SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

INSTITUTE OF ADVANCED STUDIES IN EDUCATION

TARBAHAR CHOWK, BILASPUR
495009
http://www.iasebsp.com

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

1. **Institute Of Advanced Studies In Education, Bilaspur was established in the year 1955 with a solo motto to provide quality teacher education to the working teachers in terms of in-service teacher education programme as well as to the pre-service students. IASE, Bilaspur, as one of the premier institutes for teacher training in Chhattisgarh is situated nearly 3kms from Bilaspur railway station on the old high court road Tarbahar naka Bilaspur, in the heart of the city. At present, it is more known as the Indira chowk, Tarbahar. The institute has its own campus (4.71acres, built-up area 63000sq.feet) and a main building, extension building and a hostel for boys and girls.**

2. **The Institute runs under the control of minister, Department of school education, govt. of Chhattisgarh, Raipur. It is under regulation of :- recognized under section 2(f)and 12(b)of the UGC act, NCTE Bhopal and affiliated by Atal Bihari Vajpee university, Bilaspur C.G.**

3. **The teacher training programme in the form of B.Ed and M.Ed is designed to develop overall personality which includes physical, mental, social, cultural, emotional, language and academic aspects.**

4. **The environment of the institution is conductive to do research work, to learn effective teaching learning process. It provides atmosphere to inculcate values through curricular activities and provides opportunities to do innovative practices to the faculty and student teachers.**

5. **Our classroom environment is inclusive, where in-service and pre-service teacher candidates with age group of 22-55 years and having teaching experience of 0-20years study together. This specific feature reduces the generation gap among them they learn in groups about the professional competencies which are required for pre & in- service teachers.**

6. **There is a cordial relationship with the practicing schools. The school internship programme is arranged in order to meet the academic requirements of the schools and the local community. During teacher training programme a well-structured system of mentoring is provided to guide the students to balance home and work stress, as well as to keep oneself abreast with recent development in education system. Thus the Institute maintains the age long nobility the pious profession of teacher ship and spreading it among the would-be teachers.**

Vision

➡	Establishing itself as the best institution of Chhattisgarh in the field of teacher-education and educational research-innovations IASE Bilaspur, till 2030 will unceasingly proceed towards qualitative development by-
➡	Preparing accountable, sensitive and skilled teachers
➡	Establishing a perfect harmony among all the teacher education institutions of this region, with an aim of the all round

	development of the students, and
	Making all the levels of school education academically prosperous.

Mission

	To develop the IASE as a centre of excellence and quality educational research for teacher education at national level.
	To enhance continuous professional development (CPD) of the faculty through in-service teacher education on one hand and educational innovations, action research, full-fledged research and curricular material development on the other.
	To take care of qualitative development of teacher educators at elementary and secondary level in terms of equity and inclusion.
	To prepare skilled teachers in accordance with the social needs, through in-service and pre-service B.Ed. and M.Ed. programmes and through engaging teachers meaningfully in innovations, seminars, conferences, action research and educational research.
	To forge a strong linkages with NCERT, NUEPA and SCERT on one hand and CTEs, DIETs, BRCs, CRCs and schools on the other.
	To run a widespread programme of capacity building for teacher-educators and teachers in the use of ICT.
	To reach school teachers and provide on-site support through the faculties of DIETs, BRCs and CRCs.
	To develop the IASE as a Regional Resource Centre for all the teachers and teacher-educators of the state.
	To ensure that the spirit of the ideas

	mentioned in NCF-TE (2009) and NCF (2005) is reflected in all the pre-service and in-service programme of the IASE.
	To serve the society with quality education which enable the youth to setup a better global village to live in.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strengths of the Institution:-

1. **Experienced, qualified and competent faculty.**
2. **Participatory governance to ensure quality enhancement of teacher trainees.**
3. **Our esteem alumni include DEO- District Education Officer, BEO- Block Education Officer, principals, lecturers and teacher from primary to middle school.**
4. **An active IQAC plays a significant role in periodically reviewing the teaching-learning process.**
5. **Research culture is developed under the guidance of eminent academician and highly qualified faculty.**
6. **Numerous extension activities are organized by the institute not only for pre-service but also for in-service teacher education in areas of English training by district centre of English (DCE), gender sensitization, jeevan vidya, virtual laboratory, capacity development for teacher-educators.**
7. **Need based research are encouraged every year under the central sponsored scheme by faculty members.**
8. **Journal of educational research-shodh pratibha is published biannually.**
9. **1st prize in state level science fair every year.**
10. **All-round development of teacher trainees through cultural, sports and self-identify workshops.**
11. **Career guidance camps are organized in schools for students, to give information on career option in different numerous disciplines.**

Institutional Weakness

   Weakness: - Few areas that we are still working on

1. **Limited physical resource, due to dependence on SCERT Raipur for funds.**
2. **Institution is affiliated to Atal Bihari Vajpayee University is bound to follow the curriculum prescribed by the University, so it does not allow curriculum flexibility.**

Institutional Opportunity

Opportunity:-

1. **The Institution has a spacious campus with scope for further improvement in creation of infrastructure and other physical facilities.**
2. **Covid-19 pandemic provided opportunity to integrate ICT in regular teaching-learning process.**
3. **Institute is given the responsibility of developing six position papers for State curriculum framework in accordance with New Education Policy 2020.**

Institutional Challenge

Challenges:-

- **To maintain the quality of education in B.Ed and M.Ed programme.**
- **The demand for B.Ed and M.Ed course remains constantly high, which leads to mismatch between the intake and the Institutional capacity.**
- **To initiate more collaborative undertaking for research purpose with National and International institute.**

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Criterion-1 curricular aspects:-

- **Institute Of Advanced Studies is affiliated to Atal Bihari Vajpayee University, Bilaspur. It follows the syllabus prescribed by the University. Faculty members are Dean and member of board of studies, from time to time are involved in curriculum revision to suit to local context.**
- **Curriculum transactions in internship programmes are based on the interest and demands from student & practicing schools, which cater student's diverse needs.**
- **Academic council meetings are held on regular basis to prepare an annual plan & work accordingly, with the collaborative efforts of Head of institution, faculty members, Principals of practicing schools, students, Experts in the field of education and Alumni.**
- **Institution provides adequate choice of course as optional, elective including pedagogy, value-added, self-identity courses which not only prepares them as school teachers but also as teacher-educator, researchers, curricular planner and administrators.**
- **Institutions provide opportunities for students to acquire positive attitude towards teaching and learning process & demonstrate and transect knowledge. Teaching skills and value are also developed in student teachers through theory paper, internship programs in school, teacher education institute & DIETS, Practicum, community work, literary, cultural & sports events, action research, mini research, field visit, excursion etc.**
- **During internship they get familiarized with diversities of school culture and management which they have learnt in theory classes.**
- **Structured feedback mechanism is processed to obtain feedback from students, faculty members, principals of practicing school, alumni. After the analysis of feedback, action is taken to improve the lagging areas in curriculum transaction.**

