



YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	INSTITUTE OF ADVANCED STUDIES IN EDUCATION BILASPUR C.G
• Name of the Head of the institution	Dr.Mrs.NISHI BHAMBRI
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	07752404706
• Mobile No:	9425222737
• Registered e-mail ID (Principal)	iasebilaspur@gmail.com
• Alternate Email ID	bhambri.nishi01@gmail.com
• Address	Tarbahar chowk (naka) Bilaspur
• City/Town	Bilaspur
• State/UT	Chhattisgarh
• Pin Code	495009
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	ATAL BHIHARI BAJPAI UNIVERSITY , BILASPUR				
• Name of the IQAC Co-ordinator/Director	Mrs. NALINI PANDEY				
• Phone No.	9893136090				
• Alternate phone No.(IQAC)					
• Mobile (IQAC)					
• IQAC e-mail address	nalinipandey61@gmail.com				
• Alternate e-mail address (IQAC)					
3.Website address	http://www.iasebsp.com				
• Web-link of the AQAR: (Previous Academic Year)					
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:					
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	3.04	2016	16/12/2016	15/12/2021
6.Date of Establishment of IQAC			23/11/2013		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
INSTITUTE OF ADVANCED STUDIES IN EDUCATION	CENTRALLY SPONSORED SCHEME	STATE GOVT.	01/04/2020	325000
INSTITUTE OF ADVANCED STUDIES IN EDUCATION	STATE GOVT.	STATE GOVT.	01/04/2020	0.0
8. Whether composition of IQAC as per latest NAAC guidelines			No	
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 			No File Uploaded	
9. No. of IQAC meetings held during the year			6	
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 			Yes	
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 			View File	
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?			No	
<ul style="list-style-type: none"> If yes, mention the amount 				
11. Significant contributions made by IQAC during the current year (maximum five bullets)				
1.online classes equipment to be purchased to conduct online classes. 2.online workshop and webinar organization. 3.ICT teacher training. 4.Alumni contribution to conduct workshop. 5.development of e-content and e-lecturers for the benefit of student during covid-19 period.				
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
ADMISSION TO PRE-SERVICE & INSERVICE B.ED ANDM.ED PROGRAMME	ADMISSION ON MERIT BASED FOLLOWING THE GUIDLINES OF SCERT,RAIPUR C.G
ONLINE TEACHING TO BE CONDUCTED IN ACCORDANCE WITH ACADEMIC CALENDER OF ATAL BIHARI VAJPAYEE UNIVERSITY,BILASPUR.	FOLLOWED ACADEMIC CALEBDER OF ATAL BIHARI VAJPAYEE UNIVERSITY,BILASPUR
ORIENTATION ON SCHOOL OBSERVATION & SCHOOL INTERNSHIP FOR B.ED.THROUGH ONLINE MODE.	ONLINE ORIENTAION PROGRAM ORGANISED.
ONLINE CONDUCTION OF UNIT TEST,MODEL TEST AND SEMESTER,TERM END EXAM.	ONLINE UNIT TEST,MODEL TEST AND BLENDED MODE SEMESTER,TERM END EXAM CONDUCTED.
WORKSHOP ON ART AND THEATURE AS PEDAGOGICAL INTERVENTION TO BE CONDUCTED.	ONLINE WORKSHOP BY AGRAJ NATAY DAL WAS ORGANISED.
WEBINAR ON RESEARCH METHODOLOGY TO BE CONDUCTED.	NATIONAL & INTERNATIONAL WEBINAR WERE ORGANISED.

13.Whether the AQAR was placed before statutory body?

No

- Name of the statutory body

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

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2020	17/02/2020

Extended Profile

2.Student

2.1

348

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		36
Number of seats earmarked for reserved categories as per GOI/State Government during the year:		
File Description		Documents
Data Template	View File	
2.4		189
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	189
File Description		Documents
Data Template	View File	
2.6		159
Number of students enrolled during the year		
File Description		Documents
Data Template	View File	
4.Institution		
4.1		119470.383
Total expenditure, excluding salary, during the year (INR in		

Lakhs):	
4.2	53
Total number of computers on campus for academic purposes	
5. Teacher	
5.1	30
Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
Data Template	View File
5.2	36
Number of sanctioned posts for the year:	
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>IASE, Bilaspur is affiliated to ATAL BIHARI VAJPAYEE UNIVERSITY institution strictly adhere to the curriculum prescribed by the university & follow the academic calendar based on it.</p> <p>Development and Dissemination of the curriculum of B.Ed and M.Ed programmes is part of affiliating university. All the suggestions and improvements are taken into consideration by Dean and members of the board of studies in education, who are the faculty member of the institution. As from session 2015-16 B.Ed & M.Ed course are of two years. More focus is drawing upon diversity, socio-cultural context of the students, language proficiency and communication skills.</p> <p>An active plan for timely implementation is formulated by the institution to ensure effective delivery of curriculum. The session starts with induction program focused on objectives, purpose & various aspects and rational of the content along with evaluation of the course. The teacher educator plan their unit for the accordingly for theory classes. Mode of transaction includes classroom</p>	

discussion, workshop, and individual/group presentation.

Assignments are in the form of practicum which connects theory to real-life practice such as rearing practices of children's in local context, inter development in socio-cultural context. Their behavioral changes in socio-cultural context & thereby incorporate it in their teaching-learning process guided by mentor during their internship practices

Academic council consists of head of institution with Head of Department of B.Ed & M.Ed.

Annual planning is done at the start of the session. Class wise time table is drafted & finalized by the HOD after discussion in the academic council. The papers are allotted to teacher after considering their qualification, subject specialization & experience. Continuous evaluation is conducted throughout the year by unit test, observation during internship programme & assessment of practicum work. Teacher educators plan their units. Research methodology classes are conducted generally transacted through workshop, individual/group presentation.

From time to time M.Ed students are encouraged to attend seminar, workshop, special lectures, and field trips to know the recent trends in education, which will help them select topics for their dissertation which are also based on local context, as well as send abstracts during covid-19 period online classes were conducted, orientation & licrinim for both teacher educator. In the past B.Ed & M.Ed curriculum have been revised by the board of studies based on the suggestion from IASE faculty member, faculty members of other teacher education institute, planning to implement the new NEP2020 based on the guideline of NCTE in future to revise it.

