institute. However, all the students are divided into four houses namely Houses Friedrich Froebel, Jean Piaget, John Dewey and Friedrich Herbert. The students are grouped or divided into 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. As there are activities to be carried out in the institute, the students work cooperatively and collaboratively. The students of IASE have significant participation in the academic and administrative bodies of the institution. They are selected to be active members of important sub-committees. These sub-committees are • Campus Management Cell, • Anti-Tobacco Club, • Equal Opportunity Cell, • Internal Quality Assurance Cell, • Assembly Committee, • Library Committee • Co-Curricular Activity Cell, • Canteen Management Cell, • Community Mobilisation and Development Cell, • Placement Cell. These cells organize various activities and the students are expected to be present when meetings are called upon. Following the instructions of the faculty concerned with the activities, students work on necessary tasks accordingly.



5.4.2 – No. of enrolled Alumni:

250

5.4.3 – Alumni contribution during the year (in Rupees) :

0

5.4.4 – Meetings/activities organized by Alumni Association :

0

## CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

Decentralization is one of the most important aspects of the governance of the Institution. The institutional activities are carried out through different cells and committee which are formulated by the institution. The cells are given below: • Programme Implementation Committee • Building Committee • Equal Opportunity Cell • Internal Quality Assurance Cell • Purchase Committee under UGC Grand-in-aid and assistance • Anti-tobacco Cell • Grievance Redressal cell and Internal complain committee • Guidance and Counselling Cell • Assembly-in-charge • Research Committee • Examination and screening Committee (B.Ed) • Examination and screening Committee (M.Ed) • Library • Teacher Education programme and extension activities and consultation services • Co-curricular activities Cell NSS • Psychology Laboratory in charge • Anti-Ragging Cell • Red Ribbon Club • B.Ed Multimode • Community Mobilization and Development Cell • Canteen Committee • Alumni • Placement Cell Members for the above mentioned Committees and Cells include faculty members, non-teaching staffs and class representatives from B.Ed, B.Ed Multimode and M.Ed. Each Cell/Committee laid out the activities for their respective area each academic year and implements the same under the supervision of the principal of the institution.

6.1.2 – Does the institution have a Management Information System (MIS)?

Yes

### 6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Curriculum Development	The teachers made semester plan and monthly plan for effective curricular content delivery which highlights the main objectives of of teaching the particular topic. Every year two to three faculty members are sent to SCERT and MBSE for developing or reviewing school curriculum.
Teaching and Learning	The teachers varied their teaching strategies in the following ways - a) ICT-enabled teaching-learning method. b) Hybrid laboratory and language laboratory for teaching to enhance the skill of learners in ICT. c) Group discussion, seminars and paper presentation from the students are

incorporated in teaching - learning environment to enhance the learning skills of the students. d) Internet access available in the college is being used to acquaint the students with management of online learning resource. e) E-journals and e-learning resources are made available to the students through inflipnet for expanding the knowledge base of the students.

**Examination and Evaluation**

As per the guidelines given in the course, evaluation consisted of both internal and external evaluation procedures. The internal evaluation consisted of two tests and one learning activity which are evaluated by the teacher in charge of the subject. Two unit tests is conducted by the institution one on the second month of the semester and the other on completion of the course. Learning activities for each subject matter is decided by the subject-in-charge according to the need of the students. External evaluation comprised of term end examination of the whole course. For practical subjects, the evaluation procedure is different wherein, the students are internally evaluated the performances of the students activities. External evaluation is carried out through VIVA VOCE and practical teaching in actual classrooms setting.

**Research and Development**

The institution motivates its faculty members to make research publications in peer reviewed journals with high impact factor. The faculty members are encouraged to present papers in International/National/State Level Seminars, workshops and to act as resource persons. IASE also explores various funding agencies for sponsoring major / minor projects. (DBT, DST, ICSSR, UGC etc.) that can be conducted by the research cell. The institution through the research cell also takes up researches in collaboration with other agencies and published the same.

**Library, ICT and Physical Infrastructure / Instrumentation**

The institution has a well-established library which provides access to printed resources as well as e-resources. A fully automated Soul 2.0 version is being used in the library. Physical infrastructure of the library has been expanded and new books are

being procured every year. Gymnasium is set up for the students, staff and faculty of the institution. Renovation of the IASE cafeteria is taken up , Water reservoir, students desk and chair (achievers ), five projectors , teacher storage almirah, sound system conference (gooseneck mike, amplifier, sound box, ) for auditorium are purchased during the current session. 2018-19: table and chair for seminar room, table and chair for cafeteria and library book shelves.

**Human Resource Management**

The teaching faculty participated in orientation courses, refresher course and winter/summer schools organised by Human Resource Development Department, Mizoram University. The teaching and non-teaching faculty undergo training programme on administrative procedure organised by Administrative Training Institute (ATI), Mizoram University and other agencies occasionally.

