

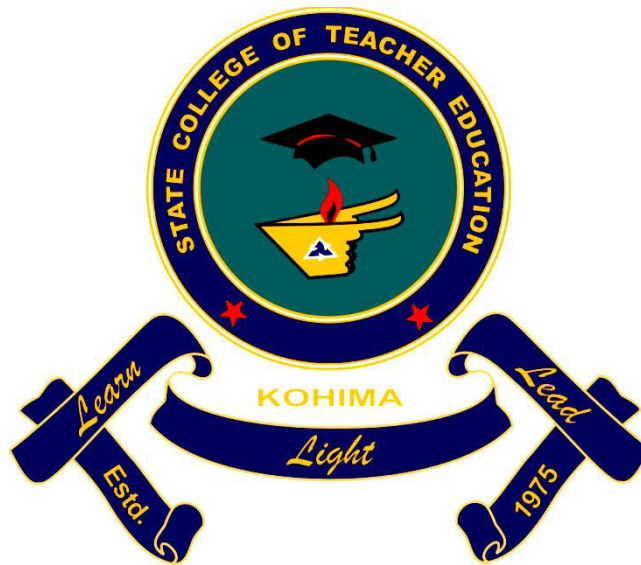
# State College of Teacher Education

(Formerly, Nagaland College of Teacher Education)

Under UGC, 2(f) & 12(B), 1956 Act. Recognized by NCTE and Affiliated to Nagaland University  
NAAC Accredited, 'B' 2011

## SELF APPRAISAL REPORT - 2017 (CYCLE-2)

Institution Track ID: NLCOTE14485



*Submitted For Re-Accreditation*

To

NATIONAL ASSESSMENT & ACCREDITATION COUNCIL  
(NAAC)

Nagarbhavi, Bangalore- 560072.



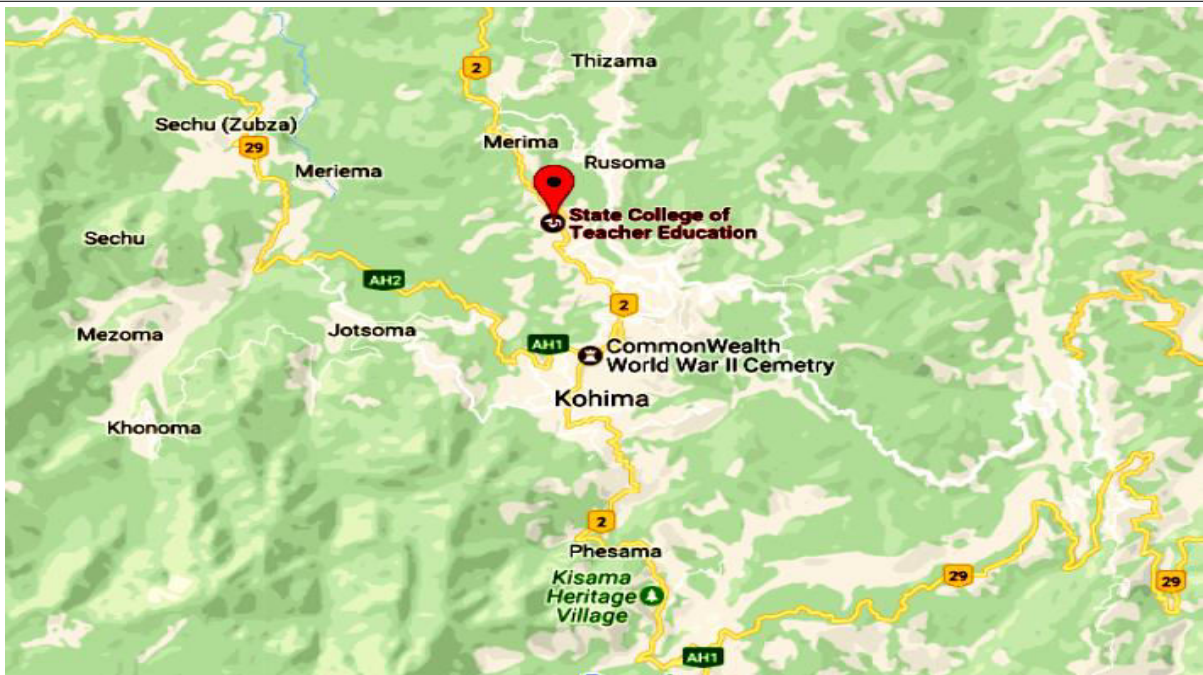
# INDIA



# Nagaland



Place of the Institute  
Kohima



To,

**The Director  
National Assessment and Accreditation Council,  
Bangalore – 560 056**

**Subject: *Submission of Re-Accreditation Report (TRACK ID – NLCOTE14485)***

Dear Sir,

Please find herewith five printed copies and one soft copy (CD) of Self Assessment and Re-Accreditation Report for your kind perusal, in respect of State College of Teacher Education, Kohima, Nagaland.

Yours sincerely,



**PRINCIPAL**  
State College of Teacher Education  
Kohima, Nagaland.

**(Shri Hekishe Sema)**

Principal,  
SCTE-Kohima



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## **SECTION : A**

# **SECTION : B**

## **PART-I - INSTITUTIONAL DATA**

**A) Profile of the Institution**

**B) Criterion Wise Input**

## **Part II- EVALUATIVE REPORT**

*From The Principal's Desk.....*

**State College of Teacher Education (Formerly Nagaland College of Teacher Education) Kohima** was established in 1975 by the State Government of Nagaland to impart quality and value based teacher education. It was affiliated to North Eastern Hill University (NEHU), Shillong, Meghalaya. In the year 1995, affiliation was transferred to Nagaland University, and included under 2(f) and 12 (B) of UGC Act. in the year 1988 and thereafter recognised by NCTE and upgraded to CTE in March 1996. The institution aims at empowering the student teachers with the professional and social competencies to compete with the challenging world. The synergetic efforts of management, teaching staff, non-teaching staff and students, who have been working as a team with an excellent cooperation and zeal, proved as a great boon for this institution to grow from stature to strength in the pursuit of knowledge and excellence.



