

TISS Evaluation of the CSSTE, August-September 2017		Tool 5	Institute fact sheet for IASE, DIET and BITE
Instruction Please fill up the basic information about the institution, with the help of interview of the institution head. General (Data may be available with CTE/DIET/BITE – in Annual work plan Document – 5 year trend)			
State	Mizoram	District	Aizawl
Name of Institution	Institute of Advanced Study in Education, Aizawl.		
Researcher name		Date of visit	1/9/2017
Respondent name	Dr.Lallianzuali Fanai	Designation	Assoc. Prof.

1. When was the institution established? Was it upgraded from some earlier institution? What was its earlier form?

The institution was established as Mizoram Institute of Education (MIE) on March, 1975. Date of Affiliation to North Eastern Hill University (NEHU), 10th March 1975 and was inaugurated on 25th June 1975. The college was affiliated to North Eastern Hill University on 25th June, 1975 Vide order No. A3/MIE/75-76/225 dated Shillong 25.6.1975.

As per Notification Vide order No. B12019/9/9/81- EDN/113 dated 17th August, 1989, Mizoram Institute of Education (MIE) was upgraded to College of Teacher Education (CTE) as per the recommendation of NPE 1986.

Recognition to CTE for B.Ed course of one year duration from the Academic - session 2000-2001 with an annual intake of 120 students vide No. 7-14/200-ERC/1490.

Permanent Affiliation to CTE by the 65th Meeting of the Academic Council held on 7th And 8th June, 2001 vide No. CDC/A.157/99-200/952, North Eastern Hill University, Bijni Complex Shillong-709003, Meghalaya.

Upgradation of CTE into IASE was approved in the meeting of the Teacher Education Approval Board (TEAB) dated 12th September, 2005 vide letter no. F.43-4/2005-EE9, Government of India, Ministry of Human Resource Development, New Delhi, dated 15th September, 2005.

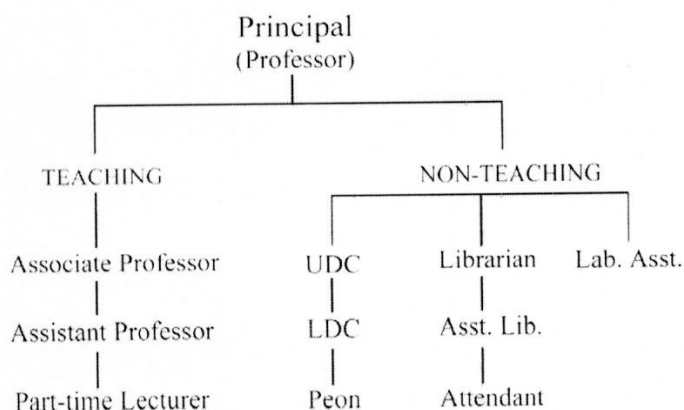
The institution got recognition for conducting M.Ed Course (additional course) with an annual intake of 35 on 24th November, 2009.

The institution got affiliated to M.Ed Course as per the 22nd meeting of Academic Council held on 1st June 2012 vide resolution NOAC.224(8) vide letter no. MZU/CDC/1/9/12/583 dated 11th June 2012.

Recognition was given to the institution to conduct M.Ed Course of 1 year duration with annual intake of 35 from the academic session 2012-2013 vide ERC order no. ERC/7-1316(1)10/2012/10678, dated 12.03.2013

Recognition of two year duration of M.Ed programme was again given to the institution with the annual intake of 50 students from the academic session 2015-2016 vide letter no.ERC/NCTE/ERCAAP362/M.Ed(Revised order)/2015/31686 dated 15/05/2015.

2. Organizational Structures (organogram) today.



3. Academic posts vacancy (note vacancies and transfers over the last five years).

8 Academic post are vacant.

List of faculty on superannuation (Pension) from the institution–

- 1) Dr. Varparhi – Principal
- 2) Dr. Lalrinkimi – Associate Professor
- 3) Dr. Lalliani - Associate Professor
- 2) Dr. Hmingthanzuala – Associate Professor
- 3) Mr. J.N Singh – Associate Professor

4. Non-academic posts (note vacancies and transfer over the last five years)

Post vacant –

- 1 Librarian,
- 1 Office assistant (CSS),
- 1 Technician and
- 1 Lower division clerk.