**Admission of Students**

Selection of students for admission to B.Ed(regular) and M.Ed is carried out by the examination and screening committee for B.Ed and M.Ed respectively. The applicants for these courses are screen through a written examination and interview.

**6.2.2 – Implementation of e-governance in areas of operations:**

E-governace area	Details
<b>No Data Entered/Not Applicable !!!</b>	

**6.3 – Faculty Empowerment Strategies**

**6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year**

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
<b>No Data Entered/Not Applicable !!!</b>				
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**6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year**

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
<b>No Data Entered/Not Applicable !!!</b>						

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6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
Refresher Course for teacher educators	4	21/06/2017	11/07/2017	14
Special Winter School	2	21/11/2017	11/12/2017	14
23rd Orientation Course organised by Mizoram University	2	21/02/2018	20/03/2018	29

No file uploaded.

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
10	9	14	5

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
IASE WELFARE SOCIETY	IASE WELFARE SOCIETY	NA

## 6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

Since the Institution is under the government of Mizoram, internal and external financial audit is carried out by 'the office of the Accountant General, Mizoram' at an interval of three years regularly. The last audit was carried out on December, 2015 for the period of 1/10/2012 to 30/22/2015. The institution also undergoes external auditing regularly by two other agencies namely, RUSA (Rashtrya Utchara Shisha Abhiyan) and CSSTE (Centrally Sponsored Scheme for Teacher Education) every year.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
No Data Entered/Not Applicable !!!		
No file uploaded.		

6.4.3 – Total corpus fund generated

No Data Entered/Not Applicable !!!

## 6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No		No	IQAC
Administrative	No		No	IQAC

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

Not Available

6.5.3 – Development programmes for support staff (at least three)

1) They attended training programme organised by programme in ATI 2) Non-teaching staff receives training in Mizoram University on administrative matters. 3) The institution sponsors training programme for one non-teaching staff for a computer course

6.5.4 – Post Accreditation initiative(s) (mention at least three)

The following initiatives has been taken after NAAC Accreditation- 1) Initiatives have been taken for expanding research activities. 2) Initiatives have been taken for improving library. Books have been purchased from NEDP fund to cater to the needs of the students. 3) Swachh Bharat team have been set up to ensure hygenic campus

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b) Participation in NIRF	No
c) ISO certification	No
d) NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2018	Workshop on sensitization of teacher educators in project works to be conducted by B.Ed Multimode students	12/02/2018	12/02/2018	13/02/2018	13
2018	Workshop on Micro teaching skills	04/08/2017	06/08/2018	07/08/2018	19
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**CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES**

**7.1 – Institutional Values and Social Responsibilities**

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Seminar on Legal right of gender Equity	18/08/2017	18/08/2017	213	157
EIP on Solidarity based understanding Tolerance and Dialogue	22/09/2017	22/09/2017	213	157
Person's with Disability Act, 2016	09/10/2017	09/10/2017	199	138

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
NA

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	No	0
Provision for lift	No	0
Ramp/Rails	No	0
Braille Software/facilities	No	0
Rest Rooms	No	0
Scribes for examination	No	0
Special skill development for differently abled students	No	0

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
<b>No Data Entered/Not Applicable !!!</b>							
No file uploaded.							

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
<b>No Data Entered/Not Applicable !!!</b>		

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
No Data Entered/Not Applicable !!!			
No file uploaded.			

7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

Not Available

**7.2 – Best Practices**

7.2.1 – Describe at least two institutional best practices

BEST PRACTICE NO : 1 Title of the practice: Preparation of Fixture Aims: To make a detailed tentative plan of action for one academic session for successful governance. Context: A good plan of action in any educational institution ensures institution success. Preparation of fixture is a way of ensuring that the institution follows a definite path towards the goal of the institution. Practice: At the beginning of every academic session (every semester), fixtures are prepared by the institution which is in conformity with the guidelines given in the course outline, university examination schedule and programmes envisioned by different cells. Fixtures are prepared separately for each course and semester according to the nature of the subject matters. The prepared fixture is tentative in nature and it is subjected to change according to the need and feasibility. The basic highlights of the Fixture are as follows: 1) Faculty meetings to be conducted during the semester 2) Holidays 3) Restricted Holidays 4) Date of Assignment and Submission of Learning Activities 5) Unit Test 6) Pre-University Examination 7) University Examination 8) Equity Programmes during the session 9) Any other Programme to be carried out during the session like Open House Programme, Annual Sports, etc 10) Observation of National and International days of importance. 11) Assembly which is conducted every Wednesday. The fixture highlights the classes responsible for conducting the assembly. 12) Opening of complain box