This Self Study Report is a comprehensive status report of our institution, its achievements, strengths, weaknesses, opportunities and challenges. An attempt has been made to portray a comprehensive picture of the institutional activities organized to realize our mission and vision as per the NAAC guidelines. The report is written in two parts as per the guidelines given in the Manual for self-appraisal of Teacher Education Institutions. Part – I provides quantified data/information of the Institution for the self appraisal and Part –II provides descriptive /qualitative information of the Institution.

This report reflects the outcome of dedicated and collective efforts of every individual associated with this institution. It tries to bring together different stakeholders to make the process highly participatory and interactive. The staff members gave their best to scrutinize and compile the data and information. The process of compiling this document enabled us to have a deeper insight into the nature and the process of the academic programmes offered by our institution to meet the challenges of Teacher Education. This academic exercise has helped us in understanding and planning the institutional activities so as to enable the institution to march forward to achieve our motto – “Learn, Light, Lead”.

I feel privileged and proud in placing this Appraisal Report before the honourable members of the NAAC Peer team.

We eagerly look forward to the NAAC Peer Team visit.

**Principal**  
**State College of Teacher Education,**  
**Kohima, Nagaland.**

**VISION OF THE INSTITUTION:**

*Impacting Social Uplift through Responsive, Relevant and Reflective Teacher Preparation.*

**MISSION OF THE INSTITUTION:**

*Prepare Reflective, Humane Professionals as Catalysts of Change, Pro-actively engaged in Redefining Process and Practice of Education.*

**OBJECTIVES OF THE INSTITUTION:**

To facilitate student teachers to:

- i. Develop concern and love for learners, learning and teaching with commitment to serve society and work for its reconstruction;
- ii. Understand and appreciate the multi-dimensional aspects of teaching-learning and effectively design learning experiences to address diversities;
- iii. View learners as participants in the creation of knowledge and actively engage them in meaningful learning;
- iv. View learning as a continuous and evolving process of meaning-making and knowledge generation as a process of Reflective learning;
- v. Understand pedagogy as an integration of knowledge about learner, content and context;
- vi. Develop competencies to effectively use evaluation ‘for learning’ rather than ‘of learning’, aimed at continuous and comprehensive evaluation of learners and the learning process;
- vii. Nurture values of Justice, Equality, Peace and Social Responsibility, and commitment to the cause of a Just and Peaceful society;
- viii. Develop capacities for Critical Thinking and Reflection and help develop the same in learners;
- ix. Identify and develop their potentials and strengths; realise their limitations and adopt measures to address them;
- x. Effectively prepare themselves for multiple roles both within and outside the classroom;
- xi. Develop language, communication and ICT skills as means of facilitating learning as well as life-long learning;
- xii. Develop interest and skills in Research and view it as a an indispensable tool for a professional practitioner;
- xiii. Nurture artistic and creative sensibilities, with abilities to develop the same among learners.



**IQAC:**

NAAC Committee of the institution was established in the year 2007 with three members: Dr. K. Punyu as Chairman, Y.S.Singh as Co-ordinator and T.Alemla Longkumer as Committee Member. In August 2011 the College was assessed by NAAC and was accredited with “B” grade with a grade point of 2.5. At present the NAAC Committee members are:

**Chairman:** Shri Hekishe Sema

**Co-ordinator:** Mr Sandip Ratna

**Assistant Coordinator:** Ms Thronlem Jorlim Konyak

**Committee Members:** 1. Ms T. Alemla Longkumer

2. Ms Temsutula Longkumer

**NAAC Steering Committee:**

In 2013 the IQAC was constituted with the following members:

1. Principal: Chairperson
2. Additional Secretary, H&TE: Member
3. Additional Director, HE: Member
4. Headmaster, Ruzhukhrie GHSS: Member
5. Headmaster, Baptist High HSS: Member
6. Dr K. Punyu: Member (Community)
7. President, Alumni Association SCTE- Kohima: Ex-officio Member
8. Co-ordinator, NAAC Committee: Member-Secretary

**Different Committees of IQAC**

1. Information & Communication Committee
2. Guidance & Counselling Committee
3. Staff – Student Welfare Committee
4. Research & Publication Committee
5. Purchase Committee
6. Hostel Committee
7. Academic & Student Activities Committee
8. Campus & Resource Management Committee
9. Library Committee

## FACULTY:



Mr Hekishe Sema  
*Principal*  
M. A (Education), B Ed.



Dr. Bendangyapangla  
*Assistant Professor*  
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*Assistant Professor*  
MCA, B Ed., Department of  
Computer Education  
mhasi08@gmail.com

**SUPPORTING STAFF:****Library :**

Sl. No.	Name	Designation	Qualification
1.	Dr. Sashilemla	Librarian	MLISc.
2.	Mr Yanger	Asst. Librarian	BA
3.	Mrs. Watila	Library Asst.	PU
4.	Mrs. Waikala	Attendant	VI
5.	Mr. Asezo	Attendant	XI
6.	MS. Julia Metseivinuo	Steno	PU