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	No File Uploaded
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	No File Uploaded
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

A. All of the Above

**students through Website of the Institution
Prospectus Student induction programme
Orientation programme for teachers**

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://www.iasebsp.com/programme-outcomes.htm
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

28

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	https://iasebsp.com//DOCUMENTS%20NAAC%20SSR/ANNUAL%20CALENDER%20B.Ed%20and%20M.Ed%20and%20other%20programmes%20final.pdf
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	
111	
1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
111	
File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded
1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	

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	No File Uploaded
Document showing teachers' mentoring and assistance to students to avail of self-study courses	No File Uploaded
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

0

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

0

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

Institute provides opportunities for the students to acquire

knowledge related to the field of education through theory paper child psychology.

The teacher educator provides theoretical; and practical knowledge to students teachers during class room teaching & school internship programmes. Activities and workshop designed to develop the personal and professional attitude of 'self as a teacher' student teacher are provided with opportunities for self- reflection and analysis during internship programme. They learn by self-critical questioning, reflecting, and communication and develop positive attitude towards children while they teaching. During seminar trainee share idea, explore topic & develop ability to seek clarification on the topic as well as defend the ideas effectively which help to develop higher cognitive abilities of analysis, synthesis & evaluation. Workshop help to understand the strength of group work & management values are develop through cultural, sport, plantaum.

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

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

Institution familiarize students with the diversities in school system in India through theory paper like

Course 012:- Assessment for Learning B.Ed 2nd year this course intends to enlarge current perspective on assessment and evaluation and enable student teacher to view student learning along multiple dimension. Hence they are able to develop a critical understanding of issues in assessment & also explore realistic, comprehensive & dynamic assessment processes which are culturally responsive for use in the classroom.

Course 013:- school culture, management and teacher.

This theory papers helps to provide a framework to understand the functioning of school as an organization & explore possibilities for improving its functioning. Also help in understanding changing context of privatization, casualization, and information etc. practicum help them to observe the school functioning. In this paper norms & standards under constitutional provisions are also studied, which they observe during their internship program when they work as regular teacher.

Course 003:- perspective in education M.Ed SEM I

Code - 301 perspective of elementary education

It helps to understand the institution structure at elementary school stage. Student teacher studies constitutional provision for education, right to education, policy & programme in elementary education.

Code 302:- perspective of secondary education.

Student teacher develop understanding related to recommendations of different commissions & issues of secondary education in India, functioning of various boards of school education, assessment & evaluation in secondary level, different evaluation system & agencies of evaluation. This paper helps to understand perspectives of secondary education especially with reference to Chhattisgarh. It also deals efforts, present status, problem & prospects of vocationalisation of secondary education in c.g and India.

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

Interconnectedness of the various learning engagements:-

The B.Ed programme provides sustained engagement with self, the child, community & school at different levels & through establishing close connection between different curricular areas. The curricular areas of 'perspective in education' and curriculum and pedagogic studies offer field engagement through different tasks & projects with community, the school and the child in school & out of school, which they perform during practicum. These areas help them as a regular teacher in internship programme, where they implement the theoretical knowledge in real context. Teacher enrichment course of self, identity & the teacher, enriching learning through ICT, exploring library, & other learning resources are designed in workshop & seminar mode to develop the personal & professional aspiration of the self as a teacher to provide opportunities for self-reflection & analysis. Courses on language proficiency help them to understand & sharpen their language & communication skill, which are visible through the activities like presentation of cultural programme in school & at institution during sports & cultural event.

Techniques learn during workshop on drama in education helps them to transact the pedagogical content in playful manner. Workshop on art & craft develop a vast repertoire of capabilities & skills in drawing, craft work education.

The M.Ed programme aims at preparing teacher educator and other education professionals including curriculum developers, planner, administrators, supervisors, school principals and researchers. The institution enable student to develop understanding of the school related problem which they take up as a research topic applying the theoretical knowledge, they conduct individual scientific & systematic research through survey, experimental & case-study method. During their research work they try to analysis curriculum of different board, assessment pattern & emerging new trends in the field of education. From time to time they are acquire with recent development in the field of education like new education policy webinar , seminar have been conducted by teacher & they have participate in them understanding & sharing them opinion on the new educational policy . Students are involved in preparing state curriculum frame work focus paper. During their internship programme they critically analysis functioning of DIETS & other educational institute. They activity participate in cultural & sports event organized in the institute where their communication & artistic skill are displayed.

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

1.4 - Feedback System

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

Four of the above

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

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

Feedback collected, analyzed, action taken and available on website

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

189

2.1.1.1 - Number of students enrolled during the year

189

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

36

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

36

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	No File Uploaded
Any other relevant information	No File Uploaded

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

3

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

3

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

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.

Session 2020-21 was affected by COVID-19, due to which B.Ed & M.Ed entrance test were not conducted. Admission for this session was based on merit in graduation/post graduation level as per the admission guideline issued by the government.

After their admission they undergone orientation programme in which they are asked to do group work and present their views.

For in-service candidate for B.Ed they are assessed in areas such as communication skills. Learning approach, classroom environment & management teaching skill, while they share their teaching learning experience.

After admission for M.Ed program during their orientation programme their interest area, problem they face during teaching learning process, communication skills are assessed.

- Academic support provided to student:
- Library support is provided for theory, research purpose.
- Teacher educator as mentor them during internship, seminar and workshop.
- Principals and regular teachers to support them during their internship programme.
- In-service candidate and alumni support them during the entire program me
- orientation programme help them to prepare mentally and psychologically for the teacher education programme.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	No File Uploaded
Any other relevant information	No File Uploaded
2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	Four/Three of the above
File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	No File Uploaded
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	Two 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	No File Uploaded
Photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

1:7

2.2.4.1 - Number of mentors in the Institution

20

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

2.3 - Teaching- Learning Process

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

The teacher educator in the institute incorporates multiple approaches to teaching-learning based on theories of educational psychology. Teacher educator encourage students to reflect on their referred ways of learning giving them more ownership and control over their own learning. Hence teacher educator in the institution employ the following mode in teaching-learning process.

- Through co-operative learning students teacher discuss about problems given by teacher educator, they think & share their view in class.
- Workshop for preparation of teaching learning material & their

applications in classroom

- Workshop on art in education is the part of work experience. In this workshop skills of art & craft are develop in student teacher such as free drawing clay work, school-teacher, staff expert, and mentor.
- art, dance & music. In the course 007.1 self identity&the teacher, drama in educationduring this workshop basic of drama & how it can be used as intervention for pedagogical subject as given hand-on experience. In this workshop student teacher not only enhance their artistic skill but also learn to use in the classroom teaching.