List of non-academic staff on superannuation (Pension) from the institution–

- 1) Hmingdailova - Librarian
- 2) Lalrinthanga – Drafty
- 3) Lalduhlaia Peon (4th Grade)

5. What are the key duties which the institution is expected to perform and which are performed within the current constraint of resources? (Note expected duties and actually performed duties)

The key duties on the institution include the following:

- 1) Organise the Pre-service Teacher Education courses for preparation of Secondary School teachers.
- 2) Organise subject oriented (4 day) duration and short theme-specific In-service Teacher Education Programme in collaboration with RMSA and other agencies.
- 3) Provide extension and resource support service to other professional bodies like DIET, College Teachers of Mizoram, Aizawl Theological College, Missionary Training Colleges, Administrative Training Institute, etc and Secondary Schools.
- 4) Organise In-service Teacher Education courses to clear the back-log untrained Secondary School Teachers' through B.Ed Multi-mode Programme.
- 5) Organise Pre-service Teacher Education course for the preparation of teacher educator both Secondary and Elementary teacher educators through M.Ed programme.
- 6) Work in collaboration with Mizoram Board of School Education (MBSE), State Institute of Educational Research and Training (SCERT), District Institute of Educational Training (DIET), SONAKO, Rashtrya Madhymik Shiksha Abhiyan (Mizoram), Rashtriya Uchchatar Shiksha Abiyan (Mizoram) and other teacher education institution as well as the University for Improvement in pedagogy, methodology, curriculum, syllabus and other related issues.
- 7) Organise training and workshop for promoting the competencies of teacher educators.
- 8) Provide Consultancy services to other institutions on request. (Note: 7 consultancy was provided by the institution in the last academic session to different colleges of Mizoram)

6. Has there been any recent major revision of the duties and functions of the institute? After RTE? After CSSTE 12th Plan?

- The Institute received recognition from NCTE to start M.Ed programme (Elementary and Secondary teacher educator) on March, 2012. The programme was started for the academic session 2012-13. (With the Upgradation of the institution into IASE)
- The institute set up of Equal Opportunity Cell after the RTE Act. (2015) (In order to provide equal opportunities to all and to promote awareness of equal opportunity among the B.Ed Student-teachers)
- Reservation of 3% seat for differently abled persons. (2010)
- Seminars and awareness campaign were conducted to promote the condition of the differently abled students. (Stated from 2010)
- The institution organize early intervention camp for early identification of children with disability among the children of Republic Veng. (2013)
- The faculty members took part in developing curriculum for the differently abled persons. (2016)
- Community mobilization on various social issues.

7. When did these take place? And why? (Who has occasioned then? For what reasons) Etc)

- Throughout the year, as and when required.

8. Was there any revisioning exercise based on which these changes were made?

Yes,

- Through activities, minor and action research.
- More attention was given to inclusive education.

9. Have there been any major restructuring of the institution? Why? How does the present structure compare with the earlier structure? Better/more problems etc.

- Yes, with the introduction of M.Ed programme and B.Ed Multi-mode programme. Major restructuring also took place with the introduction of 2 years B.Ed Course and 2 years M.Ed course.

-The difference in the course structure and duration requires change in the structure both in the physical facilities as well as in human resources. The institution undergoes major changes in its physical facilities which is found to be much better than the earlier structure.

10. Collection of related documents- Syllabus of on-going course (pre-service) and Annual work Plan/ budget (if any)

- Visit to national institutes i.e. NCERT, NUEPA, RIE, SCERT Delhi, JNU, DU, MZU and Calcutta University, etc. and many publishing houses in New Delhi for collection of related documents for the syllabus of on-going courses.

- Annual work plan is prepared as per the 12th Guidelines of CSSTE.

- All the faculty members prepare semester plan as well as monthly plan for their specific subject.

-Question banks were prepared by the all faculty members in their subjects.