**Ministerial Staff:**

Sl. No.	Name	Designation	Qualification
1.	MR. I. KIKUMSUNGBA	H/A	P.U Arts
2.	MS. ATILA	UDA	Matriculate
3.	MS.ALEMLA	UDA	Matriculate
4.	MR. VIHUTO	UDA	B.A
5.	MS. CHIESHULIE	LDA	PU
6.	MR. KHRIESAKEDUO	LDA	B. Tech.
7.	MS. N. KENEI	LDA	B.Sc.
8.	MR. NOVIZO	UDA	M.A., PGDCA
9.	MS. FLORENCE	DEMONSTRATOR	PU
10.	MR. SENTIMEREN	LAB. ASST.	PU
11.	MS. TIANARO	TYPIST	Under Matric
12.	MS. DIETHOSENUEO	TYPIST	B.A
13.	MR. HURAKHO	DRIVER	IX
14.	MR. KHEZHETO	B/CONDUCTOR	Cl. VIII
15.	MR. KEKHRIESELHOU	PROJECTOR OPERATOR	Cl. VIII
16.	MR. AOTOSHI	DRIVER	Cl. VIII
17.	MR. SALONYI	PEON	CL.X
18.	MR. RUOKUONEIZO	PEON	PU
19.	MR. KENEISEZO	PEON	IX
20.	MR. NEILAZOLIE	DUFTRY	Cl. VIII
21.	MS. TSUKTISANGLA	PEON	VII
22.	MS. KENEIPHRE-Ü	DUFTRY	VIII
23.	MS. TAINLA	DUFTRY	PU
24.	MS. PEZALE	DUFTRY	PU
25.	MS. THEJANUO	SWEEPER	IX
26.	MS. KEZEVINUO	SWEEPER	IV
27.	MS. NEIBUNUO	SWEEPER	V
28.	MS. SEDEVINUO	MALI	IV
29.	MR. PUHURA	MALI	IX
30.	MS. NEISAZONUO	MALI	VI
31.	MS.M.K. TAMANG	CLEANER	V
32.	MR. KEVISETUO	D/CHOWKIDAR	X
33.	MR. KUOVILIE	N/COWKIDAR	VI
34.	MR. RUKHIENYU	COOK	X
35.	MR SUPONGNUNGBA	PEON	VIII

# **SECTION : B**

## **PART-I - INSTITUTIONAL DATA**

**A) Profile of the Institution**

**B) Criterion Wise Input**

## **Part II- EVALUATIVE REPORT**

## A. PROFILE OF THE INSTITUTION:

1. Name and Address of the institution: *State College of Teacher Education,  
Opposite SCERT, High School Area,  
Kohima, Nagaland. Pin:797001*

2. Website URL: *http://sctek.online*

3. For communication:

### Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal <b>Shri Hekishe Sema</b>	0370-2260086		principalscte50@gmail.com
Vice-Principal --			
Self - appraisal Co-ordinator <b>Shri Sandip Ratna</b>	+919856950447		sandipncte@yahoo.in

### Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal <b>Shri Hekishe Sema</b>		+917085232432 +919856071221
Vice-Principal		
Self - appraisal Co-ordinator <b>Shri Sandip Ratna</b>		+919856950447

4. Location of the Institution:

Urban  Semi-urban  Rural  Tribal

Any other (specify and indicate)

5. Campus area in acres: 0.85 acres

6. Is it a recognized minority institution? Yes  No

7. Date of establishment of the institution:  
Month & Year

MM	YYYY
04	1975

8. University/Board to which the institution is affiliated:

Nagaland University

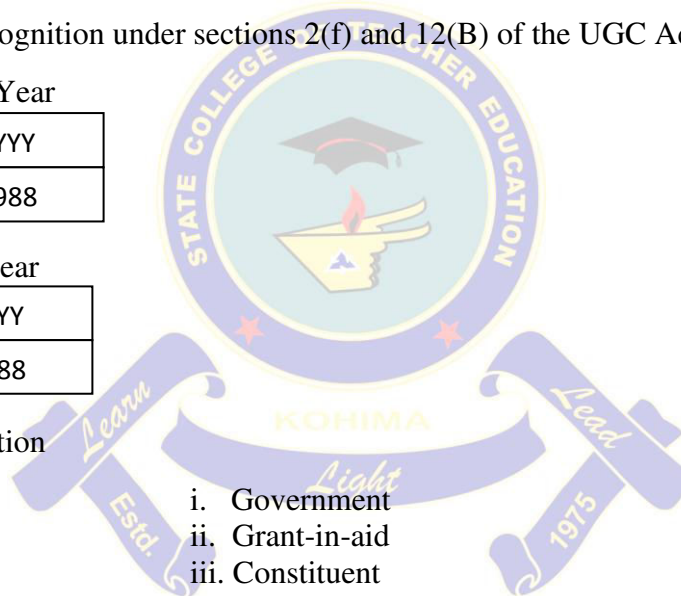
9. Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act.

2f

Month & Year	
MM	YYYY
02	1988

12B

Month & Year	
MM	YYYY
02	1988



10. Type of Institution
- a. By funding
    - i. Government
    - ii. Grant-in-aid
    - iii. Constituent
    - iv. Self-financed
    - v. Any other (specify and indicate)
  - b. By Gender
    - i. Only for Men
    - ii. Only for Women
    - iii. Co-education
  - c. By Nature
    - i. University Dept.
    - ii. IASE
    - iii. Autonomous College
    - iv. Affiliated College
    - v. Constituent College
    - vi. Dept. of Education of Composite College
    - vii. CTE
    - Viii. Any other (specify and indicate)

11. Does the University / State Education Act have provision for autonomy?

Yes  No

If yes, has the institution applied for autonomy?

Yes  No

12. Details of Teacher Education programmes offered by the institution:

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary/ Sr. secondary			Certificate		
		B.Ed.	BA/BSc/BC om	Degree	2 yrs	English
iv.	Post Graduate			Diploma		
		M.Ed.	B.Ed./D.El. Ed/ D.Ed	Degree	2yrs	English
v.	Other (specify)			Certificate		
				Diploma		
				Degree		

*(Additional rows may be inserted as per requirement)*

13. Give details of NCTE recognition (for each programme mentioned in Q.12 above)

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary	B.Ed	2799(12) 11.2.97	Until Further order	100
Post Graduate	M.Ed.	ERC/7- 163.6.5/NCTE/MEd- Additional Course/2013/21793 dt- 08/11/2013	Until Further Notification	50
Other (specify)				

*(Additional rows may be inserted as per requirement)*





**B) Criterion-wise inputs:****Criterion I: Curricular Aspects**

1. Does the Institution have a stated  
Vision 

Yes	<input checked="" type="checkbox"/>	No	
-----	-------------------------------------	----	--
- Mission 

Yes	<input checked="" type="checkbox"/>	No	
-----	-------------------------------------	----	--
- Values 

Yes		No	
-----	--	----	--
- Objectives 

Yes	<input checked="" type="checkbox"/>	No	
-----	-------------------------------------	----	--

- 2 a) Does the institution offer self-financed programme(s)? 