Teaching-learning and Evaluation

Criterion-2 Teaching-Learning and Evaluation

- IASE is a government institution so admissions are given on the basis of merit through entrance examination for fresher student of B.Ed on 75 seats . For75 seats departmental seats teacher trainee seniority is taken into consideration. Entrance exams are held for 44 seats for departmental teacher trainee of M.Ed course and 6 seats for direct student trainees on the basis of merit.
- Interest, qualification and experience of teacher trainees are known in Orientation programme and academic supports for different learning needs are provided to them based on it .
- To meet student diversities institution has a mentor-mentee system. Continuous monitoring, tutoring and different-learning enrichment inputs like ICT, Library , art & craft, drama in education are provided.
- Multiple approach to teaching-learning are adopted by teacher to provide appropriate learning exposure. Processes like peer teaching, team teaching, seminar, workshops, active learning methodology, collaborative learning are used to develop decision-making, problem-solving skill & critical thinking ability. This new way of teaching make students more productive and encourage them to collaborate.
- 25% to 40% teachers educators of B.Ed and M.Ed trainees integrated ICT for effective teaching. During covid-19, all faculty members became techno friendly as a result of online classes.
- Learning enrichment course in ICT helps teacher trainees to integrate ICT in preparing lesson plan, transaction in classroom, organizing cultural & sports pragrammes, data analysis & report writing in research work.
- Institution provides opportunities for teacher trainees to participate in seminar, workshop & conference related to recent development in the field of education.
- Teacher trainees enhance their cognitive and professional competencies during internship program in school , teacher education institute & DIETS which are systematically planned keeping in mind the local context.
- Faculty member keep themselves updated personally & professionally through participation in seminar, conference, workshop, refresher course, faculty development programme and orientation programme organized by the institute as well as other institutes.
- Continuous evaluation pattern (internal & external) are communicated to teacher trainees through syllabus which are distributed along with prospects. HOD and subject teachers also continuously inform teacher trainees about the evaluation process adopted by the institute. Grievances are timely redressed.
- Performances of teacher trainee are assessed based on different tasks and are in obligation with the PLOs & CLOs of the institutions curriculum.

Infrastructure and Learning Resources

Criterion-4 Infrastructure and learning resources

1. The Institute has adequate facilities for teaching-learning with smart board, LCD projects, and desktop and Wi-Fi facilities in classroom.

- Multipurpose hall also has Wi-Fi facilities with LCD projectors for seminar, cultural event &

equipment for indoor sports.

- The institute has a sport-infrastructure in form of playground, gymnasium. For kabbadi, kho-kho, badminton, athletic track and gymnasium.
- The institute has the oldest library in the district with 3000-30000 text books, reference book, encyclopedia, and journals magazine etcs.
- Library also has Wi-Fi facilities which are available for teacher trainees and faculty members along with research scholars.
- E-library with course content has been upload on-college website during covid-19 pandemic by faculty member to assist student at remote location with e-notes & video lessons.
- In-house e-content development facility is available in the institute.
- Maintenance committee looks after the maintenance and up keep all facilities through periodic sheets.
- The campus of institution is made plastic free, greenery and gardens are maintained, healthy sanitation and fresh airy classroom with appropriate lighting facilities are available.
- Well-furnished staffrooms with personal locker, computer and internet facility is available for teaching staff.
- The access of internet is provided to every department, administrative office and library.
- Keeping in view the role and impact of technological advancement on teacher education, the institute has upgraded technology to give a new direction to teaching-learning experience.

Student Support and Progression

Criterion-5 s

Student support and progression

- IASE, as it is a training institute which offers B.Ed and M.Ed course, so mainly enrolls in-service teachers for M.Ed course and 50% in B.Ed course.
- Fresher B.Ed & M.Ed teacher trainees are given scholarship by state government for continuation of education. Some teacher trainees are also provided with financial support from faculty members during their internship programme.
- The institute has a transparent mechanism for redressed of teacher trainees grievances related to sexual harassment and ragging cases.
- Significant numbers of fresher teacher trainees pursue higher education either in education or other subjects.
- The placement cell facilitates the teacher trainee professional growth school teacher or teacher educators.
- Every year 2/3 teacher trainees qualify for NET exam & major no. for TET exam.
- In the institute student council is active and contributes significantly in organizing and managing literary, cultural and sports activities.
- Active alumni acts as effective support system to the institute on regular basis based on their specialized field & constantly motives, recognize and nature the in-build future talents.
- Student's placements: - fresh students are absorbed in local private schools and in-government services in panchayat department.

Governance, Leadership and Management

Criterion- 6 Governance leadership and management

- **Effective and efficient transaction of teaching and learning process, 12 committees have been formed at the top management level.**
- **The institution has an established mechanism for mobilizing resources and ensuring transparency in financial management of the institute. Local funds are audited by character accounts & other funds by the auditor general of Chhattisgarh.**
- **The leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of the resources for the preparation of the students is clearly marked. The approach adopted is democratic and the head leads the process from the front.**
- **IASE is a governmental institution so appointments are done by school department & service rule & welfare scheme are followed in accordance with government rules.**
- **E-governance is operational is some areas like finance & accounts, student admission, examination system, biometric attendance for staff & students. Institution encourage faculty members to attend seminars, conference, workshop, online/offline faculty development programme, orientation programme, refresher course, short term course & training in the institute and outside.**
- **The mechanism used for performance assessment of teaching and non-teaching includes self-appraisal report. Peer evaluation and evaluation by the students. The institution uses these evaluations to improve teaching, research and service of the faculty and other staff.**
- **The institution keeps conducting staff development programmes for skill up-gradation and training of the teaching and non-teaching staff such programmes are conducted with the help of SCERT, RIE, NCERT, and NUEPA.**
- **IQAC of the institute observes quality enhancement & quality sustainance throughout the academic year regular meetings of IQAC and HOD offer a platform to present and discuss perspective plans of the college and the help in effective implementation of institutional policies.**

Institutional Values and Best Practices

Criterion-7 Institutional values and best practices

- **IASE is committed to encourage green practices to develop plastic free campus, green landscaping with trees& plants.**
- **Institution has procedure for waste management like vermin-compost, e-waste management, and rain water harvesting and water conservation.**
- **IASE, best practices includes Drama in Education where theatrical adaptation of text are made by role plays, community work school & DIETs monitoring for quality enhancement.**
- **IASE, distinctiveness lies in providing in-service teacher training to school teacher, principals, DIET faculties and teacher educator for enhancing personal and professional competency. Material and module development for students and teachers in areas of gender sensitization, happiness & well being, classroom management, career guidance. Physics and chemistry faculty members are actively involved in preparing state curriculum framework & focus papers.**

Research and Outreach Activities

Criterion-3 Research and Outreach Activities

- **Institute receives funds from central sponsored scheme, SCERT, Raipur for research projects.**
- **Faculty members are encouraged by providing seed money, organizational support & interactive sessions for research projects every year.**
- **Institute provides eco system for innovation in the field of education like**

- **Use of puppet in teaching-learning process.**
- **Success stories of colleague to encourage other to follow their footsteps.**
- **School quality improvement programme where teacher visited school & suggested some quality improvement measures.**
- **Teaching through painting.**
- **Theatrical adaptation of text as pedagogical intervention.**
- **Use of virtual laboratory in teaching-learning process.**

- **Institution has its own research publication with ISSN no."shodh pratibha" research paper/articles are invited from faculty member of institute and other institution.**
- **Under the guidance of Head of the Institute research review by the teacher trainees 2017-19, 2018-20 were also published. Action research conducted by M.Ed trainees were also published .**
- **Community work in the practicing school & career guidance camp are organized as outreached activities to improve learning, promoting civic engagement and strengthening communities through addressing their societal needs.**
- **Teacher trainees actively participated in Swachh Bharat Abhiyaan & workshop on gender sensitization organized by the institute.**
- **20 MOU are functional with practicing schools, 3 MOU with teacher education institutes and university for internship, faculty exchange and research purposes.**
- **Publication- institution publishes research journal, half yearly newsletter, yearly college magazine & hand-made science magazine and different teacher training module .**

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	INSTITUTE OF ADVANCED STUDIES IN EDUCATION
Address	Tarbahar chowk, Bilaspur
City	BILASPUR
State	Chhattisgarh
Pin	495009
Website	http://www.iasebsp.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Mrs. Nishi Bhambri	07752-644450	9425222737	07752-000000	iasebilaspur@gmail.com
IQAC / CIQA coordinator	Mrs.nalini Pandey	07752-404706	8770416489	07752-000001	pandeynalini30@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Chhattisgarh	Atal Bihari Vajpayee Vishwavidyalaya	[View Document](#)