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

30

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://elib.iasebsp.com/
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

348

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	No File Uploaded
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	No File Uploaded

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	Five/Six of the above
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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	Nil
Any other relevant information	View File

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

In IASE, Student Mentoring is carried out in the following ways. First the faculty is decided by the head of Department to Mentor student during their internship programme. They interacted with the students of the respective school on every Thursday where trainees are sent, followed by a meeting on every Monday between Student Mentor take place regarding their experiences and problem related to

infrastructure, curriculum transaction and some personal problem which they face during the process. Secondly the student of first year B.Ed. are divided into small group for which two-three mentors are appointed to guide them during the Workshop Seminar which are based on , understanding and loving their and other's childhood, knowing their self also to learn how to write reflective journal. In the same manner 2nd year B.Ed. student are also divided with topics for Workshop/Seminar on development of teacher/ develop as a teacher, know about classroom management,

harmonious classroom, know about society and religion and write its reflection.

In this way under the guidance of their mentor during Workshop/Seminar, student/trainees express their thought independently without any fear and overcome their stage Phobia, which make them better communicator and ultimately a leader to give direction to new generation. For M.Ed. student, they have a Mentor to guide them for their Dissertation and also during their internship programme. In this way the mentoring system help to develop teacher which are assets for nation increasing the fruitfulness of this programme conduct in the institution.

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

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	No File Uploaded
Any other relevant information	View File

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

In IASE, we nurture creativity, innovativeness, intellectual & thinking skill, empathy, life skill among students through classroom teaching, various co-curricular & extra-curricular activities and along with practicum work.

- Lesson plan:

During the pedagogy classes , when student teacher are asked to prepare lesson plan, proper guidance is provided so that they can cater to the diverse need of the pupil in the classroom, at the same time make the topic interesting for them to grasp the content easily & meaningfully. During the whole process the student teacher has to use its intellectual, thinking skills as well as creative talent in making the lesson plan effective to achieve the desired objective stated.

- Art and craft workshop:

Student teacher get opportunities to experiment and create pieces of art using different art forms like free drawing, terracotta and others under the guidance of mentors for the workshop. Reflecting and discussing about their experience of creative work. In this way it enables learners to achieve a balanced growth as a social being in tune with our culture, provide all around development for learners, which they learn during this workshop, aim of art education.

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)

All 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 possibl	No File Uploaded
Any other relevant information	View File

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

Ten/All of the above

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	No File Uploaded
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
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

All 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	No File Uploaded
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

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	No File Uploaded
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	No File Uploaded
Report of the events organized	No File Uploaded
Photographs with caption and date, wherever possible	No File Uploaded
Any other relevant information	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	View File

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 programme at IASE, is systematically planned:-

1. B.ED INTERNSHIP PROGRAMME

School internship programme is designed to develop a broad repertoire of perspective, professional capabilities, teacher sensibilities and skills.

The effort made by the institute to organizing internship programme as follow:-

1. MOU with 21 schools indicating their willingness to allow the

internship as well as other school based activities to be done. this year due to covid-19 around 104 school were selected by the interns for internship.

2. Orientation of the students going for internship is done. During orientation student are made aware on various aspects that they need to observe in school like school in totality, its philosophy & aims, organization & management, understanding the life of a teacher, aspects of curriculum & its transaction, making unit plan, lesson plan. Interns to maintain regular reflective journals which would include reflections on children's level of material, critical analysis of one's own pedagogy, issues related to school experience, observation of children with reference to socio-cultural background, peer observation format are discussed.

3. Students are asked for 3 choices . Based on school demand & choice of interns, strength of the school maximum 10-12 intern are allotted one school.

4. Orientation of school Principal/Teachers:-School Principal & teachers are oriented about the role during the internship programme, assessment & academic support they need to provide to interns to work as regular teacher under their supervision.

5. Defining Role of Teacher of the Institute: -During the orientation programme for the teacher educator, they are informed about the role as mentor. One day visit to the practicing school for classroom observation on every Thursday, helping interns to overcome their problem they face while making lesson plan classroom management, addressing diversity in classroom on every Monday & Tuesday. Teachers are given outline on the observation they need to make during their visit to school.

6. Assessment of student performance is done by mentors, school principal & external.

- Mentor assesses on the following points:

- Development of unit plan
- Classroom observation.
- Reflective journals.
- Resource material.
- Assessment of all records.
- Observation of group discussion
- Report of group activities.
- Seminar and presentation.

- Assessment by School Principal
 - Observation of class room teaching.
 - Record of unit plan.
 - Record of other activities by interaction with trainee.
- Assessment by External
 - Viva-voca is conducted for all school experience & field experience record.

6. internship programme is organized in government rural and urban school to provide exposure to variety of school setups.

- M.ED INTERNSHIP PROGRAMME

1. Selection of institution for internship programme is done on mutual understanding between the institutes on general consensus. Teacher education institute are preferred on demands of student, they are sent to different DIETS or college of education near to their residence to develop a network of partner.

2. Orientation of student are done before they go for internship on the following points

- Vision & mission of the institution.
- Infrastructural facilities.
- Academic facilities.
- Teaching learning process in the institution.
- Peer observation of classroom teaching.
- Reflection on their own classroom teaching at B.Ed College, DIET and schools.
- Outcome of the internship program.

3. Orientation of teacher are done for observation of intern activity at the teacher education institute & school during their classroom teaching involvement in other activities of the institution like organizing cultural, literary, sports events.

4. Role of mentor is to assess the intern on its regularity, engagement in the field sites and discussion with the mentor during pre planning and after the internship. Here mentor act as a guide to 5-10 students with the field mentor of the host institute.

5. Adequate handholding is too provided to the intern such that they are able to make senses of their field observation and experience.

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

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

142

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

Nine/All 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	No File Uploaded
Wherever the documents are in regional language, provide English translated version	View File
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 mechanisms adopted during internship programme:-

1. Monitoring mechanism for B.Ed interns

At the beginning of the academic year B.Ed I and II year students are divided into group and one mentor teacher are assigned the responsibility of mentoring one group and the ratio of 1:13approx is maintain.

- TEACHER EDUCATOR AS MENTOR during the internship programme visit the respective school on every Thursday where they observe the classroom teaching of the in term on following points.
 - Classroom environment and management.
 - Teacher student relation.
 - Student participation.
 - Teacher student interaction.
 - Teaching resource.
 - Learning evaluation.
 - Communication capability of teacher.
 - Introduction & clever in subject content.
 - Subject knowledge of teacher.
 - Teaching learning process.

On every Monday interns meet their mentor in the institute, where they discuss the problem faced during classroom teaching, addressing

diverse needs of children, other role in the school.

On every Tuesday the intern meet their pedagogy subject teacher to guide them in lesson plan & other pedagogical issue during planning & execution.