11. Which of the following activities of the DIET are currently taking place (as envisioned in the 2012 guidelines).

-N.A-

12. CTE - Role as envisaged under 2012 CSSTE Guidelines.

Role	Yes/ No	If yes, details	Remarks
1. Has the CTE played a role in development of excellence in	YES	-Needs analysis surveys for training conducted -creation of context	-Training need rubrics for different Districts for secondary school teachers -Faculty members took part in

secondary teacher education?		specific handbook -maintenance of detailed database on secondary schools and secondary school teachers -other activities	Preparation of RMSA training Modules.
2. Have new CTEs been set up wherever a need was identified?	No		
3. Has the CTE developed collaboration with IASEs?	-NA-	<ul style="list-style-type: none"> - Capacity development of CTEs - Capacity development for handling research 	Dual function as CTE and IASE, Since IASE is the lone institute under Government of Mizoram
4. Has the CTE developed collaboration with SCERT?	YES	<ul style="list-style-type: none"> - Facilitating collaborations with other state agencies - Support provided to the CTE's PAC 	<ul style="list-style-type: none"> - Textbook development - Curriculum Development - School Leadership
5. Has the CTE used ICT effectively	YES	<ul style="list-style-type: none"> -adherence to NCFTE 2009 norms -Retention of 	<ul style="list-style-type: none"> - All classrooms are ICT enabled and the faculty members used them effectively for teaching. - Language hybrid Laboratory has

		institutional memory -Institutional Development -Development of institutional links -Development of locally relevant teacher education modules -Development of COPs	been set up with the latest technology which is effectively used for giving training for faculty development - All faculty members have been given training in ICT usage - There is a separate syllabus for ICT within the course structure of both B.Ed and M.Ed to prepare the student-teachers for ICT usage.
6. Has the PSTE programme been implemented?	Yes	How many students have completed the PSTE	PSTE has been implemented since 1975, 120 students have completed in the last academic year i.e. 2015-17 academic year.
7. Has the mandated process of tracking and monitoring been followed?	YES	Through ALUMNI and Placement Cell	
8. Does professional development of TEs form a part of the CTEs activities?	Yes	In what way?	By organizing workshops, seminars and training programmes.
9. Has the ISTE (In-service teacher Education) program been implemented?	YES	How many participants in 5 years?	60 teachers x 6 subjects x 48 Trainings = 17280 Approx.

10. Has the CTE provided extension and resource support to secondary schools?	YES	How many schools? What kind of support has been provided?	<p>205 secondary schools visited.</p> <p>I. The faculty members are invited as resource persons for -</p> <p>1) RMSA in-service teacher training programme in different districts of Mizoram.</p> <p>II. Conducted Workshop on -</p> <p>1) training of science methodology and Pedagogy for Secondary and Higher Secondary Teacher (14th Sept 2009)</p> <p>2) 1st workshop for providing academic support to non-achieving secondary schools (3rd to 6th Aug, 10')</p> <p>3) 2nd workshop for providing academic support to secondary schools (9th to 13th May, 11)</p> <p>4) Preparation of training management system for secondary school teachers (Sept 2012 – Dec 2013)</p> <p>5) In-service training of secondary school teachers and Headmasters under RMSA, Mizoram in collaboration with RMSA. (2012 till date)</p>
11. Has the CTE provided resource support to DIETs?	YES	How many? When? What support was provided?	<p>One – 26th to 28th June, 2013 –</p> <p>Conducted Workshop on Sensitization of DIET Faculty on the revised D.El.Ed curriculum</p>