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	02-08-1984	[View Document](#)
12B of UGC	30-09-2016	[View Document](#)

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
NCTE	[View Document](#)	01-01-2018	60	PERMANENT

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Tarbahar chowk, Bilaspur	Urban	4.71	63000

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education	24	GRADUATION	English + Hindi	150	110
PG	MEd,Education	24	B.Ed	English + Hindi	50	50

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				3				0				18
Recruited	1	2	0	3	0	0	0	0	6	12	0	18
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				15
Recruited	8	4	0	12
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	5	6	0	11
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	2	0	0	0	0	1	5	0	9

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	57	0	0	0	57
	Female	53	0	0	0	53
	Others	0	0	0	0	0
PG	Male	51	0	0	0	51
	Female	42	0	0	0	42
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	42	39	38	44
	Female	30	31	25	24
	Others	0	0	0	0
ST	Male	66	59	48	41
	Female	48	47	45	57
	Others	0	0	0	0
OBC	Male	65	56	94	86
	Female	35	49	54	54
	Others	0	0	0	0
General	Male	31	40	41	36
	Female	61	56	32	43
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		378	377	377	385

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
342	385	377	377	378

File Description	Document
Institutional data in prescribed format	View Document

1.2

Number of seats sanctioned year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
200	200	200	200	200

File Description	Document
Letter from the authority (NCTE / University / R	View Document
Institutional data in prescribed format	View Document

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
47	47	47	47	47

File Description	Document
Institutional data in prescribed format	View Document
Central / State Govt. reservation policy for adm	View Document

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
188	197	190	186	190

File Description	Document
List of final year students with seal and signat	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.5

Number of graduating students year-wise during last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
188	197	190	186	190

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated result sheet of graduating students	[View Document](#)

1.6

Number of students enrolled(admitted) year-wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
159	189	197	191	188

File Description	Document
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

Number of full time teachers year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
30	30	30	30	28

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.2

Number of Sanctioned posts year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
36	36	36	36	36

File Description	Document
University letter with respect to sanction of p	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2020-21	2019-20	2018-19	2017-18	2016-17
1245478	1958582	2414933	2842847	5044409

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 53

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - 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.

Response:

- **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.**
- **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.**
- **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 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, their 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.**
- **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 & training 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	Document
Plans for mid- course correction wherever needed for the last completed academic year	[View Document](#)
Plan developed for the last completed academic year	[View Document](#)
Any other relevant information	[View Document](#)

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 last completed academic year 1.   Faculty of the institution 2.   Head/Principal of the institution 3.   Schools including Practice teaching schools 4.   Employers 5.   Experts 6.   Students 7.   Alumni

Response: A. Any 5 or more of the above

File Description	Document
List of persons who participated in the process of in-house curriculum planning	[View Document](#)
Data as per Data Template	[View Document](#)

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through 1.   Website of the Institution 2.   Prospectus 3.   Student induction programme 4.   Orientation programme for teachers

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	[View Document](#)
Report and photographs with caption and date of student induction programmes	[View Document](#)
Prospectus for the last completed academic year	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
URL to the page on website where the PLOs and CLOs are listed	[View Document](#)

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

Response: 100

1.2.1.1 **Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
28	28	28	28	28

1.2.1.2 **Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..**

2020-21	2019-20	2018-19	2017-18	2016-17
28	28	28	28	28

File Description	Document
Data as per Data Template	[View Document](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.2 Average Number of Value-added courses offered during the last five years

Response: 5

1.2.2.1 **Number of Value – added courses offered during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	5	5	5

File Description	Document
Data as per Data Template	[View Document](#)
Brochure and course content along with CLOs of value-added courses	[View Document](#)

1.2.3 Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 100

1.2.3.1 **Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
378	377	377	385	342

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document

1.2.4 Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

> 1. **Provision in the Time Table**
> 2. **Facilities in the Library**
> 3. **Computer lab facilities**
> 4. **Academic Advice/Guidance**

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

1.2.5 Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 0

1.2.5.1 **Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

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

Response:

Institute provides opportunities for the students to acquire knowledge related to the field of education through the following curricular thrusts:-

I : A fundamental or coherent understanding of the field of teacher education:- teacher educator provide theoretical knowledge to the student teacher during classroom teaching of the following subjects like

1. **Perspective of education which include philosophical & social, historical economic & political perspectives of education.**
2. **Psychological perspective of education where in nature, approaches & theories related to learning are taught childhood & growing up understanding adolescent development, view of cognitive & constructivist theory of learning.**
3. **Research methodology in education helps to learn how to scientifically & systematic analys a educational problem & suggest probable solution based on data analysis.**
4. **Educational studies on structure, policy & practice in elementary & secondary education.**
5. **Language, society & education understand role of language for development of society.**
6. **Different pedagogical subject enable them critically examine belief & exemption, about language learning, analysis of textbook, explode different tools & technique for teaching learning process.**
7. **Gender, school & society enable to understand the role of culture as determinant of gender distinction.**
8. **Curriculum and knowledge enable to develop & apply a framework for studying parafilm documents.**
9. **School, culture management & teachers provide a framework to understand the functioning of school as an organization.**
10. **Pre-service & in-service teacher education enables to understand, analyses & identify basics of planning & organizing in-service teacher education program. It develops understanding of objectives, function & role of various agenesis of teacher education program.**
11. **Elective & specialization course enable them to understand & analyse the content of elementary & secondary education.**
12. **Elective subjects like educational management, guidance, ICT & Inclusive education enable them to understand concept, nature, principal & scope in the respective fields. Procedural knowledge is provided through subject where they are taught to make unit plan, observation of regular teacher followed by peer observation & finally self reflective analysis of one's own classroom teaching. Similarly during research student choose topic related to their specialization subject, conduct experimental research on methods of teaching & problem**

faced by different learns.During internship programme they try to explore the competencies they have acquired during classroom teaching in field where they come across different problem which they may not have anticipated while planning their lesson plan. Steadily they master these competencies in their community work they take up problem related to student & community try to figure out reason & fix them up. This prepares them to achieve the skills & competencies require in the field of teacher education. They learn by self-critical questioning, reflecting, communication & develop positive attitude towards children. During workshop & seminar they exhibit their talent in communication their conceptual understanding & opinion related to the topics.

Internship programme helps student teacher to enhance their emotional intelligence & establish a better connects with the student, tend to motivate their student better and understand their behavioral and psychological, socio-cultural background & wellbeing. They can handle & deal with various issues children are facing in a better way. Community work develops communication and organization abilities that allow problem face to reach a mutually agreeable compromise where they both benefit. Similarly cultural & sports events also enhance the negotiation & communication skills of structure. At cultural, sports & internship& also during classroom teaching collaborative skill of student & teacher educator can be seen to achieve their tasks.

1.3.2 Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

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 G.G and India.

1.3.3 Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

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	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

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

    1.Students
    2.Teachers
    3.Employers
    4.Alumni
    5.Practice teaching schools/TEI

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Paste link for additional information	View Document

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrollment percentage of students during the last five years..

Response: 92.4

File Description	Document
Document relating to Sanction of intake from University	[View Document](#)
Data as per Data Template	[View Document](#)
Approval letter of NCTE for intake for all programs	[View Document](#)
Any additional link	[View Document](#)

2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 60.68

2.1.2.1 **Number of students enrolled from the reserved categories during last five years..**

2020-21	2019-20	2018-19	2017-18	2016-17
124	149	158	145	137

File Description	Document
Data as per Data Template	[View Document](#)
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	[View Document](#)

2.1.3 Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 1.52

2.1.3.1 **Number of students enrolled from EWS and Divyangjan categories during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
3	5	3	1	2

File Description	Document
List of students enrolled from EWS and Divyangjan	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of EWS and Divyangjan	[View Document](#)

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..

Response:

Assessment process at entry level for B.Ed programme.