- **SCHOOL PRINCIPAL:** -Principal after discussion with teacher allot class to the interns on the selected pedagogy subject and level. They observe record of unit plan, classroom observation & interaction with interns on physical support they need to execute their plans.
- **TEACHERS:** - School teachers guide them regarding the content to be taught & other task that they need to perform during internship. Classroom observations are made by the teacher & necessary input are provided for improvement.
- **PEER OBSERVATION:-** Helps them to understand their strength & weakness of their classroom teaching. Even when they make peer observation of other provides a new way of approaching a problem, managing a challenging group of learners or developing strategies for supporting students with specific learning needs.

1. Monitoring mechanism for M.Ed interns

- The role of **TEACHER EDUCATOR** is to assess the intern on its regularity, engagement in the field sites, and discussions with mentors during pre-planning, during the internship & after internship the guide group 5-10 students.
- The internship programme is a mentored component whereby a faculty and a member from the host- field mentor assess and guide them. Classroom observation, assessments are made on similar point as B.Ed mentor do.

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

2.4.12 - Performance of students during

All of the above

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)

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	No File Uploaded
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	No File Uploaded
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

30

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

13

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

20

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

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

Teacher professional development is one of the ways teachers improve their skills andinturn, boost student outcomes.

Teacher educator in the institute continuously participate in

- SEMINAR:- which are conducted in the institute & outside , provide a chance to interact with experts from the fields of education, discuss about recent and relevant topics the particular subjects, learn about the latest information and new skills related to the concerned subjects.
- WORKSHOP :-Help them learn strategies to make teaching and learning process interactive.
- ONLINE FACULTY DEVELOPMENT PROGRAMME:- During covid-19, teacher educator attended, workshop to enrich themselves in key domain like teaching, assessment, research, ICT etc.
- ORIENTATION PROGRAM:- on ICT, new education policy.
- There is in-house discussion on new education policy, developing State Curriculum Framework Focus Paper.
- In IASE, faculty member are continuously involved in making training manual, sharing of information with colleagues during research work.
- Faculty member have been made caretakers for quality development of the schools programme. They are in connection with school teachers, Principals, Cluster Resource Coordinator, Block Education Officers and District Education Officers.
- Under the Central Sponsored Scheme programme, subject wise school teacher orientation is organized, materials are developed.

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

In IASE, Bilaspur Internal Evaluation for B.Ed. student trainees are done in the following ways.

1. Teacher make observation of student during their school internship programme like classroom observation, community work and other cocurricular activities.

2. Teacher during Workshop Seminar evaluate them to develop as human beings, as well as a teacher of future.

3. Unit Test are taken for their theory exam, as well as assignment are given to evaluate their critical thinking, this all help them to prepare for their terminal exam

conducted by the University. During their unit test paper like Childhood Growing up, Learning Teaching help to develop psychology about children and their learning to improve teaching style. Contemporary studies help them to connect with society and education, also develop gender sensitization, Perspective in Education develop concept regarding Philosophy, Sociology of Education. Curriculum Knowledge develop understanding of classroom and its relation to syllabi, textbooks and classroom practices. Assessment for Learning course proposes that student teachers become conscious of subject Areas like Language (Hindi English Sanskrit), Mathematics, Science Social Science enable student teacher to develop a perspective in that subject area. The most important paper is Language Proficiency whether in Hindi or English which is a pre request of any teacher to deliver the content in the classroom. As far as the M.Ed. course is concerned internal assessment take place in form of Unit Test Practicum, with paper like Perspective of Philosophy, Sociology, Psychology, Historical, Economic and political, Research Methodology, Information communication Technology in Education, Pre In service Teacher Education Educational Studies, Guidance, Educational Management, Curriculum Development, Pedagogy of Language, Mathematics, Science, Social Science etc. to emphasize the importance of learning by doing. Thus prepare them to their theory paper of University.

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	No File Uploaded
Any other relevant information	No File Uploaded

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

- Institute Of Advanced Studies In Education, Bilaspur is affiliated to Atal Bihari Vajpayee University and follows the guideline set by the University for the Conduct of examination.
- Institute keenly observed that the grievances of the student are addressed in a definite time period with efficiency and transparency to resolve any issues related to internal or external examination.
- Students are orientated at the start of the session regarding rule and regulation.
- As there is no provision of revaluation, supplementary/improvement examination. Students file RTI at university to get copies of their answer sheet, in case of issue after result, if the student is not satisfied by the evaluation, examinee can review his answer sheet to 2 subject expert & if receive positive feedback then apply for revalue in University.
- The evaluated unit test & practicum copies are distributed to student and can report any discrepancies. If any grievances are marked student can directly approach the concerned teacher and then issues are resolved.
- In this way transparency and efficiency related to examination grievance are redressed.

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.

The academic calendar of Atal Bihari Vajpayee University is followed for conduction of examination. B.Ed 2 year course has two year academic session B.Ed 1st year course includes 6 theory papers which has 160 internal marks and 450 external marks three practical papers with 120 internal marks and 80 external marks. B Ed 2nd year course has 6 theory papers with 150 internal marks and 400 external marks. Practical papers with 310 internal marks and 140 external marks. As M Ed course is semester pattern thus first and the second semester has 5 theory papers with 400 external marks and 100 internal marks for practicum in

each theory paper. for semester third and fourth 3 theory papers with 240 external marks as well as 60 internal marks for practicum 40 internal marks for internship 20 for self development and curriculum while 20 marks for research proposal development and presentation. 60, 30 and 30 external marks for viva in internship cell development and proposal presentation in 4th semester 80 internal marks for dissertation Viva.

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.

Teaching learning process of the institution is aligned with the stated PLOs and CLOs in the following ways:-

- Teaching competency are develop through school internship programme, where they select & use learner centered teaching methods, organize learning experiences, at the same time select & use appropriate assessment strategies for facilitating learning. During internship programme they apply pedagogical skills & deal with classroom problems, sensitivity towards inclusion is also developed.
- Development of effective communication through seminar,

individual & group presentation communication skill and language proficiency workshop. It is evident from the hosting of cultural & sports events in & outside of the institution.

- Through community engagement they understand different values, morality, accept responsibility for social service like awareness programme, literacy programme, working for deprivates. Here through team work they follow the principles of co-operative learning.
- Development of research skills through conducting action research on local issue in school. Analyzing curriculum & textbook content, integrating content with learning outcome of specific subject & level.
- Develop as techno-friendly educator through use of ICT in lesson planning, designs and develop ICT integrated learning resources, analysis and interpretation of research data.
- Development of decision making skills to solve various problems of school and classroom management through internship programme.
- Opportunities to acquire a repertoire of professional capabilities and skill in craft, creative drama, music & theater in education are developed during workshops.