12. Has the CTE established linkages with other education institutions?	YES	-	<ul style="list-style-type: none"> - Department Of Education, Mizoram University. - Higher and Technical Education Department, Govt. of Mizoram - School education Department, Govt. Of Mizoram. - SCERT, DIET, RMSA, RUSA, MHTC, etc.
13. Has the CTE undertaken research?	YES	Number of research studies? What were the topics? How were these disseminated or used?	<ul style="list-style-type: none"> - Study of the impact of Maternal Education on ---- - Working condition of teachers in Mizoram. - Minor Research Project Under UGC - Major Research Project Under ICSSR
14. Has material development taken place?	YES	What kind of material? How many resources were used? Where is this material available?	<p>1) Teaching Modules was developed in collaboration and funded by RMSA- Module for in-service training of teachers and head-master. It is available in the RMSA Office.</p> <p>2) Development of learning material for all papers for the B.Ed Multi-0mode Programme which is edited/revised every semester. It is available at IASE.</p>
15. Is the organizational	YES		If there are not followed, why not? NA

structure and personnel as per the given norms?			
16. Are the 1989 infrastructure guidelines followed?	YES		If these are not followed, why not? NA
17. Is the annual work plan prepared?	YES		If this is not prepared, why not? NA
18. Are there annual reports prepared?	YES		If this is not prepared, why not? NA
19. Does the CTE have a perspective plan prepared?	YES		If this is not prepared, why not? NA
20. What innovations have been introduced by the CTE in its role?		Language Lab and Hybrid Lab.	- Setting up of hybrid language laboratory.

13. Academic and non-academic posts vacant as of August/ Sept 2017:

	Sanctioned	Post filled	Permanent/ Contractual	Innovations/ Measures to deal with vacancies	Any Litigation for not filling up vacancies
Academic	28(15 under Mizoram Govt./ 11 under CSS/	19 (10 under Mizoram Government/ 8 under	10 permanent/ 8 under CSS/ 1 under part -	Filling of 5 academic post under Mizoram Government	-NA-

	3 RUSA)	CSS)	time	and 3 academic post under RUSA in process	
Non-academic	21 (15 under State Govt. And 6 under CSS)	17 (11 under State Govt. and 4 under CSS)	11 permanent/ 4 under CSS	Filling up of 1 librarian post under process	- NA-
Total	49	36			

14. Faculty Information

1	Is there an appointed head or acting head?	Yes, Appointed Head
2	What is the strength of Senior faculty?	1 Professor and 7 Associate Professors
3	What is the strength of junior faculty?	11 Assistant Professors
4	How many faculty fulfil the NCTE qualifications?	19 (all faculty)
5	Which subject specialisations do faculty have? Science, maths, language (of the state/region)	Physical Science – 1 Language – 2 Social Science – 1 ICT – 1 Mathematics – 1 Life Science – 1

15. How many in service programmes were conducted under the CSSTE scheme?

	For teacher	For MRP/KRPs	For teacher educators/TEIs	School heads
2011-2012	2	NA	NA	NA

2012-2013	1	NA	2	NA
2013-2014	3	NA	NA	1
2014-2015	3	NA	1	NA
2015-2016	3	NA	NA	NA
2016-2017	3	NA	NA	NA

**16. How many in-service programmes were conducted under other schemes?
(SSA/RMSA/Other state funds)**

	For teacher	For MRPs/KRPs	For teacher educators/TEIs	School heads
2011-2012	2	NA	1	NA
2012-2013	9	NA	1	2
2013-2014	5	NA	4	NA
2014-2015	5	NA	1	NA
2015-2016	3	NA	NA	NA
2016-2017	11	1	NA	NA

17. Students Profile

Course Name	No. of Students	No. of Girls	No. of SC Students	No. of ST students	No. of students from under Rs 1 lakh annual family income	Any other details
B.Ed 1 st Semester (Regular)	120	66	-	120	-	-
B.Ed 3 rd Semester (Regular)	120	74	-	120	-	-

B.Ed-Multi-mode (IASE & CTE Centre) 2 nd Semester	100+100	34+36 =70				
B.Ed-Multi-mode (IASE & CTE Centre) 4 th Semester	100+100	27+23 =50				
M.Ed 1 st Semester	50	30	-	-	-	-
M.Ed 3 rd Semester	16	9	-	-	-	--

18. Funds received and utilized by DIET/CTE/BITE Under the CSSTE scheme

S. No	Year	Fund proposed (in lakhs)	Fund sanctioned (in lakhs)	Fund received (in lakhs)	Date on which funds received	Fund utilized (in lakhs)	If there was any additional (apart from what was received from the Centre as per guidelines) source of funding please mention
1	2011-12	6.5	6.5	6.5	-	6.5	
2	2012-13	289.91	50.50	5.50	2012, 2013, 2016	50.50	
3	2013-14	100.00	53.00	53.00	12th September, 2013 3rd December, 2013	53.00	