Yes		No	<input checked="" type="checkbox"/>
-----	--	----	-------------------------------------

If yes,

a) How many programmes?

b) Fee charged per programme

3. Are there programmes with semester system 

Yes
-----

4. Is the institution representing/participating in the curriculum development/ revision processes of the regulatory bodies?

Yes	<input checked="" type="checkbox"/>	No	
-----	-------------------------------------	----	--

If yes, how many faculty are on the various curriculum development/vision committees/boards of universities/regulating authority.

All
-----

5. Number of methods/elective options (programme wise)

D.Ed.	x
B.Ed.	a)4 method. b) 4 Optionals
M.Ed. (Full Time)	a) 4 method. b )3X2 Electives
M.Ed. (Part Time)	x
Any other (specify and indicate)	x

6. Are there Programmes offered in modular form

Yes		No	<input checked="" type="checkbox"/>
-----	--	----	-------------------------------------

Number	
--------	--

7. Are there Programmes where assessment of teachers by the students has been introduced

Yes		No	<input checked="" type="checkbox"/>
-----	--	----	-------------------------------------

Number	
--------	--

8. Are there Programmes with faculty exchange/visiting faculty

Yes	<input checked="" type="checkbox"/>	No	
-----	-------------------------------------	----	--

Number	2(B.Ed)+3(M.Ed.)
--------	------------------

9. Is there any mechanism to obtain feedback on the curricular aspects from the

- Heads of practice teaching schools
- Academic peers
- Alumni
- Students
- Employers

Yes	<input checked="" type="checkbox"/>	No	
Yes	<input checked="" type="checkbox"/>	No	
Yes	<input checked="" type="checkbox"/>	No	
Yes	<input checked="" type="checkbox"/>	No	
Yes		No	<input checked="" type="checkbox"/>

10. How long does it take for the institution to introduce a new programme within the existing system?

Depends on the permission given by the University

11. Has the institution introduced any new courses in teacher education during the last three years?

Yes		No	
-----	--	----	--

Number	1
--------	---

(M. Ed)

12. Are there courses in which major syllabus revision was done during the last five years?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Number	2
--------	---

13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

14. Does the institution encourage the faculty to prepare course outlines?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------



## Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?

- a) Through an entrance test developed by the institution
- b) Common entrance test conducted by the University/Government
- c) Through an interview
- d) Entrance test and interview
- e) Merit at the qualifying examination
- f) Any other (specify and indicate)
- (If more than one method is followed, kindly specify the weightages)*

2. Furnish the following information (for the previous academic year):

- a) Date of start of the academic year
- b) Date of last admission
- c) Date of closing of the academic year
- d) Total teaching days
- e) Total working days

3. Total number of students admitted ( Year: 2016-18)

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	13	44	57						
M.Ed. (Full Time)	03	17	20						
M.Ed. (Part Time)									

4. Are there any overseas students?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

If yes, how many?

5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).

a) Unit cost excluding salary component

Rs 2,333

b) Unit cost including salary component

Rs 1 . 259 Lakh

(Please provide the unit cost for each of the programme offered by the institution as detailed at **Question 12** of profile of the institution) (as per 2014-15, For Exp. Ref. p.No: 21 )

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.	87	63		
M.Ed. (Full Time)	74	65		
M.Ed. (Part Time)				

7. Is there a provision for assessing students' knowledge and skills for the programme (after admission)?

Yes

No

8. Does the institution develop its academic calendar?

Yes

No

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.	75%	16.67%	8.33%
M.Ed. (Full Time)	78.92%		21.08%
M.Ed. (Part Time)			

## 10. Pre-practice teaching at the institution

**OLD COURSE up to 2014**

a) Number of pre-practice teaching days

1	0
---	---

b) Minimum number of pre-practice teaching lessons given by each student

1	2
---	---

**NEW COURSE From 2015-17**

a) Number of pre-practice teaching days

0	6
---	---

b) Minimum number of pre-practice teaching lessons given by each student

0	7
---	---

## 11. Practice Teaching at School

**OLD COURSE up to 2014**

a) Number of schools identified for practice teaching

2	2
---	---

b) Total number of practice teaching days

3	0
---	---

c) Minimum number of practice teaching lessons given by each student

4	0
---	---

**NEW COURSE From 2015-17**

a) Number of schools identified for practice teaching

2	4
---	---

b) Total number of practice teaching days

5	8
---	---

c) Minimum number of practice teaching lessons given by each student

5	5
---	---

12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

	OLD/NEW COURSE		OLD/NEW COURSE
No. of Lessons In simulation	4/2	No. of Lessons Pre-practice teaching	Nil

13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes  No

14. Does the institution provide for continuous evaluation?

Yes  No

15. Weightage (in percentage) given to internal and external evaluation

Programmes	Internal	External
D.Ed.		
B.Ed.	70%	30%
M.Ed. (Full Time)	70%	30%
M.Ed. (Part Time)		

16. Examinations

a) Number of sessional tests held for each paper

2 to	4
------	---

b) Number of assignments for each paper

2 to	3
------	---

17. Access to ICT (Information and Communication Technology) and technology.

	Yes	No
Computers	<input checked="" type="checkbox"/>	
Intranet		<input checked="" type="checkbox"/>
Internet	<input checked="" type="checkbox"/>	
Software / courseware (CDs)	<input checked="" type="checkbox"/>	
Audio resources		<input checked="" type="checkbox"/>
Video resources	<input checked="" type="checkbox"/>	
Teaching Aids and other related materials	<input checked="" type="checkbox"/>	
Any other (specify and indicate)		