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

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

In any professional field we use cognitive skills to solve problems in the workplace and improve the quality of work.

In IASE, we record the students COGNITIVEATTRIBUTES on learning tasks in form of internal assessment based on unit test, practicum.

Unit test: -Their understanding, interpretation, classification & summarizing abilities are tested for theory papers.

Practicum: -assignments are based on comparing and contrasting two or more theories, process.

- Identifying & illustration example of concept & principle studied in theory paper to real life context.
- There are some assignment on analysis and evaluation learning situation in school, reflection on observation.
- Administering test of creativity, learning memory, intelligence or personality development of research proposal,
- preparation, try out & finalization of a tool,
- preparation of a review article, studying status reports.
- Creative in making lesson plan, learning resource for teaching
- Case study
- Preparing Audio-Visual report
- Observation of adolescent life at school
- DIET functioning
- Action research

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	No File Uploaded
Any other relevant information	No File Uploaded

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

189

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 institution caters to the leaning needs to the students in the following manner: -

Learning needs: - Developing teaching competency. Performance is trade through

preparing of teaching plan & its classroom transaction through observation by teacher

educators as mentor & school teachers.

Learning needs: - Teaching skill. Performance is trade

through the inter action with students during teaching-learning process in the form o

questioning skill, blackboards work, explanation, practical performance skills,

communication skill etc.

Learning needs: - Research skills. Performances are track by

research guide during presentation of synopsis & submission of dissertation by the term of

final semester. In this task research skill of knowing scientific steps of research, preparations

of tools & data analysis are assessed.

Learning needs: - Self-identify development. It is important to develop self-identity for a teacher through different work shop like ICT, language proficiency & seminars in which observation are done by mentor to cater their learning needs.

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

2.8 - Student Satisfaction Survey

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

6

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)

10

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

<p>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</p>	<p>Three of the above</p>														
<table border="1"> <thead> <tr> <th data-bbox="86 618 550 674">File Description</th> <th data-bbox="550 618 1471 674">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 674 550 741">Data as per Data Template</td> <td data-bbox="550 674 1471 741">View File</td> </tr> <tr> <td data-bbox="86 741 550 842">Institutional Policy document detailing scheme of incentives</td> <td data-bbox="550 741 1471 842">No File Uploaded</td> </tr> <tr> <td data-bbox="86 842 550 943">Sanction letters of award of incentives</td> <td data-bbox="550 842 1471 943">View File</td> </tr> <tr> <td data-bbox="86 943 550 1122">Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal</td> <td data-bbox="550 943 1471 1122">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1122 550 1223">Documentary evidence for each of the claims</td> <td data-bbox="550 1122 1471 1223">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1223 550 1290">Any other relevant information</td> <td data-bbox="550 1223 1471 1290">No File Uploaded</td> </tr> </tbody> </table>	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	View File	Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded	Documentary evidence for each of the claims	No File Uploaded	Any other relevant information	No File Uploaded	
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Data as per Data Template	View File														
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Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded														
Documentary evidence for each of the claims	No File Uploaded														
Any other relevant information	No File Uploaded														
<p>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</p>	<p>All of the above</p>														

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	No File Uploaded
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

2

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	No File Uploaded
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

1

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	No File Uploaded
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

2

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

158

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

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

0

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

0

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	No File Uploaded
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.

At IASE, It is mandatory for the trainees to do community work during their internship in two year B.Ed course. In the first year they do it for a week then in the second year they meet their parent in school. During one week community work they get aware of various problems of the society. Focusing on a single problem as directed by the practicing school, try to reach its root cause and find a solution. This year mask and sanitizer were distributed to students and local community in near by areas located by school.

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

5

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

5

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

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

23

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

Five/Six of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The institute has its own campus with a main building, extension building and a hostel for boys & girls, staff quarters, canteen, playground and gymnasium. The campus is under the surveillance of CCTV.

1. Main building consist of classrooms, the principal's office, the vice-principal & HOD office, establishment section, accounts section, ICT Lab, Library and a multipurpose hall

which are fully ICT enabled.

- Classrooms are well equipped with green boards, LCD projectors, smart boards, computer with internet connectivity. Adequate and good quality furniture.
- ICT Lab with computer for 30 students to perform their practical with internet connectivity.
- Library is well-stocked with reference book, journals, and dissertations, textbook etc with ICT facilities for students & faculty. Reading room for faculty and students. Computers for Librarian and faculty members.
- Separate common room for girls with sanitary napkin mech for girls.
- Multipurpose hall for academic events like conference, seminars etc, cultural activities, community prayers and other student activities.

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

8

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

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

1.77453

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.

Key Features of Library Management System Are:

Comprehensive Books Definition Module which provides n no. of parameters and attributes that a

librarians wants to store about a book

Barcode enabled no need to key in Long Codes

Book Card with Bar code

Automatic Stock management

Intellisense System remembers previously entered reusable data snippets

Student Library Card with Barcode and Picture

Comprehensive Book Location right from the floors up to the row and col

Books Reservation Facility

Stock Ledger

Intelligent Books Search module with options to search with author name, class, book name,

publishers, narrations etc

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	http://www.elib.iasebsp.com
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

Institution has developed e-library facilities for teachers and students to have remote access.

It has syllabus wise content uploaded by faculty members under guidance of expert.

Faculty members have developed video lesson during covid-19 period so that teaching

learning process is not hampered.

E-notes by respective subject teacher unit wise is uploaded on website.

File Description	Documents
Landing page of the remote access webpage	No File Uploaded
Details of users and details of visits/downloads	No File Uploaded
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

Two of the above

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

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

0.37938

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

119

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

IASE regularly updates its ICT facilities. During COVID-19 institute has purchased more computer and equipment, increased internet connectivity to give uninterrupted service for teaching learning process.

- Institute has 59 Desktops out of which 30 are available for students.