The pre-B.Ed examination is conducted by VYAPAC Chhattisgarh for fresher and candidate seeking the merit is drawn by it. On basis of the merit list online counseling programme is arranged through KYOSK.

The candidate appear for the pre-B.Ed examination in which General Mental ability, G.k, Teaching aptitude, General Hindi & English knowledge is test. Teaching aptitude includes attitude towards children, adaptability professional information and interest in profession. These factors are tested in form of statement. In general knowledge question related to educational policies, commission in India, non-formal education, media communication, hygiene and school management, functioning of UPE/UEE/EFA/DFEP/NIEPA/SCERT are assessed.

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

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

** In the same way M.Ed student they have entry level test in the form of entrance test where they are assessed on area like psychological research, mental ability, general Hindi/English, diversity in society Raipur education is drawn by it . After admission during their orientation programme their interest area, problem they face during teaching learning process, communication skills are assessed. Fresher candidate are selected on merit bases of pre B.Ed exam.**

Academic support provided to student: library, school-teacher, staff expert, and mentor.

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 1.

Mentoring / Academic Counselling 2.   Peer Feedback / Tutoring 3.   Remedial Learning Engagement 4.   Learning Enhancement / Enrichment inputs 5.   Collaborative tasks 6.   Assistive Devices and Adaptive Structures (for the differently abled) 7.   Multilingual interactions and inputs

Response: A. Any 5 or more of the above

File Description	Document
Relevant documents highlighting the activities to address the student diversities	View Document
Photographs with caption and date, if any	View Document
Data as per Data Template	View Document

2.2.3 There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Relevant documents highlighting the activities to address the differential student needs	View Document

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 14:1

2.2.4.1 **Number of mentors in the Institution**

Response: 25

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

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

Response:

Varied modes of learning adopted & basic rationale for adopting such models for different courses.

Classroom discussion for developing conceptual understanding:-

Individuals/group presentation:-individual presentations are made for synopsis presentation.

Peer Teaching:-

Through co-operative learning students teacher discuss about problems given by teacher educator, they think & share their view in class.

PPT Presentation:-

Seminar:-

Workshop for preparation of teaching learning material & their applications in classroom.

Teaching:-

Active Learning Methodology:-

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, pottery,puppetry,teracota art, dance & music. In the course 007.1 self identity & the teacher, drama in education. During 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	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	[View Document](#)

2.3.2 Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 41.89

2.3.2.1 **Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..**

2020-21	2019-20	2018-19	2017-18	2016-17
25	15	10	7	5

File Description	Document
Data as per Data Template	View Document

2.3.3 Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 55.85

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

Response: 191

File Description	Document
Programme wise list of students using ICT support	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document

2.3.4 ICT support is used by students in various learning situations such as

1. **Understanding theory courses**
2. **Practice teaching**
3. **Internship**
4. **Out of class room activities**
5. **Biomechanical and Kinesiological activities**
6. **Field sports**

Response: A. Any 4 or more of the above

File Description	Document
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document

2.3.5 Continual mentoring is provided by teachers for developing professional attributes in students

Response:

In IASE, Student Mentoring is carried out in 3 ways. First the faculty is decided by the head of Department to Mentor student during their internship programme. They visit 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. Thirdly for sport, cultural programme Annual function (sports) faculty member are divided into 4 Niketan to mentor student of 1st 2nd year as a combine unit. The student along with their mentor's help learn how to organize and execute the activities in their school, which also give them chance to explore their own hidden talent in respective field. 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	Document
Documentary evidence in support of the claim	View Document

2.3.6 Institution provides exposure to students about recent developments in the field of education through 1.   Special lectures by experts 2.   'Book reading' & discussion on it 3.   Discussion on recent policies & regulations 4.   Teacher presented seminars for benefit of teachers & students 5.   Use of media for various aspects of education 6.   Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: A. Any 5 or more of the above

File Description	Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document

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

Response:

TEACHING LEARNING PROCESS:-

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 isprovided 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 grapes 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 desire 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	Document
Documentary evidence in support of the claim	View Document

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

1. Organizing Learning (lesson plan)
2. Developing Teaching Competencies
3. Assessment of Learning
4. Technology Use and Integration
5. Organizing Field Visits
6. Conducting Outreach/ Out of Classroom Activities
7. Community Engagement
8. Facilitating Inclusive Education
9. Preparing Individualized Educational Plan(IEP)

Response: A. Any 8 or more of the above

File Description	Document
Data as per Data Template	View Document

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 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student

needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

File Description	Document
Data as per Data Template	View Document

2.4.3 Competency of effective communication is developed in students through several activities such as

1. **Workshop sessions for effective communication**
2. **Simulated sessions for practicing communication in different situations**
3. **Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'**
4. **Classroom teaching learning situations along with teacher and peer feedback**

Response: A. All of the above

File Description	Document
Data as per Data Template	View Document

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

1. **Teacher made written tests essentially based on subject content**
2. **Observation modes for individual and group activities**
3. **Performance tests**
4. **Oral assessment**
5. **Rating Scales**

Response: A. All of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Data as per Data Template	View Document

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations

29-01-2022 12:52:40

Response: A. All of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Data as per Data Template	View Document

2.4.6 Students develop competence to organize academic, cultural, sports and community related events through

1. **Planning and scheduling academic, cultural and sports events in school**
2. **Planning and execution of community related events**
3. **Building teams and helping them to participate**
4. **Involvement in preparatory arrangements**
5. **Executing/conducting the event**

Response: A. All of the above

File Description	Document
Data as per Data Template	View Document

2.4.7 A variety of assignments given and assessed for theory courses through

1. **Library work**
2. **Field exploration**
3. **Hands-on activity**
4. **Preparation of term paper**
5. **Identifying and using the different sources for study**

Response: A. Any 4 or more of the above

File Description	Document
Data as per Data Template	View Document

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

Internship programme is systematically planned:-

B.Ed internship programme:-

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

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

1. MOV with 21 schools indicating their willingness to allow the internship as well as other school based activities of the programme is done.

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 among the 21 school with MOU. Based on school demand & choice of intern, schools are allotted. Based on the strength of the school maximum 10-12 intern are allotted one school.

4. Orientation of school principal/teachers:-

5. Defining role of teacher of the institute:-

2.4.9 Average number of students attached to each school for internship during the last completed academic year

Response: 1.81

2.4.9.1 **Number of schools selected for internship during the last completed academic year**

Response: 104

File Description	Document
Data as per Data Template	View Document

2.4.10 Nature of internee engagement during internship consists of

1. **Classroom teaching**
2. **Mentoring**
3. **Time-table preparation**
4. **Student counseling**
5. **PTA meetings**
6. **Assessment of student learning – home assignments & tests**
7. **Organizing academic and cultural events**
8. **Maintaining documents**
9. **Administrative responsibilities- experience/exposure**
10. **Preparation of progress reports**

Response: A. Any 8 or more of the above

File Description	Document
Data as per Data Template	**View Document**
Any other relevant information	**View Document**

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

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.**

2.4.12 Performance of students during internship is assessed by the institution in terms of observations of different persons such as

1. Self
2. Peers (fellow interns)
3. Teachers / School* Teachers
4. Principal / School* Principal
5. B.Ed Students / School* Students

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: A. All of the above

2.4.13 Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

1. **Effectiveness in class room teaching**
2. **Competency acquired in evaluation process in schools**
3. **Involvement in various activities of schools**
4. **Regularity, initiative and commitment**
5. **Extent of job readiness**

Response: A. All of the above

2.5 Teacher Profile and Quality

2.5.1 Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 82.22

File Description	Document
Data as per Data Template	[View Document](#)

2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 43.92

2.5.2.1 **Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 13

File Description	Document
Data as per Data Template	[View Document](#)
Certificates of Doctoral Degree (Ph.D) of the faculty	[View Document](#)

2.5.3 Average teaching experience of full time teachers for the last completed academic year.

Response: 0.83

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

Response: 25

2.5.4 Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Teacher professional development is one of the ways teachers improve their skills and inturn, 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.**
- **Analysis of textbook – Mrs. Reema Sharma –class XII English.**

-Dr.Mrs.S.Ushamani –Class XII Physics

- **College journal is published biannually as peer-reviewed journal ''Shodha Pratibha''.**

Faculty members after his/her enrichment programme or action research shares his/her knowledge, innovation/ experience with the entire faculty during staff meetings.