18. Are there courses with ICT enabled teaching-learning process?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

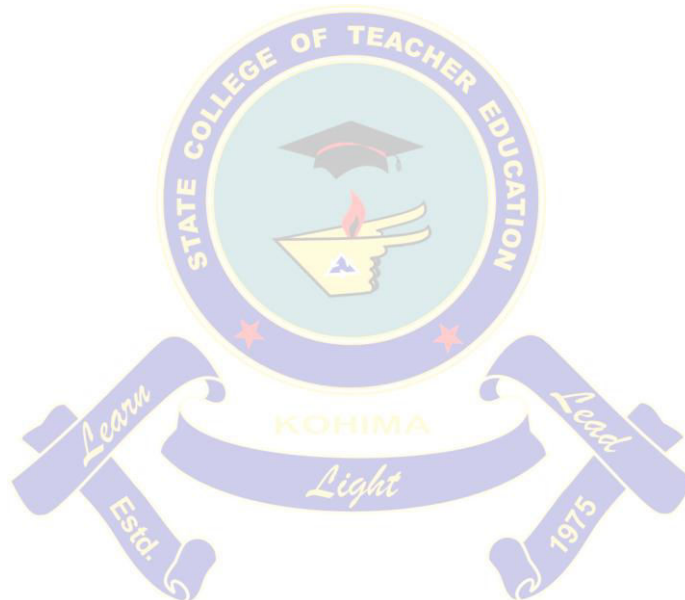
Number	1
--------	---

19. Does the institution offer computer science as a subject?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

If yes, is it offered as a compulsory or optional paper?

Compulsory  Optional





### Criterion III: Research, Consultancy and Extension

1. Number of teachers with Ph. D and their percentage to the total faculty strength

Number	1	6.67	%
--------	---	------	---

2. Does the Institution have ongoing research projects?

Yes		No	✓
-----	--	----	---

If yes, provide the following details on the ongoing research projects

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any

(Additional rows/columns may be inserted as per the requirement)

3. Number of completed research projects during last three years.

Nil

4. How does the institution motivate its teachers to take up research in education? (Mark ✓ for positive response and X for negative response)

- Teachers are given study leave
- Teachers are provided with seed money
- Adjustment in teaching schedule
- Providing secretarial support and other facilities
- Any other specify and indicate

5. Does the institution provide financial support to research scholars?

Yes  No

6. Number of research degrees awarded during the last 5 years.

a. Ph.D.

b. M.Phil.

7. Does the institution support student research projects (UG & PG)?

Yes

No

State College of Tea

Education-Kohima; SAR\_2012-16



## 8. Details of the Publications by the faculty (Last five years)

	Yes	No	Number
International journals	<input checked="" type="checkbox"/>		3
National journals – referred papers Non referred papers	<input checked="" type="checkbox"/>		4
Academic articles in reputed magazines/news papers	<input checked="" type="checkbox"/>		5
Books			
Any other (specify and indicate)			

## 9. Are there awards, recognition, patents etc received by the faculty?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Number	1
--------	---

## 10. Number of papers presented by the faculty and students (during last five years):

	Faculty	Students
National seminars	7	
International seminars		
Any other academic forum		

11. What types of instructional materials have been developed by the institution?  
(Mark `✓' for yes and `X' for No.)

Self-instructional materials	<input checked="" type="checkbox"/>
Print materials	<input checked="" type="checkbox"/>
Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)	<input checked="" type="checkbox"/>
Digitalized (Computer aided instructional materials)	<input checked="" type="checkbox"/>
Question bank	<input checked="" type="checkbox"/>
Any other (specify and indicate)	<input checked="" type="checkbox"/>

## 12. Does the institution have a designated person for extension activities?

Yes  No  15

If yes, indicate the nature of the post.

Full-time  Part-time  Additional charge

13. Are there NSS and NCC programmes in the institution?

Yes  No

14. Are there any other outreach programmes provided by the institution?

Yes  No

15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus

16. Does the institution provide consultancy services?

Yes  No

In case of paid consultancy what is the net amount generated during last three years.

17. Does the institution have networking/linkage with other institutions/ organizations?

Local level	<input checked="" type="checkbox"/>
State level	<input checked="" type="checkbox"/>
National level	<input checked="" type="checkbox"/>
International level	<input checked="" type="checkbox"/>

**Criterion IV: Infrastructure and Learning Resources**

1. Built-up Area (in sq. mts.)

0.85 acres

2. Are the following laboratories been established as per NCTE Norms?

- |  |     |                                     |    |                                     |
|--|-----|-------------------------------------|----|-------------------------------------|
| a) Methods lab                             | Yes | <input type="checkbox"/>            | No | <input checked="" type="checkbox"/> |
| b) Psychology lab                          | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/>            |
| c) Science Lab(s)                          | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/>            |
| d) Education Technology lab                | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/>            |
| e) Computer lab                            | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/>            |
| f) Workshop for preparing<br>teaching aids | Yes | <input type="checkbox"/>            | No | <input checked="" type="checkbox"/> |

3. How many Computer terminals are available with the institution?

35

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?

0.80 lakhs

5. What is the Amount spent on maintenance of computer facilities during the previous academic year?

0.20 lakhs

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?

0.27 lakh

7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial year?

13.09 lakh

8. Has the institution developed computer-aided learning packages?

Yes

No

9. Total number of posts sanctioned

Open Reserved Total

Teaching

Non-teaching

M	F	M	F	
--	--	--	--	14
--	--	--	--	42

10. Total number of posts vacant

Open Reserved Total

Teaching

Non-teaching

M	F	M	F	
--	--	--	--	4
--	--	--	--	--

11. a. Number of regular and permanent teachers

Open Reserved (Gender-wise)

Lecturers

Readers

Professors

M	F	M	F
2	10	--	--

M	F	M	F
--	--	--	--

M	F	M	F
--	--	--	--

b. Number of temporary/ad-hoc/part-time teachers (Gender-wise)

Open Reserved

Lecturers

Readers

Professors

M	F	M	F
--	5	--	--

M	F	M	F
--	--	--	--

M	F	M	F
--	--	--	--

c. Number of teachers from Same state

16

Other states

01

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	
B.Ed.	12:1
M.Ed. (Full Time)	14:1
M.Ed. (Part Time)	