- Institute uses AcerComputer.
- ICT lab has 30 computers and servers that runs on Windows 7, 10 version.
- Language Lab with 12 computers with window 7 version along with Wi-Fi facilities for faculty use in research and academic purpose.
- 6 LCD projects of Hitachi, 1 in multipurpose hall, 1 in English training room, 1 in ICT LAB, 3 in classroom.
- The desktop use by faculty members has window 10 operating system

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

11:1

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

B. 500 MBPS - 1GBPS

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

One of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://elib.iasebsp.com/
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	http://www.elib.iasebsp.com/medecltures.htm + http://www.elib.iasebsp.com/bedecltures.htm
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

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

3.10480

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

In IASE maintenance cell overseas the continuance of building, classroom and Laboratories. The maintenance section is headed by principal, head of the departments B.Ed and M.Ed (1) Laboratory: Learning resource laboratory is open to B.Ed , M.Ed trainees as well as to the in-service teachers to get practical information of the natural Sciences. It gives a opportunities to enhance the skills of handling of science equipment etc. As it is available to B.Ed trainees so they use it for science pedagogy teaching. It gives ready hand update on current Knowledge of the subject. (ii) Library

: It is 30 open for students and teachers. Resource books, reference book, textbooks, journals are available. There is a fixed schedule for

students of B.Ed and M.Ed . For M.Ed I st year : timing from 4 to 5 on Thursday and Friday, for 2nd year students from Monday to Wednesday at 4 to 5 p.m. For B.Ed students it is open from Monday to Friday from 3 to 4 p.m. (iii)Sports complex :Adequate infrastructure facilities are there for indoor and outdoor games. From September onwards PT sessions are conducted. Sports activities are starts from December like individual games, team games etc. For which experts in the field are invited to act as a referee and scorers.

(iv)Computers: computers are accessible to both students and teachers. (v) ICT laboratory: It is

accessible to students in group. They have a workshop session for ICT to use it in a practical sense during the teaching learning process. (vi) Classrooms : Classrooms are well ventilated, LCD projectors, computers and audio system with CCTV. All the maintenance work is done by PWD, Nagar Nigam like whitewashing, maintenance of the building in the case of major faults. Funds from the Nagar Nigam local funds and MLA funds are also used for construction. Demand from the students and committee uses the local fund judiciously. Maintenance committee looks after the educational technology instrument as per the

demand as per the policy.

File Description	Documents
Appropriate link(s) on the institutional website	Nil
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

Five fo the above

the difference between the two E-content development Online assessment of learning	
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	No File Uploaded
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	Seven/Eight of the above
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	B. Any 3 of the above

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

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

Two of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
0	0

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

0

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	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
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)

0

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

AS PER GUIDELINES OF UNIVERSITY DUE TO COVID-19 NO STUDENT COUNCIL WERE FORMED.

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	No File Uploaded
Documentary evidence for alumni role in institution functioning and for student welfare	No File Uploaded
Any other relevant information	No File Uploaded

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

1

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

- IASE, has a alumni association, around 200 registered members.
- Our esteem alumni are working teacher, Principal, Block Education Officer and District Education Officer and faculty

members of the institution.

- Institute maintains good relationship with alumni over time which is crucial to the success of institute.
- They help to build and grow as an institution through word of mouth marketing highlighting the value and culture followed by the institute.
- They provide guidance to M.Ed trainee to prepare their dissertations.
- IQAC with collaboration with alumni association organized an e-workshop on school empowerment through digitization. Alumni association actively participate in the form of anchor, inviting guests, distribution of certification on completion.

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

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

One/Two of the above

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

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

3

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

IQAC with collaboration with alumni association organized an e-workshop on school empowerment through digitization. Alumni association actively participate in the form of anchor, inviting guests, distribution of certification on completion.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

- Vision of Institute for Advanced Studies in Education is to establishing itself as the best institution of Chhattisgarh in the field of teacher education and educational research and innovation by preparing accountable, sensitive and skilled teacher.
- Produce sensitive, qualified, innovative and active global teachers from its institution who can reflect with reference to locality and nationality.
- IASE has made its mission align with affiliating university and norms prescribed by NCTE, addressing the needs of the

society. The student it seeks to serve, the school sector.

- The Principal works together with Head of the Department in constituting various administrative and academic committee such as IQAC, purchase committee, student's welfare, write off committee, cultural, sports, library, science, ladies welfare, hostel, ICT and discipline committee having well defined roles for effective and efficient transaction of teaching- learning processes.
- The head of the institution serves the notices to staff about the responsibilities each one has to shoulder. The accountability is fixed very strictly and the progress is reviewed from time to time.
- The head of the institute adopts democratic approach & leads the process from the front to encourage and support the teaching and non teaching staff in the improvement of the effectiveness and efficiency of the institutional process.
- Pre service and in-service training programme are design on need analysis feedback obtain from students, in-house discussion with teaching staff on the infrastructural and transaction needs of the programme. In this way reflection is seen as 100% commitment of staff in preparing accountable, sensitive and skilled teachers.

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

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

Institutional Vision is to play a pioneering role in the field of teacher Education research . Institute on regular basis shuffle its faculty member in order to facilitate the working of different community, includes Academic cell , Guidance Counselling cell, Research cell, Planning Monitoring cell , Internal Quality Assurance cell finally Right to Information cell. Two practices of

decentralization and participative management are : 1: Demand regarding infrastructure and other facilities are obtained from the students based on which principal put forward in the purchasing committee the demand on priority basis and fund allocation. 2: At the start of the academic session work plan for the entire session are decided on the direction of IQAC and time to time review are done .

File Description	Documents
Relevant documents to indicate decentralization and participative management	No File Uploaded
Any other relevant information	View File

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.

Transparency in its financial, academic, administrative & other function

INSTITUTE MAINTAINS TRANSPARENCY IN ITS FINANCIAL FUNCTION THROUGH:-

The in-charge of purchase committee rectifies the meeting to all the faculty members to discuss and decide about the demands. After thorough discussion quotations are called in the presence of principal, members of committee, the quotation are opened and three lowest quotations are selected and a comparative statement is prepared. All members sign the comparative statement and then the order is placed to the lowest bidder. After the delivery of the order a cheque is issued to the supplier thus the transparency is maintain

TRANSPARENCY IN ACADEMIC FUNCTION:-

- Before every academic session staff meeting is organized in which their experience of last academic year are shared. For the current academic year their views, ideas are taken in account while planning the academic calendar
- Theory paper unit are also distributed keeping in view interest & experience of the concern teachers.
- Open discussion are done to select research topics, training and module preparation.

TRANSPARENCY IN ADMINISTRATIVE FUNCTION

- Work distribution is done through open discussion.
- Participate management idea are taken in consideration from staff members.
- Facilities provided to the teaching and non-teaching are taken care.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	No File Uploaded
Any other relevant information	View File

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

covid-19 affect was seen over tlhe session20-21.due to which administration decided to conduct teaching-learning online,so that learning process was not hampered.All the guide for mini research as well as student per instructed to continue their academic work online.

first resercher choose their respective topic under the guidance of their guide.

synopsis presentation were done online,necessary changes were made .

then after 3 chapter complection process were followed,followed by data collection and analysis.

final presentation were made online through ppt presentation.

in this way all process were carried out to maintain the quality of research work.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
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.