File Description	Document
Documentary evidence to support the claims	[View Document](#)

2.6 Evaluation Process

2.6.1 Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

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. During their sports and cultural activity they are asses on, good character which is the need of society and the manner in which they work and co-ordinates in organizing programme at their school. 4. 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

2.6.2 Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

1. **Display of internal assessment marks before the term end examination**
2. **Timely feedback on individual/group performance**
3. **Provision of improvement opportunities**
4. **Access to tutorial/remedial support**
5. **Provision of answering bilingually**

Response: B. Any 3 of the above

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

- **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.**

2.6.4 The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

Institute of Advanced Studies in education is affiliated to Atal Bihari Vajpayee University, Bilaspur thus 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.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	[View Document](#)

2.7 Student Performance and Learning Outcomes

2.7.1 The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

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 deprives. 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.**

2.7.2 Average pass percentage of students during the last five years

Response: 100

2.7.2.1 **Total number of students who passed the university examination during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
190	186	190	197	188

File Description	Document
Data as per Data Template	[View Document](#)

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

Response:

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 COGNITIVE ATTRIBUTES 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**

PROFESSIONAL ATTRIBUTES:-

- **Teaching skills, lesson plan, reflection are observed by mentors during internship, and records are maintained.**
- **Presentation and communication skill are assessed through seminar, workshop on drama in education, language proficiency.**
- **Collaboration and adaptability are observed during internship community engagement, cultural & sports events.**
- **Compassionate caring, empathetic and able to respond to people at a feeling level during internship programme.**
- **Yoga, community prayer & awareness of health & well being ,physical activities based on observation & participation develop value education.**

2.7.4 Performance of outgoing students in internal assessment

Response: 100

2.7.4.1 **Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Response: 188

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document

2.7.5 Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

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.**

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response: 3.3

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1 Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 9.2

3.1.1.1 **Number of research projects funded by government and non- government agencies during the last five years..**

2020-21	2019-20	2018-19	2017-18	2016-17
6	10	5	20	5

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

3.1.2 Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 508651.2

3.1.2.1 **Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
325000	1045000	155442	247814	50000

File Description	Document
Sanction letter from the funding agency	View Document
Income expenditure statements highlighting the research grants received, duly certified by the auditor	View Document

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and

documentation 4. **Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research**

Response: A. Any 4 or more of the above

File Description	Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document

3.1.4 Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

1. **Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**
2. **Encouragement to novel ideas**
3. **Official approval and support for innovative try-outs**
4. **Material and procedural supports**

Response: A. All of the above

File Description	Document
Documentary evidences in support of the claims for each effort	View Document

3.2 Research Publications

3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 0.3

3.2.1.1 **Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	2	2	3	1

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
Data as per Data Template	View Document

3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 0.07

3.2.2.1 **Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
01	01	0	0	0

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

3.3 Outreach Activities

3.3.1 Average number of outreach activities organized by the institution during the last five years..

Response: 222.2

3.3.1.1 **Total number of outreach activities organized by the institution during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
111	250	250	250	250

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 59.76

3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
111	250	250	250	250

File Description	Document
Report of each outreach activity with seal and signature of the Principal	
Event-wise newspaper clippings / videos / photographs with captions and dates	

3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 8.07

3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	150	0

File Description	Document
Data as per Data Template	

3.3.4 Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

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.**

- **At the time of swachhta health survey, people are introduced to the activities necessary to stay healthy which teaching them to stay clean. Participating in Nirmal Gram Yojana.**
- **Give advice on de-addiction through street-show.**
- **Explaining the importance of studies while motivating children to attend regular school.**
- **Awareness program on energy conservation like ujjwala yojana.**
- **Awareness program on water conservation, less/no-use of plastic, environment protection.**

Through all this outreach activities trainees get sensitized to social issues & start critical thinking about its solutions, as teacher are agents of social change.

3.3.5 Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 0

3.3.4.1 **Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document]()

3.4 Collaboration and Linkages

3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 5

3.4.1.1 **Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
05	05	05	05	05

File Description	Document
Data as per Data Template	[View Document]()

3.4.2 Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 3

3.4.2.1 **Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

Response: 3

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document

3.4.3 Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

1. **Local community base activities**
2. **Practice teaching /internship in schools**
3. **Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
4. **Discern ways to strengthen school based practice through joint discussions and planning**
5. **Join hands with schools in identifying areas for innovative practice**
6. **Rehabilitation Clinics**
7. **Linkages with general colleges**

Response: A. All of the above

File Description	Document
Data as per Data Template	View Document

Criterion 4 - 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

Response:

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 mechin for girls.**
- **Multipurpose hall for academic events like conference, seminars etc, cultural activities, community prayers and other student activities.**

1. **Extension building consist of English training room with ICT facilities, Learning resources centre, classrooms.**
2. **Sports field for outdoor games like- badminton court, kabbadi court, kho-kho court, athletic track, open space for yoga, gymnasium, and table-tennis court.**
3. **Generator and inverter for power backup.**
4. **Water cooler for safe drinking water .**
5. **Medical aid room with computer.**

File Description	Document
List of physical facilities available for teaching learning	[View Document](#)

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

Response: 72.73

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

Response: 8

4.1.2.2 **Number of Classrooms and seminar hall(s) in the institution**

Response: 11

File Description	Document
Data as per Data Template	View Document
Link to relevant page on the Institutional website	View Document

4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years (INR in lakhs)

Response: 12.23

4.1.3.1 **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
177453	537094	486520	244338	206911

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document

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

Response:

Library is integral part of an educational institute keeping that in mind SMS includes an intelligently developed agile integrated library management system which takes Care of all the supports a modern books library needs

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	Document	
Web-link to library facilities	[View Document]()	

4.2.2 Institution has remote access to library resources which students and teachers use frequently

Response:

- **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	Document	
Landing page of the remote access webpage	[View Document]()	

4.2.3 Institution has subscription for e-resources and has membership/ registration for the following

1. **e-journals**
2. **e-Shodh Sindhu**
3. **Shodhganga**
4. **e-books**
5. **Databases**

Response: B. Any 3 of the above

File Description	Document
E-copy of the letter of subscription /member ship in the name of institution	
Data as per Data template	

4.2.4 Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 60732.4

4.2.3.1 **Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
37938	96636	46303	84193	38592

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	
Data as per Data Template	
Link for additional information	

4.2.5 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 1.84

4.2.5.1 **Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year**

Response: 119

4.2.5.2 **Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year**

Response: 140

4.2.5.3 **Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year**

Response: 144

4.2.5.4 **Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.**

Response: 138

4.2.5.5 **Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.**

Response: 145

File Description	Document
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 last completed academic year with seal and signature of both the librarian and principal	[View Document](#)

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

1. **Relevant educational documents are obtained on a regular basis**
2. **Documents are made available from other libraries on loan**
3. **Documents are obtained as and when teachers recommend**
4. **Documents are obtained as gifts to College**

Response: C. Any 2 of the above

File Description	Document
Data as per Data Template	[View Document](#)

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

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

- **Institute has 59 Desktops out of which 30 are available for students.**
- **Institute uses Acer Computer.**

- **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**

4.3.2 Student – Computer ratio for last completed academic year

Response: 6:1

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any additional information	View Document

4.3.3 Internet bandwidth available in the institution

Response: 1

4.3.3.1 **Available bandwidth of internet connection in the institution, in MBPS**

Response: 1

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document

4.3.4 Facilities for e-content development are available in the institution such as

1. **Studio / Live studio**
2. **Content distribution system**
3. **Lecture Capturing System (LCS)**
4. **Teleprompter**
5. **Editing and graphic unit**

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	[View Document](#)
Link to videos of the e-content development facilities	[View Document](#)
Link to the e-content developed by the faculty of the institution	[View Document](#)
Link for additional information	[View Document](#)

4.4 Maintenance of Campus and Infrastructure

4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 26.21

4.4.1.1 **Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
310480	379026	2575145	220280	55510

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)

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

Response:

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.