13. a. Non-teaching staff

Open Reserved

Permanent

M	F	M	F
20	17	--	--

Temporary

M	F	M	F
--	2	--	--

b. Technical Assistants

Permanent

M	F	M	F
02	01	--	--

Temporary

M	F	M	F
--	--	--	--

14. Ratio of Teaching – non-teaching staff

1:3

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)

40.97

16. Is there an advisory committee for the library?

Yes

No

## 17. Working hours of the Library

On working days

6 Hours

On holidays

--

During examinations

3 Hours

## 18. Does the library have an Open access facility

Yes		No	✓
-----	--	----	---

## 19. Total collection of the following in the library

a. Books

9303

- Textbooks

6327

- Reference books

2976

b. Magazines

2

e. Journals subscribed

- Indian journals

2

- Foreign journals

f. Peer reviewed journals

g. Back volumes of journals

h. E-information resources

- Online journals/e-journals : (INFLIBNET)

1

- CDs/ DVDs

15

- Databases

- Video Cassettes

- Audio Cassettes

## 20. Mention the

Total carpet area of the Library (in sq. mts.)

68.87

Seating capacity of the Reading room

36

## 21. Status of automation of Library

Yet to initiate

Partially automated

Fully automated

22. Which of the following services/facilities are provided in the library?

Circulation

Clipping

Bibliographic compilation

Reference

Information display and notification

Book Bank

Photocopying

Computer and Printer

Internet

Online access facility

Inter-library borrowing

Power back up

User orientation /information literacy

Any other (please specify and indicate) e-Books

23. Are students allowed to retain books for examinations?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

24. Furnish information on the following

Average number of books issued/returned per day

11/10

Maximum number of days books are permitted to be retained

by students

15

by faculty

45

Maximum number of books permitted for issue

for students

4

for faculty

8

Average number of users who visited/consulted per month

210

Ratio of library books (excluding textbooks and book bank

1:45



facility)to the number of students enrolled

25. What is the percentage of library budget in relation to total budget of the institution ( Year: 2015-16)

0.21%
-------

26. Provide the number of books/ journals/ periodicals that have been added to the library during the last three years and their cost.

	2014-15		2015-16		2016-17	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	59	43,545	63	53,250	240	1,53,785
Other books						
Journals/ Periodicals	1	4200	2	7200	0	0
Any others specify and indicate						
<i>(Additional rows/columns may be inserted as per requirement)</i>						



### Criterion V: Student Support and Progression

1. Programme wise “dropout rate” for the last three batches

Programmes	2012	2013	2014
D.Ed.			
B.Ed.	6%	6%	5%
M.Ed. (Full Time)	--	--	0%
M.Ed. (Part Time)			

2. Does the Institution have the tutor-ward/or any similar mentoring system?

Yes		No	✓
-----	--	----	---

If yes, how many students are under the care of a mentor/tutor?

3. Does the institution offer Remedial instruction?

Yes	✓	No	
-----	---	----	--

4. Does the institution offer Bridge courses?

Yes		No	✓
-----	--	----	---

5. Examination Results during past three years (provide year wise data)

	UG			PG			M. Phil		
	I 2012	II 2013	III 2014	I	II	III 2014	I	II	III
Pass percentage	77.89	87.88	84.69	-	--	94.44			
Number of first classes	58	58	83	-	--	17			
Number of distinctions	--	--	--			--			
Exemplary performances (Gold Medal and university ranks)	--	--	--			--			

6. Number of students who have passed competitive examinations during the last three years (provide year wise data)

	I	II	III
NET			
SLET/SET			
Any other (specify and indicate)			

7. Mention the number of students who have received financial aid during the past three years.

Financial Aid	I 2012	II 2013	III 2014
Merit Scholarship			
Merit-cum-means scholarship			
Fee concession			
Loan facilities			
Any other specify and indicate ( <i>Post-Matric Scholarship</i> )	38	26	46

(Additional rows may be inserted as per requirement)

8. Is there a Health Centre available in the campus of the institution?

Yes		No	✓
-----	--	----	---

9. Does the institution provide Residential accommodation for:

Faculty

Yes	✓	No	
-----	---	----	--

Non-teaching staff

Yes	✓	No	
-----	---	----	--

10. Does the institution provide Hostel facility for its students?

Yes	✓	No	
-----	---	----	--

If yes, number of students residing in hostels

Men

--

Women

22
----

11. Does the institution provide indoor and outdoor sports facilities?

Sports fields

Yes		No	✓
-----	--	----	---

Indoor sports facilities

Yes	✓	No	
-----	---	----	--

Gymnasium

Yes	✓	No	
-----	---	----	--

12. Availability of rest rooms for Women

Yes	✓	No	
-----	---	----	--

13. Availability of rest rooms for men

Yes	✓	No	
-----	---	----	--

14. Is there transport facility available?

Yes	✓	No	
-----	---	----	--

15. Does the Institution obtain feedback from students on their campus experience?

Yes	✓	No	
-----	---	----	--

16. Give information on the Cultural Events (Last year data) in which the institution participated/organised.

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate		✓			✓	
Inter-university		✓			✓	
National		✓			✓	
Any other (specify and indicate)	✓		2	✓		2

(Excluding college day celebration)

17. Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

	Participation of students (Numbers)	Outcome (Medal achievers)
State		
Regional		
National		
International		

18. Does the institution have an active Alumni Association?

Yes	✓	No	
-----	---	----	--

If yes, give the year of establishment

2016
------

19. Does the institution have a Student Association/Council?

Yes  No

20. Does the institution regularly publish a college magazine?

Yes  No

21. Does the institution publish its updated prospectus annually?

Yes  No

22. Give the details on the progression of the students to employment/further study (Give percentage) for last three years: **Data not available**

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies			
Employment (Total)			
Teaching			
Non teaching			

23. Is there a placement cell in the institution?

Yes  No

If yes, how many students were employed through placement cell during the past three years.