- Institute of Advanced Studies in Education is a government training institute, which runs under the direction of state council for educational training and research, RAIPUR, Chhattisgarh.
- The Principal as the head of the institution along with the faculty member and non-teaching staff maintains a effective educational programs within the institution and promote the improvement of teaching and learning process by creating an climate which fosters student and teacher growth.
- Major policy decisions are taken by the Director of SCERT, RAIPUR which are communicated to institute through in-charge of different cell at SCERT, Raipur.
- The Principal of the institute executes academic and administrative plans and policies with the help of 12-committee for execution of all the programmes.
- Internal quality assurance cell

Appointment of principal, professor, assistant professor, lecturer and non- teaching staff include head, clerk, accountant, librarian, assistant grade-3, peon are done by Department of school education, Chhattisgarh.

File Description	Documents
Link to organogram on the institutional website	http://www.iasebsp.com/DOCUMENTS%20NAAC%20SSR/SCERT.pdf
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

6.2.3 - Implementation of e-governance are in

Five/Six of the above

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

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	No File Uploaded
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.

IQAC OVERSEES THE INFRASTRUCTURE AND PROVIDE GUIDANCE AND COUNSELING ADVICE APART FROM THE REGULAR TEACHING LEARNING PROCESS..IN THIS SESSION 2020-21,IQAC HAS DIRECTED TO ORGANIZE ONLINE CLASSES FOR SMOOTH AND REGULAR CONDUCT OF THE STUDY AND PEDAGOGY,REGULARIZE THEM,MOBILIZE NECESSARY RESOURCES ETC. AND ADVICE SEMINAARS TO ACHIVE EDUCATIONAL QUALITY THROUGH WEBINAR AND COMPUTER PURCHASE OF THE PURPOSE.

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

6.3 - Faculty Empowerment Strategies

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

The institute has the following welfare scheme for teaching & non-teaching staff like

- GPF- general provident fund facilities
- GIS
- Festive advance
- CPS
- Vehicle advance
- Medical reimbursement as applicable
- Earned leaves of 30day/year
- Causal leave of 13 days/year with optional leave of 3 day
- Child care leave
- Maternity leave
- TA/DA to attend seminar/conference/workshop for teaching staff
- Uniforms to class iv employee
- House rent allowance
- Staff quarter for teaching & non-teaching staff

Implementations of welfare scheme are done according to government guidelines, being a governmental institute.

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	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

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

7

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

3

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.

IASE, has mechanism in place for performance assessment and using the evaluation to improve teaching, research and in-service training of faculty and other staff members

- Faculty assessment is done by receiving structured form on work conducted for the session.
- Feedbacks from students are also taken on teacher performance in the teaching subjects.
- Analysis is done by the Head of the institute, and placed before the academic council meeting, to take necessary action.
- Self-appraisal form is also filled by non-teaching staff.
- In this way transparent appraisal mechanism is in place for teaching & non-teaching staff.

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

Institution conducts internal and external financial audits regularly. Internal and external financial audits are conducted by Internal audits External audits Funds : Local funds Central

sponsored funds Agency : Chartered account Audits general Annual audits are regularly conducted to maintenance the transparency in the system. Internal audits of different departments are interchanged with each other as per the order of the head of the institution.

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	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

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.

Institute receives funds from state government, central sponsored scheme and local funds.

The funds provided by state government are utilized for allotment of salary of teaching & non-teaching staff, preparation of SCF background paper, infrastructure, maintenance, cleanliness.

The funds provided by central sponsored scheme are utilized for research work done by teaching staff every year, preparation of

module, capability building development and enrichment programme.

Local funds are used for minor repair works, organizing different activities and purchase of equipment for academic purpose.

The district centre for English utilize its fund for English training for in-service teaching purpose like giving TALDA, stationaries, lodging & boarding facilities.

Remuneration of RP & contingency English at high/higher secondary school level

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	No File Uploaded
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 has its internal quality assurance cell comprising of principal and senior faculty members of the college. The principal conducts regular meetings with the staff and discuss the complete college annual academic calendar and seek their constructive suggestion for bringing in desirable modification best suited for the faculty and the students various curricular aspects are discussed frequently in the staff meeting and feedback is sought in this regard

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	No File Uploaded
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.

As per the direction of IQAC, institute conducts teacher enrichment programs like life skill training for school training to improve quality of education in schools. Modules for different subjects are prepared in collaboration with school teachers & faculty members. Language proficiency workshop for B.Ed students as well as teacher educator for other college are organized, enhances communication skills of teacher & teacher educators. To organize career guidance camp at school for student & career guidance training for school teacher to help students understand their strengths and weaknesses and then match them with their skills and interest so that they get the best suitable career choice. IQAC suggested a workshop for research methodology to improve quality of research work with better understanding of the concept related to research .now research methodology classes are generally conducted in workshop mode. Synopsis and final dissertation are made in seminar prude. Need base analysis programme for administrative officer are also organized as recommended by IQAC for facilitating teaching learning process. IQAC suggested to do some innovation in teaching through drama in education, now work shop are organized to develop insight into children's ways of thinking and learning and to explore ways to bridge the gap.

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

4

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

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

Two of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://www.iasebsp.com/IOAC.htm
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://iasebsp.com/
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
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

Institute for advanced studies in education through IQAC has kept a trade of the incremental improvement post accreditation for quality initiatives in teaching-learning process. The two examples of post accreditation initiatives are language proficiency work shop and webinars on different topic at national & international levels..

1.Webinars: - Covid-19 pandemic force to shut down all the educational institutes across the country with the advancement of communication technology has improved access to information for many people around the world. Improved access to information is especially apparent in the education sector. Webinars offer advantage of online classes to reach hundreds of people all around the world. Institution always felt that webinars to be organized which was possible due to covid-19 pandemic, where students don't have to invest in transportation/accommodation to get an education.

2.ONLINE CLASSES:-

as per the guideline by the state government,online classes for B.Ed and M.Ed programmne were take. techical training and assistance to teacher were provide to smothly conduct online classes.

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.