Criterion 5 - 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:

1. **Career and Personal Counseling**
2. **Skill enhancement in academic, technical and organizational aspects**
3. **Communicating with persons of different disabilities: Braille, Sign language and Speech training**
4. **Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two**
5. **E-content development**
6. **Online assessment of learning**

Response: A. All of the above

File Description	Document
Sample feedback sheets from the students participating in each of the initiative	[View Document](#)
Data as per Data Template	[View Document](#)

5.1.2 Available student support facilities in the institution are:

1. **Vehicle Parking**
2. **Common rooms separately for boys and girls**
3. **Recreational facility**
4. **First aid and medical aid**
5. **Transport**
6. **Book bank**
7. **Safe drinking water**
8. **Hostel**
9. **Canteen**
10. **Toilets for girls**

Response: B. Any 7 of the above

File Description	Document
Paste link for additional information	[View Document](#)

5.1.3 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**

2. **Details of members of grievance redressal committees are available on the institutional website**
3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
4. **Provision for students to submit grievances online/offline**
5. **Grievance redressal committee meets on a regular basis**
6. **Students' grievances are addressed within 7 days of receiving the complaint**

Response: C. Any 3 or 4 of the above

File Description	Document
Data as per Data Template for the applicable options	View Document

5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)

Response: C. Any 2 of the above

File Description	Document
Report of the Placement Cell	View Document
Data as per Data template	View Document
Paste link for additional information	View Document

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 7.57

5.2.1.1 **Number of students of the institution placed as teachers/teacher educators during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	09	10	23	30

File Description	Document
Data as per Data Template	View Document

5.2.2 Percentage of student progression to higher education during the last completed academic year

Response: 18.62

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 35

5.2.2.2 **Number of outgoing students progressing from PG to M.Phil.**

5.2.2.3 **Number of outgoing students progressing from PG / M.Phil to Ph.D.**

File Description	Document
Data as per Data Template	View Document

5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 6.83

5.2.3.1 **Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	07	08	22	28

File Description	Document
Data as per Data Template	View Document

5.3 Student Participation and Activities

5.3.1 Student council is active and plays a proactive role in the institutional functioning

Response:

- **In IASE, student council was formed on 21st sep 2006.**
- **Active student participation is seen in the form of student council. The student members of the council are elected on merit basis.**
- **The constitution of the student council comprises of**

1. **Proceeding Officer,**
2. **President (M.Ed Iii Sem),**
3. **Vice President (M.Ed I Sem),**

4. **Secretary (B.Ed 2nd Year),**
5. **Joint Secretary (B.Ed 1st Year),**
6. **Sports Secretary,**
7. **Cultural Secretary.**

- **The council is monitored by senior faculty member who is responsible for the smooth conduction of the council meeting and events.**
- **The student council plays a dominant role in many activities related to sports, cultural and literary activities of the departments.**
- **Need analysis of the B.Ed student are done by the student council.**
- **Collection of article from B.Ed & M.Ed trainee for college magazine & helping in editing & publication.**
- **Organizing and managing seminar and workshop conducted by the college on local, state and national level.**
- **Planning and management of related activities are performed with in-charge faculty during educational tours.**
- **Looks after the cleanliness, parking lot and maintain discipline in the institution.**
- **Issue related to academic & non-academic activities are reported by them to the concern in-charge.**
- **During the annual march past Sports Secretary held the flag & is the leader of the procession.**
- **The class representative acts as a bridge between their colleagues and the Head of the Department, to ensure timely dissemination of information regarding different activities, examination and maintain attendance records.**

File Description	Document
Copy of constitution of student council signed by the Principal	[View Document](#)

5.3.2 Average number of sports and cultural events organized at the institution during the last five years

Response: 16.2

5.3.2.1 **Number of sports and cultural events organized at the institution during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	20	16	22	22

File Description	Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document
Paste link for additional information	View Document

5.4 Alumni Engagement

5.4.1 Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

- **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.**
- **Positive posts on social media.**
- **They provide mentoring and other support to facilitate internship program.**
- **They motivate the intern by giving positive feedbacks for all the activities they perform at time of internship like establishing learning resource centre, community work etc.**
- **Alumni offend come to institute to attend in-service training, where formal & informal discussions are made on various educational issues.**
- **They help M.Ed trainee to carry out data collection, practicum related tasks like psychology practical etc, organizing career guidance camp.**
- **They provide guidance to M.Ed trainee to prepare their dissertations.**
- **They activity support during annual Sports events.**
- **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	Document
Upload any additional information	View Document

5.4.2 Alumni has an active role in the regular institutional functioning such as 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum

delivery 5.   Student mentoring 6.   Financial contribution 7.   Placement advice and support

Response: C. Any 2 or 3 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	[View Document](#)

5.4.3 Number of meetings of Alumni Association held during the last five years

Response: 3

5.4.3.1 **Number of meetings of Alumni Association held during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
3	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

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.

Response:

1. **One of our alumni was also a theatre artist, due to covid-19 we lost Yogesh Pandey, who not only motivated but also recognized the talented student teachers, colleagues .**
2. **The contribution made by him & his team cannot be forgotten in conducting drama in education workshop.**
3. **He would recognize the talent of participants & direct them to nurture and pursue their talent.**
4. **Talent displayed by Archana Toppo, Pravin Mishra and some others student prominently use drama in education as a pedagogical intervention.**
5. **Yogesh organized play 'Mangal Se Mahatma Tak' with his school student, juniors and colleagues, where Active student participation in play 'Mangal se mahatma Tak' was seen.**
6. **He motivated trainees to perform Chhattisgarhi cultural programme comprising of 'Hareli Se Holi' at two occasion like alumni meet 28th nov2015 & NAAC peer team exit meet 30 nov2016.**

File Description	Document
Upload any additional information	View Document

Criterion 6 - 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

Response:

- **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% committement of staff in preparing accountable, sensitive and skilled teachers.**
- **In order to bring greater mobility and effectiveness in the day-to-day work of administration, management and control, (non teaching staff) effort are made by non-teaching staff to ensure fuller and free flow of work.**

File Description	Document
Vision and Mission statements of the institution	[View Document](#)
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	[View Document](#)
Link for additional information	[View Document](#)

6.1.2 Institution practices decentralization and participative management

Response:

Strategy plan:-

To maintain highest rank in the state level science fair.

Deployment procedure:-

- **Workshop is organized by science teacher for student teachers to prepare teaching learning aids.**
- **Preparing for extempore activity on current topics.**
- **Kalpana Chawala Science club is formed. President and Secreatry are selected on ratio and merit bases.**
- **B.Ed and M.Ed student are active member of this club.**
- **Students prepare handwritten "vigyanDeep" magazine consist of scientific information, innovation and discoveries.**
- **Science bulletin boards are displayed at the start of the session.**
- **Teaching learning aids prepared are displayed at District level, Zone level after qualifying at state level science fair.**
- **Wet zone level science fair is organized at our institution with collaboration from faculty and students.**
- **At state level science fair student participation in different competition like quiz, debates, extempore, science club and teaching learning aids.**

Outcomes:-

 First prize at Quiz, extempore and science club.

Triggers interest among teacher student in science.

Encourage, motivate and equips the teacher student and student from different participating schools in application of science and its interface with society.