1	2	3

24. Does the institution provide the following guidance and counseling services to students?

	Yes	No
• Academic guidance and Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Personal Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Career Counseling	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### Criterion VI: Governance and Leadership

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee

Yes

No

2. Frequency of meetings of Academic and Administrative Bodies: (2015-16)

Governing Body/management	No
Staff council	11
IQAC/or any other similar body/committee	7
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	IQAC; Student Body; Grievance Redressal

3. What are the Welfare Schemes available for the teaching and non-teaching staff of the institution?

Loan facility

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Medical assistance

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

Insurance

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

Other (specify and indicate)

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

4. Number of career development programmes made available for non-teaching staff during the last three years

0	0	4
---	---	---

5. Furnish the following details for the past three years

- a. Number of teachers who have availed the Faculty Improvement Program of the UGC/NCTE or any other recognized organisation

07

- b. Number of teachers who were sponsored for professional development programmes by the institution

--		
----	--	--

National

International

--		
----	--	--

c. Number of faculty development programmes organized by the Institution:

0	0	1
---	---	---

d. Number of Seminars/ workshops/symposia on Curricular development,

Teaching- learning, Assessment, etc. organized by the institution

0	1	5
---	---	---

e. Research development programmes attended by the faculty

0	0	1
---	---	---

f. Invited/endowment lectures at the institution

0	0	0
---	---	---

Any other area (specify the programme and indicate)

--	--	--

6. How does the institution monitor the performance of the teaching and non-teaching staff?

a. Self-appraisal

Yes	✓	No	
-----	---	----	--

b. Student assessment of faculty performance

Yes	✓	No	
-----	---	----	--

c. Expert assessment of faculty performance

Yes		No	✓
-----	--	----	---

d. Combination of one or more of the above

Yes	✓	No	
-----	---	----	--

e. Any other (specify and indicate)

Yes	✓	No	
-----	---	----	--

*Demonstration of Micro Skills by faculty are assessed by student teachers and other faculty.*

7. Are the faculty assigned additional administrative work?

Yes	✓	No	
-----	---	----	--

If yes, give the number of hours spent by the faculty per week

As per demand of the work
---------------------------

8. Provide the income received under various heads of the account by the institution for previous academic session

Grant-in-aid	--
Fees	17,74150
Donation	
Self-funded courses	
Any other (specify and indicate)	

## 9. Expenditure statement (for last two years)

	2015-16	2016-17
Total sanctioned Budget	245.45Lkh	250.89Lkh
% spent on the salary of faculty	40.98	46.68
% spent on the salary of non-teaching employees	56.12	52.09
% spent on books and journals	0.21	0.63
% spent on developmental activities (expansion of building)	--	--
% spent on telephone, electricity and water	0.01	0.01
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	0.03	0.03
% spent on maintenance of equipment, teaching aids, contingency etc.	0.02	0.02
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	1.08	0.43
% spent on travel	1.55	0.11
Any other (specify and indicate)		
Total expenditure incurred	100	100

## 10. Specify the institutions surplus/deficit budget during the last three years? (specify the amount in the applicable boxes given below)



	Surplus in Rs.	Deficit in Rs.
2014-15	Nil	Nil
2015-16	Nil	Nil
2016-17	Nil	Nil

11. Is there an internal financial audit mechanism?

Yes  No

12. Is there an external financial audit mechanism?

Yes  No

13. ICT/Technology supported activities/units of the institution:

Administration	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Finance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Student Records	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Career Counselling	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Aptitude Testing	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Examinations/Evaluation/ Assessment	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Any other (specify and indicate*)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

*\*Communication between Administrations, Faculty & Student-Teachers.*

14. Does the institution have an efficient internal co-ordinating and monitoring mechanism?

Yes  No

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

Yes  No

16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes  No

17. Does the institution have the freedom and the resources to appoint and pay temporary/ ad hoc / guest teaching staff?

Yes  No

18. Is a grievance redressal mechanism in vogue in the institution?

a) for teachers   
 b) for students   
 c) for non - teaching staff

19. Are there any ongoing legal disputes pertaining to the institution?

Yes  No

20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?

Yes  No

21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?

Yes  No

**Criterion VII: Innovative Practices**

1. Does the institution has an established Internal Quality Assurance Mechanisms ?

Yes

No

2. Do students participate in the Quality Enhancement of the Institution?

Yes

No

3. What is the percentage of the following student categories in the institution?

*Year: 2014*

	Category	Men	%	Women	%
a	SC	0	0	0	0
b	ST	42	34.71	79	65.28
c	OBC	0	0	0	0
d	Physically challenged	0	0	0	0
e	General Category	0	0	0	0
f	Rural	34	80.95%	52	65.82
g	Urban	8	19.05	27	34.18
h	Any other ( specify)				

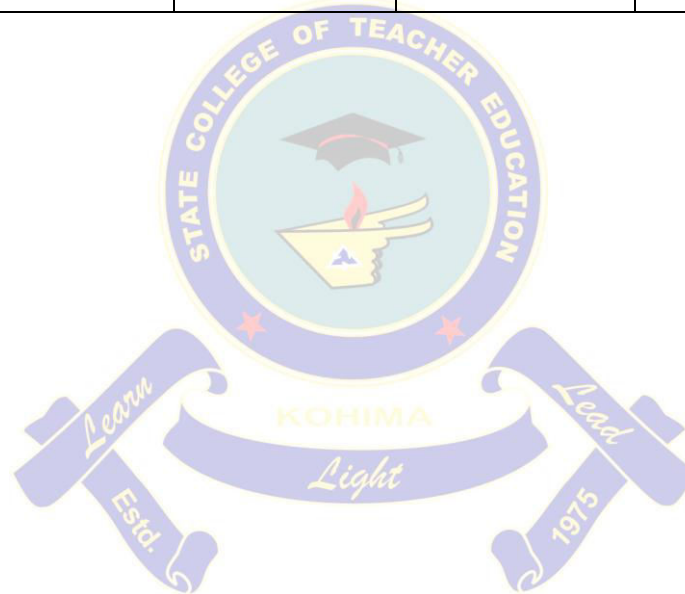
4. What is the percentage of the staff in the following category ?