BEST PRACTICE NO: 2 Title of the practice: Mentoring programme for students Aims: To provide a good relationship between the institution and the students by providing support, guidance and advice to the students through the mentor teachers Context: Teacher education equips a perspective teacher with the knowledge, attitudes, behaviour and skills that they require to perform effectively in classroom, school and community. Mentoring plays an important role giving a wholesome education to the perspective teacher. It provides a reliable support system from within the institution which enhances academic and non-academic performances of the students. It also helps the students in understanding the challenges and opportunities that the institution provided to them. Practice: As the students started their first semester in any of the programmes provided by the institution, they are assigned to one of the teachers to be their mentor during the course of their study in the institution. A day is assigned at the beginning of the session between the mentee and the mentors so that they are well acquainted with each other. Some of the key features of the mentoring programme followed in the institution are as follows: • The Mentor keeps a tract of the performances of their mentee in the institution. • Occasional meeting between the mentor and the mentee is organised and the schedule of meeting is decided by the mentor. • If the students have any kind of problem, their mentor provides support through counselling and other measures as required. • A close relationship between the mentor and mentee ensures that the college discipline has been improved and the performance of the students in every area has been enhanced.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

<http://iasemz.net/wp-content/uploads/2016/02/IASE-BEST-PRACTICES.pdf>

### 7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

Institute of Advanced studies in Education (IASE) is one of the most prominent and prestigious teacher education institutions in Mizoram. Centrally Sponsored Scheme for Teacher Education (CSSTE) Evaluation conducted by TATA Institute of Social Science, Mumbai and Ministry of Human Resource Development, Government of India remarks IASE, Aizawl as a 'Model IASE' in the country. The main vision of the institution is to maintain, sustain and improve the quality of teachers and teacher educator and to inspire them to be self-sufficient, innovative and creative, always in search of better ways, means and method to achieve the ultimate common goal of quality education. The institution puts all its effort to achieve its vision by taking up several measures which makes it distinctive among other educational institutions. Some of the ways which makes the institution distinctive are as follows: 1) Evaluation Mechanism: Good internal evaluation system formulated within the programmes has enhanced the performances of the students. This has resulted in extremely high academic achievement of students in University examination. Out of the top ten positions in university examination in the year Jun 2017, IASE secured top nine positions. 2) Consultancy Services: The institution has provided consultancy services to different agencies by rendering professional knowledge and skills. The consultancy services provided to the other agencies are as follows: • In-service teacher training for existing teachers under RMSA scheme for Social Studies, Mizo, English and Mathematics • Special pedagogy courses for Master of Theology (M.Th) II Semester students of Aizawl Theological Colleges and Academy of Integrated Christian Studies. • Special pedagogy Class to College teachers and other agencies • Capacity building programme for teachers of Mizoram Institute of Comprehensive Education, Venghlui, Aizawl. • The faculty members are often invited as resource persons by different agencies and organization to render their expertise in various fields. 3) B.Ed Multimodal programme: On the recommendation of the Education Reform Commission (ERC) of Mizoram, IASE takes the key role for designing and formulating a special and innovative B.Ed Multimode programme (one of its kind in India). This programme is meant to clear the backlog of untrained teachers in secondary and higher secondary schools in Mizoram. 4) Gymnasium: The institution set a gymnasium especially for the students which are also accessible with a professional trainer. The timing for gymnasium has been worked out so that it is accessible for the students as well as the teaching and non-teaching staffs. Minimal fees have been levied for the service. 5) Hybrid Laboratory: A very well equipped hybrid laboratory where students can access audio and audio visual materials having the latest technology is made available for the students as well as the teachers. This is specifically useful for teaching and practicing language skills. It can also be used for taking regular classes. 6) Legal Aid Services: A legal aid service is available in the institution which renders services to the students, teaching and non-teaching staffs and the local community.

Provide the weblink of the institution

<http://iasemz.net/wp-content/uploads/2016/02/DISTINCTIVENESS.pdf>

### 8.Future Plans of Actions for Next Academic Year

The plans of action for the next academic year are as follows: • To open add-on courses like NIELIT CCC courses and Post Graduate • Certificate in Reflective Teaching in ICT (RTICT) in collaboration with TATA Institute of Social Science, Mumbai • To explore possibility of opening research degree courses like M.Phil and Ph.D in Education • To develop a mix academic community to promote new innovations in teaching and Learning. • To improve teacher Students ratio by



recruiting quality faculty • To offer consultancy services to government and non-government educational institution, organization, etc • To provide academic and professional guidance to other educational organizations and academic agencies like DIET, MBSE, SCERT, RMSA, etc • To create good academic ambience and develop the state of art facilities in order to enhance learning output. • To enrich online resources in library through constant up-gradation.