File Description	Document
Link for additional information	[View Document](#)

6.1.3 The institution maintains transparency in its financial, academic, administrative and other functions

Response:

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

- Wok 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.

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

Strategy plan:-

To maintain highest rank in the state level science fair.

Deployment procedure:-

- Workshop is organized by science teacher for student teachers to prepare teaching learning aids.
- Preparing for extempore activity on current topics.
- Kalpana Chawala Science club is formed. President and Secreatry are selected on ratio and merit bases.
- B.Ed and M.Ed student are active member of this club.
- Students prepare handwritten "vigyanDeep" magazine consist of scientific information, innovation and discoveries.

- **Science bulletin boards are displayed at the start of the session.**
- **Teaching learning aids prepared are displayed at District level, Zone level after qualifying at state level science fair.**
- **Wet zone level science fair is organized at our institution with collaboration from faculty and students.**
- **At state level science fair student participation in different competition like quiz, debates, extempore, science club and teaching learning aids.**

Outcomes:-

First prize at Quiz, extempore and science club.

Triggers interest among teacher student in science.

Encourage, motivate and equips the teacher student and student from different participating schools in application of science and its interface with society.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

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.

Response:

Institute of advanced studies in education is a governmental training instituted, 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 programms.

- **Internal quality assurance cell**
- **Purchase committee**
- **Write of committee**
- **Cultural committee**
- **Sports committee**
- **Library committee**
- **Science committee**

- **Information communication technology committee**
- **Student's welfare committee**
- **Ladies welfare committee**
- **Publication committee**
- **Hostel committee**
- **Discipline committee**
- **Anti ragging committee**
- **Placement 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. So all the follows for service lay down by government are followed.

List of Committee Members

Internal Quality Assurance Cell:-

Purchase committee:-

Look after the purchase of academic facilities.

Write off committee: - look at the facilities which need to be writing off.

Cultural committee: - organizes cultural (event) and activities like teacher's day, fresher's welcomes, independence and republic day celebration.

Sports committee: - organizes and manage annual sports events and other student activities in the institute.

Library committee: - looks after proper maintenance of library facilities and purchase of books after recommendation made by faculty members.

Science committee:-

Information communication technology committee organize workshop from students & teachers assist them for time to time.

Student's welfare committee:-

File Description	Document
Link to Organogram of the Institution website	[View Document](#)

6.2.3 Implementation of e-governance are in the following areas of operation

1. **Planning and Development**
2. **Administration**
3. **Finance and Accounts**
4. **Student Admission and Support**
5. **Examination System**
6. **Biometric / digital attendance for staff**
7. **Biometric / digital attendance for students**

Response: A. Any 6 or more of the above

File Description	Document
Screen shots of user interfaces of each module	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

Student welfare committees are formed to work on some basic functions for the welfare of a student which includes:

1. **Develop the student teacher relationship.**
2. **Assisting the student in their learning process.**
3. **Addressing the feedbacks of students regarding different areas of curriculum and resolving the issues.**
4. **Managing the needs for extra-curricular, co-curricular activities.**

In IASE, every year selection of student's welfare council is done by the committee appointed by in-charge of student welfare council. On the basis of merit and application received according to the instruction of Atal Bihari Vajpee University Bilaspur. The committee consists of Head of the Department B.Ed and M.Ed senior faculty member, cultural & sports in charge.

Before 2017 student welfare council was formed on merit basis only, by following the guideline, it gave student opportunity to file nomination on merit as well as experience skill in co-curricular areas.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	**View Document**

6.3 Faculty Empowerment Strategies

6.3.1 Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

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	Document
List of welfare measures provided by the institution with seal and signature of the Principal	**View Document**

6.3.2 Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 83.11

6.3.2.1 **Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
27	08	59	21	08

File Description	Document
Data as per Data Template	[View Document](#)
Certificate of participation for the claim	[View Document](#)

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

Response: 18

6.3.3.1 **Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
7	3	3	2	3

File Description	Document
Data as per Data Template	[View Document](#)

6.3.4 Percentage 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

Response: 27.03

6.3.4.1 **Total 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 during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
03	06	06	05	20

File Description	Document
Data as per Data Template	[View Document](#)
Copy of Course completion certificates	[View Document](#)

6.3.5 The institution has a performance appraisal system for teaching and non-teaching staff

Response:

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	Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

A financial audit is conducted to provide an opinion whether financial statements i.e. information being verified are stated in accordance with specified criteria. In the institution there is a good and transparent system to manage the finance. The fund that institution receives per years is from state government, central sponsored scheme and local funds. A purchasing committee is formed every financial year and all expenditure are done by following the rules. As per govt. rules state funding are audit by state Audit General funds. Funds provided by central sponsored scheme are utilized for in service training and preparing modules, seminar. Before the financial year 2019-20 funds were audited by Audit General, from next session i.e. 2020-21 it will be audited by CA (Chartered Accountant)deputed by SCERT, Raipur. Local funds are used for minor repair woks, providing stationary to student, funding educational tour for B.Ed. M.Ed. which is audited by CA (Chartered Accountant). Internal audits of different departments are interchanged with each other as per the order of the head of the institution.

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

Response: 0

6.4.2.1 **Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

6.4.3 Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

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.

Capacity

- **Teacher classroom behavior management**
- **Faculty development through ICT**
- **Language proficiency programme**
- **Gender sensitization programme**
- **Research methodology orientation**
- **Happiness & well being**
- **Life skill orientation for teacher & teacher educator**
- **Career guidance**
- **Drama & theatre orientation**
- **Internship orientation programme**
- **Physics practical workshop**
- **Chemistry practical**
- **ICT based mathematics teacher training programme**

- **E-content development**
- **E-content for M.Ed & B.Ed**
- **Gender sensitization manual preparation**
- **Happiness & wellbeing teacher management**
- **Professional ethics**
- **Physical content management**
- **Chemistry content management**
- **Co-operative learning manual**
- **Yoga teacher training manual**

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

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

Response:

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	Document
Link for additional information	[View Document](#)

6.5.2 The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

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 recommendated 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	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

6.5.3 Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 17

6.5.3.1 **Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
05	32	19	15	14

File Description	Document
Data as per Data Template	[View Document](#)

6.5.4 Institution engages in several quality initiatives such as 1. Regular meeting of Internal Quality

Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF

Response: C. Any 2 of the above

File Description	Document
e-Copies of the accreditations and certifications	[View Document](#)
Data as per Data Template	[View Document](#)
Link to the minutes of the meeting of IQAC	[View Document](#)
Link to Annual Quality Assurance Reports (AQAR) of IQAC	[View Document](#)

6.5.5 Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

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. **Language proficiency workshop:-**

- **Language proficiency workshop is organized by district centre for English in collaboration with IASE faculty members. 5-7 days workshop in organized to give hand-on experience to B.Ed 1st year teacher trainee as well as teacher educator from different teacher education college.**
- **Teacher's general language proficiency seems to play an important role in providing good models of language use to the students, helping the teachers become more confident and in enhancing the student participant in classroom tasks.**
- **Systematic and well planned programme is conducted, including topics like communication; inter cultural communication, types of text, reading, writing & study skills.**
- **Faculty member have prepared hand-out book on language proficiency.**

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.

- **Webinars provided opportunity to reach out more people and subsequently empower participants to share their contacts.**

IASE have run national & international webinars since June 2020 and have covered range of topics like philosophical research, happiness and wellbeing, challenges in education in current scenario, ICT for teacher, empowerment of teacher through digitization, language proficiency.

Covid-19 created a critical incident that caused us to change our teaching practices and the way we interact with our learners.

Criterion 7 - 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

Response:

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.

7.1.2 Institution has a stated policy and procedure for implementation of waste management

Response:

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.

Bhaskar- related to municipal solid waste management.