Institute in order to encourage and bring about energy saving in the institute has adopted certain measure for energy conservation in the form of Orientation regarding power conservation in the institute to switch off light, computer and other which require electrical energy. Generator in case of power cut. Inverter as back-up during

power cut. The building architecture of college is designed in such a manner that permits the free flow of air. Classrooms are spacious and allow natural light to cover all the corners of the classroom, therefore avoid the extra usage of the lights in the classroom & corridors

File Description	Documents
Institution's energy policy document	No File Uploaded
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 institute encourages the process of eco-friendly waste disposal method. Maximum waste generated is recycled and solid waste management:- reused 1.Institute has kept dustbin in all room to collect the waste. 2.Collect solid waste in form of paper and garden waste are dumped in one place, for composing other solid waste. 3.In hostel areas, separate dust bin are kept for dry and wet waste. To form manure and used for organic farming liquid waste management:- Rainwater is collected in soak pit to maintain the ground water level in the institute for bore wells E-waste:- Waste in form of broken furniture is brought in reuse after assembling the useable parts out of function computer are stored in a separate room & after audit key write off committed are disposal to Atal tinkering lab. (ICT) stationary are made so that they are not used in the original form quotation are called and then destroy

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

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

All of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

Institute of advanced studies in education is an eco-friendly institute. The institute is committed to the green movement and invests all efforts to maintain beautify green garden in and around campus. Campus-wide initiation at reducing, reusing and recycling are helping in achieving a green code of living The following initiatives are taken:- Energy conservation Rain water harvesting Maintain green lush garden with the help of student-teachers Maintaining medicinal garden. Tree plantation by students, faculty member and non-teaching in the campus. Developing plastic free campus. Regular cleaning of campus by supportive staff & student. Active participation of faculty and student in seem to keep the campus clean during covid-19, regular sanitation was done by supportive staff. Periodic inspection is done by the principal to

ensure proper cleaning and sanitation. Regular pruning of tree is done for a better scenic beauty of the institute. A proper parking plan for two and four wheelers has been executed to have clean and pollution free campus.

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

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

All 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	No File Uploaded
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	No File Uploaded

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

317315

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

At IASE, It is mandatory for the trainees to do community work during their internship in two year B.Ed course. In the first year they do it for a week then in the second year they meet their parent in school.

During one week community work they get aware of various problems of the society. This year trainees prepared sanitizer and mask and distributed it in school and in the inway vicinity. in this way they not only created awarness among the community but also participate in the whole process acting as front line workers.

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

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

A. All of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	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

1 . Title- workshop "self identity as a teacher".

2. Objective- The objective of this workshop is for the trainees to know themselves and know themselves as a teacher.

1. In the first year, such subjects are chosen so that the trainee can know what his past was like , any event that changed his life, the importance of concentration, the importance of group work , the power of the group. The effect of this workshop is bring quality improvement in trainee to know about all these.
2. In the second year, the trainee can know himself as a teacher , can recognize his strength and weakness as a teacher , can know about class management and cohesive class, can refine his ideas.

3. The context-

NCTE has scheduled the workshop

1. First year trainees are able to develop their personality by reviewing the subject of my childhood , important childhood events , mindful ness and group work and film. They can feel sensitivity towards children, their concentration increases and harmony develops.
2. My Fear, Explor as a teacher, Harmonious Class room helps him develop better as a teacher

4. Practice- _

1. NCTE has scheduled the workshop. Which is done in a very systematic way in our organization.
2. The workshop is conducted by dividing the trainees into small groups.
3. The trainees are completed in small groups of 30-30 under the guidance of the guiding teachers.
4. Each trainee, being aware of the ideas of the rest of his trainee, refines , enhances his idea and gets acquainted with different dimensions.
5. In this way he is able to overcome them by knowing about himself and his strengths and weaknesses as a teacher.
6. Documentation of the workshop is also done by Acharya Gana. Thoughts were trained and written down to reach the state of a larger idea.
7. All the small groups are also included and the entire trainee is given an opportunity for feedback together.
8. In this way he attains even greater breadth by approaching his personal thought to the whole.

5. Evidence of Success

1. This workshop enhances the personality of the trainees, the proof of this is the teaching of the trainees themselves.
2. The trainees themselves gave feedback that although they have taught for 10 years or more, their expression has improved with the workshop.
3. workshop related to childhood has made him more sensitive towards children. He has known different childhoods.

6- Problems Encountered and Resources Required

1. Fresher trainees in this workshop, whose ideas have not yet come in the process of forming their opinion, it helps their understanding.

2. And departmental teachers do not want to change their views, they want to stick to their preconceptions.

7. Notes- If there is no effect of covid- 19 in the coming years, then all the groups For the simultaneous performance of this, we will fix the arrangement of lights and mics in the multipurpose hall.

Best Practices-2

1- Title - Online Internship

in session 2020-21 an online internship Program was organised due to COVID-19.

2- Objective Of the Practice-

1. Due to covid -19 online internship programme was organized as trainees to be Teacher it is Necessary activities To complete the B.Ed programme.
2. This Program leads to broader repertories perspective professional activities.

3- The cont ex t-

1. Due to covid -19 internship programme was organized online so that it help them to smoothly complete their course work in time.
2. Teacher And Student To interact , join _ stay Of for gives platform Is.
3. To remove any Type Of Ambience Our Institute has opted To adopt And trainees Of for extremely Necessary Activities important of internship part teaching To Online to do Of Suggestions given to trainees.
4. trainees has their own choice From schools In nearby going Online Class To teaching Of for School Administration cooperation with sought And School Administration has Cooperation .

4 - Practice-

1. trainees has Selected schools near their respective residences.
2. Institute gave orientation to school principal about the internship program of 144schools.

3. All trainees were also given online orientation regarding the online internship programme.
4. Teacher as mentors were instructed to meet mentees online on thursday.

5 - Evidence of Success

All online classes during their practice teaching were smoothly conducted which were reported by school principals and mentors.

All the trainees learn to conduct online classes through webex, google meet and pandhai tuhar dwar portal.

6 . Problems Encountered and Resources Required

1. To This Process Biggest Obstacle Was Online Process which the trainees as well as teacher were unFamiliar.
2. Futhure In This type Of Disaster come Difficulty for teacher in Far flung as they face Technical diffificulties to reach .
3. Community work was also done Online To awareness bring Of Requirement Is.

File Description	Documents
Photos related to two best practices of the Institution	No File Uploaded
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

Institute for advanced studies in education, bilaspur strive to enhance continuous professional development of the faculty through in-service teacher education on one hand and educational innovation, action research and curricular material development on the other hand.

Learning resources workshop which is organised for B.Ed ist year trainees help them create Teaching learning materials which they use during their classroom teaching .

trainees are guided to make their content more interesting and easy to grasp the content through this TML.

trainees are made aware to make such TML which are easily transportable. and economic.

some of the trainees present their TML to school after their internship is completed.

they also help in creating learning resource centre in their practicing schools.

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