					14th March, 2014		
4	2014-15				September 2014 November 2014		
		60.00	25.00	25.00	2014	25.00	
5	2015-16				25th February, 2016 19th July, 2016		
		140.00	14.42	14.42		14.42	
6	2016-17				6th March, 2017		
		201.48	138.99	69.89		69.89	
				103.59 (1st Installment 75%)	18th August, 2017	Under processes	
		175.75	138.12				

19. What are the other sources from which funds were received? (Please include also funds raised by the institution locally)

S.No	Year	Source/ scheme	Amount (in lakhs)	Purpose (Given in the next point)	Date on which funds received	Fund utilized (in lakhs)	Achievements
1	2011-12	State UGC	231.22 36.43		5/4/2011 8/2/12	Fully utilized	1) Projector 2) Started building Multi-purpose Hall (Sport Infrastructure) 3) Started

							Construction of girls Hostel
2	2012-13	State UGC	234.00 54.57		4/4/13 27/2/13	Fully utilized	<p>1) Language Laboratory was set up (computers were brought)</p> <p>2) Several books and journals were purchased</p> <p>3) Continuation of building Sport infrastructure</p>
3	2013-14	State UGC	232.80 56.595		2/4/13 2/4/13	Fully utilized	<p>1) Started construction of boys hostel, and boys hostel was run in a rented house and conveyance stipend was given to needy students</p> <p>2) UGC resource centre was set up with all the required equipment and an internet connection of 4mbps was taken from BSNL.</p> <p>3) Remedial</p>

							Coaching, career and guidance counselling were conducted.
4	2014-15	State UGC	300.80 21.42		5/4/14 25/4/14	Fully utilized	1) Construction of Sport infrastructure was continued and was completed by March 2015. It was inaugurated on 21 st March, 2015 by Honourable Minister Romawia, Higher and technical Department. 2) Conduct research work on working condition of teachers in Mizoram in collaboration with NEUPA
5	2015-16	State UGC RUSA	275.64 16.90 13.50		7/4/15 21/12/15 4/12/15	Fully utilized	1) National Seminar was conducted. 2) Curriculum Development

							workshop was conducted for M.Ed and B.Ed 2 years course 3) Construction of Girls hostel was completed. 4) Started construction of basketball cum volley ball court. 5) From RUSA fund, new M.Ed building construction started.
6	2016-17	State UGC RUSA	368.84 8.62 104.99		5/4/17 26/1/17 5/4/16	Fully utilized	1) Completed Construction of M.Ed building. 2) Under equity intervention, seminars and workshops were conducted (gender issues, human rights, child right, transgender etc) 3) Construction of boys hostel continue.

Purpose:

- 2011 – 12 State – Salary and contingency
- UGC (1) Equipment and teaching aids
- (2) Sport infrastructure
- (3) Girls Hostel Construction
- 2012 – 13 State – Salary and Contingency
- UGC (1) Equipment and teaching aids
- (2) Sport infrastructure
- (3) Book, Journals and Equipment
- 2013 – 14 State – Salary and Contingency
- UGC (1) Boys Hostel, Students Accommodation, Conveyance
- (2) Equipment of UGC, NRC and Internet Connectivity
- (3) Remedial Coaching
- (4) Career and Counselling
- 2014 – 15 State – Salary and Contingency
- UGC (1) Sport infrastructure
- (2) General Development Assistance
- (3) IQAC
- (4) NUEPA
- 2015 – 16 State – Salary and Contingency
- UGC (1) Seminar/Conference/Workshop

(2) Girls Hostel Construction

(3) Sport Infrastructure (Basketball Court)

RUSA (1) Infrastructure (State)

(2) Preparatory CRT

2015 – 16 State – Salary and Contingency

UGC – GDA

RUSA (1) M.Ed building

(2) Equity Initiatives

(3) Infrastructure