7.1.3 Institution waste management practices include

    1.**Segregation of waste**
    2.**E-waste management**
    3.**Vermi-compost**
    4.**Bio gas plants**
    5.**Sewage Treatment Plant**

Response: D. Any 1 of the above

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

Response: A. All of the above

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

7.1.5 Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

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.**

Principal and staff member has been orientated twice from Mahatma Gandhi national of council of rural education MGNCRE for swachhta initiatives by forming SAP committee:-

1. **Water management**
2. **Waste management**
3. **Sanitation & hygiene**
4. **Energy management**
5. **Greenery**

As student teacher are encourage to maintain their environment clean

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response: B. Any 4 of the above

7.1.7 Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 8.36

7.1.7.1 **Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
318300	352753	45764	206492	206076

File Description	Document
Data as per Data Template	[View Document](#)

7.1.8 Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

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.**
- **At the time of swachhta health survey, people are introduced to the activities necessary to stay healthy which teaching them to stay clean. Participating in Nirmal Gram Yojana.**
- **Give advice on de-addiction through street-show.**
- **Explaining the importance of studies while motivating children to attend regular school.**
- **Awareness program on energy conservation like ujjwala yojana.**
- **Awareness program on water conservation, less/no-use of plastic, environment protection.**

Through all this outreach activities trainees get sensitized to social issues & start critical thinking about its solutions, as teacher are agents of social change.

7.1.9 Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

1. **Code of Conduct is displayed on the institution's website**
2. **Students and teachers are oriented about the Code of Conduct**
3. **There is a committee to monitor adherence to the Code of Conduct**
4. **Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: A. All of the above

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

Best practice:-1

- **Title of the best practice: - WORKSHOP IN DRAMA IN EDUCATION.**

- **Objective: - the aim of the trainees to make the content interesting and to do theatrical adaptation of the text. Thus when a theatrical version of the text is done that content become more interesting and acceptable and receptive to the audience. Trainee will develop critical thinking , imagination and time management skills, through creative drama work shop the trainee would be able to get over his/her hesitation and be able to communicate more effectively.**

- **The context: - in B.Ed programme significant importance is given to drama in education. NCERT and the institute itself strive to look for innovative idea to improve pedagogical studies. Time and time again it has been felt that if context which are complicated and uninteresting, student tend to leave it and they make no attempt to understand it. Action research based on methods using lecture and drama in the classroom to teach the same content, conclusion obtain result that student participate and develop interest which enhances their understanding of the content in playful manner. Thus IASE took it seriously and implemented drama in education workshop with the help of experts in the field.**
- **Practice: - work shop is organized for theatrical adaptation of the text to enhance innovative pedagogical skills in trainees.**

- **Every year expert in this field from the city is invited to develop this skill.**
- **Agraj Natya Dal conduct this workshop dividing trainee in 5 groups, so that everyone active participate in the activity and learn by doing.**
- **One or two member from the natya dal develop a range of physical skills and techniques like stage movement, body language, posture, gesture, gait, co-ordination, facial expression, eye contact, expression of mood, spatial awareness, communication skill while interaction.**
- **Some activities are done by entire group or individual members.**
- **Reflection on every day's work is noted in reflective diary.**
- **Next they learn to make theatrical adaptation of the text.**
- **Then they write short play on it & make a presentation of it.**
- **They make slight make up to suit their character, as they perform during training period so attention is paid to all this.**
- **Hence the trainee during the 5 day workshop develops the art of theatrical adaptation of the text, to use as pedagogical intervention.**

Evidence of success: - trainee themselves selected text for theatrical adaptation & performed 2 plays per group.

- **Trainees were also given text from premchands literature, for which they created theatrical adaptation.**
- **Theatrical adaptations were also made of events related to independence struggle which they presented during 150th birth celebration of Mahatma Gandhi.**

VI. Problems encountered and resources required:-

- **The biggest challenge encountered during teaching learning process through drama in education was the mind set of in-service teacher where they hesitated to use this intervention in classroom teaching as they have developed their own teaching techniques. But with the help of other active &**

Note : pls. View Second best practices in additional Information uploaded.

File Description	Document
Photos related to two best practices of the Institution	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)	

7.3 Institutional Distinctiveness

7.3.1 Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

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.

Capacity building programme for in-service teacher's principals, teacher educator and DIETs faculty.

- **Workshop on national curriculum frame work for teacher education to develop understanding among teacher & principal regarding NCF 2005.**
- **Career guidance workshop on awareness in teacher for career choice for students & also guidance & counseling campus by M.Ed students.**
- **Active learning methodology workshop for high school teacher to use ALM in classroom.**
- **Science learning resource development workshop to establish learning resource centre in school.**
- **Innovating way to use education games & puppets, picture, flashcards for classroom teaching at primary level.**
- **Innovation in mathematics for high & higher secondary school teacher to use ICT as innovation for teaching of mathematics.**
- **Orientation for teacher educator, principal in respect of new procedure of internship programme.**
- **Workshop in collaboration with Azim Premji University, bengaluru on 2 year B.Ed curriculum.**
- **Development of life skills like stress management, self discipline, communication etc for middle school teachers, IASE faculty.**
- **Orientation programme on population education for high school teacher, principals, DIET faculty & IASE faculty.**
- **Theatrical adaptation of text orientation programme for teacher & B.Ed students through role play.**
- **Script writing for text from class VI to vii science, social science, Hindi, English, maths, which was displayed by role play.**
- **Research methodology workshop for faculty members to develop research skills.**
- **Guidance to develop conceptual understanding of class 12 students in chemistry, physics and biology subjects.**

- **Yoga training for IASE faculty, school teachers to create awareness on regularity in practicing yoga.**
- **Short term language proficiency course for IASE faculty, teacher educators, B.Ed trainees on development of communication skills.**
- **Orientation- programme or DEO, BEO, DMC, DPO, APC, BRC, IASE faculty on quality enhancement in schools.**
- **Orientation on preparing teacher training manual for learning outcomes.**
- **Organizing national/international webinar during covid-19 pandemic on philosophical research, health & well being, challenges in education in current scenario classroom management, gender sensitization, ICT for teachers, teacher educators & maths teacher of high & higher secondary schools.**

Apart from capacity development programme IASE is continuously involved in material & module. Development like areas like

- **Internship programmes for B.Ed two year course.**
- **Review research report.**
- **Collection of innovation done by teachers of bilaspur district.**
- **Yoga training module.**
- **Theatrical adaptation of text.**
- **Life skill manual.**
- **Co-operative learning.**
- **Tribal study.**
- **Reflective diary.**
- **Module for physics training.**
- **Module for chemistry training.**
- **Gender sensitization module.**
- **Learning outcomes.**
- **Preparation of research tool.**
- **Career guidance & counseling.**
- **Happiness & well-being.**
- **Classroom management.**
- **Language proficiency handbooks.**
- **Development of e-notes & video lesson for B.Ed & M.Ed programme.**

In all IASE, trains not only pre-service teacher through B.Ed & M.Ed programme, but also provide opportunities for in-service teachers, principals, DIET faculty & teacher educator for their continuous professional development meet the demand of current educational scenario.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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5. CONCLUSION

Additional Information :

Additional information-

Institute

District center for English offer

Certificate course – 10 days certificate course

Certificate course –study center of EFLV for certificate in teaching of English.

P.G.D.S.L.M- graduate diploma 1 year study center IGNOU.

IASE 1956

Concluding Remarks :

IASE , established in 1955 , consistently striving to achive its Vision and Mission as to established itself as one of the best teacher training institute in chhattisgarh. After introducing two year B.Ed and M.Ed Programme in 2016, it has sighn MoUs with Practicing school, teacher education and university for colabration in the feild of education , published its own research journals.

IASE only not offer pre-service but also in- service teacher training education for teacher, teacher educator & principal & faculty members of DIETS with capacity building programme.Thus always efforts putforth by the Institution aimsto develop a skill to stimulate experience in the taught , under an artificially created enviroment , less with material resources and more by the creation of an emotional atmosphere.