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	1	7.14	0	0
b	ST	13	92.85	33	100
c	OBC	0	0	0	0
d	Women	12	85.71	22	66.67
e	Physically challenged	0	0	0	0
f	General Category	0	0	0	0
g	Any other ( specify)				

*\* as per 2015-16*

5. What is the percentage incremental academic growth of the students for the last two batches?

Category	At Admission		On completion of the course	
	2013	2014	2013	2014
SC	0	0	0	
ST	72	121	68	115
OBC	0	0	0	0
Physically challenged	0	0	0	0
General Category	02	0	02	0
Rural	58	86	55	81
Urban	14	35	13	34
Any other (specify)				



## Part II- EVALUATIVE REPORT

### 1) EXECUTIVE SUMMARY:

#### Background of the Place:

Kohima (kou'hi:mə) is the hilly capital of India's north eastern border state of Nagaland which shares its borders with Burma. Kohima is the land of the Angami Naga tribe. It is situated in the foothills of Japfu range located south of Kohima District (25.67°N 94.12°E) and has an average elevation of 1261 metres (4137 feet).

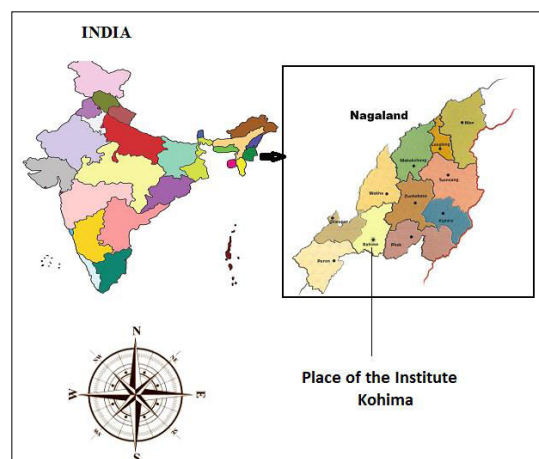
With a resident population of 267,988 it is the second largest city in the state. Originally known as Kewhira, it was founded in 1878 when the British Empire established its headquarters of the then Naga Hills. It officially became the capital after the state of Nagaland was inaugurated in 1963.

The British incursions into the Naga territory, beginning in the 1840s, met with stiff resistance from the independence-loving Nagas, who had never been conquered by any empire before. The stiffness of the resistance can be gauged by the fact that it took nearly four decades for the British to conquer a territory that is less than 10,000 square kilometres (the eastern region was left free). Kohima was the first seat of modern administration as the Headquarters of Naga Hills District (then under Assam) with the appointment of G.H. Damant as Political Officer in 1879. When Nagaland became a full-fledged state on 1 December 1963, Kohima was christened as the state capital.

#### Background of the Institution:

State College of Teacher Education, formerly known as Nagaland College of Teacher Education, was established in 1975 by the State Government of Nagaland to impart quality and value based teacher education. It was affiliated to North Eastern Hill University (NEHU), Shillong, Meghalaya. In the year 1995, affiliation was transferred to Nagaland University, and included under 2(f) and 12 (B) of UGC Act. in the year 1988 and thereafter recognised by NCTE and upgraded to CTE in March 1996.

For more than 4 decades the State College of Teacher Education Kohima has stoically withstood the test of time. The demands of the changes brought about in the education field/system time and again, at the school level and thereby in Teacher Education have been tough. But, we have embraced such changes and adapted to the times with ease.....the battle was not as much as winning but conquering the arena of the mind.



The difference between this institution and others lie in our belief that change can be brought about by what others observe in and about us, touching the core aspiration of a teacher; not numbers or grades!

### *Discipline & Dress Code*

All student teachers are expected to be self-disciplined and behave responsibly within the campus and beyond, displaying respect for peers, teachers and staff of the college as well as towards property and environment of the college. On being admitted, all are required to make an under-taking to abide by the Rules and Regulations of the College.

Student teachers are to maintain a decent dress code within the college campus, wear the college Blazer on specified days as notified from time to time, and possess their ID cards while in campus.

### *Facilities Available*

- **Library:** The College has a library of about 10,000 volumes catering to the needs of the trainees and the faculty. There is a separate Reference section catering to a wide range of education related subjects. Besides, newspapers and journals are also subscribed. Separate library hours are provided in the college time-table. INFLIBNET facility is provided to all student teachers and faculty, for access to e-libraries and e-resources. The process of Library is in the process of being computerized.
- **Laboratories:** The College has the following laboratories:
  1. **Technology Laboratory** – The Technology Lab is facilitated with 20 PCs with LAN connection and Printing and reprographic facilities. Broadband Internet connections (wireless and LAN) through Y-MAX, Symbios and BSNL are provided. It is also facilitated with MAXQDA and SPSS 16.5 softwares for Research purposes.
  2. **Language Laboratory** – The College has Language Lab since 2010, with necessary Software installed in about 15 computers for use by the student teachers.
  3. **Science Laboratory** – The Science Laboratory has an adequate number of scientific equipment, glasswares, chemicals and consumables relevant for conducting content-related practical for Secondary and Higher Secondary Levels. An LCD Projector and TV are also provided.
  4. **Psychology Laboratory** – A good number of Psychological Tests, along with other relevant charts and materials are provided.

**ICT Facilities:** The College campus is Wi-Fi enabled with sufficient Desktops as well as individual laptops in all sections of the office (administrative, accounts and academic) with printing and reprographic facilities. All faculty rooms are provided with desktops, in addition to a good number of

personal laptops. Dedicated Reprographic facility is provided for the use of student teachers at a nominal cost. All classrooms are provided with LCD Projectors with internet facilities.

**Power Back-up:** For Power Back-up, the college has two generators (12KV & 6KV).

**Physical Fitness:** The College is under process of introducing a certificate course in Physical Education under RUSA, for which a Physical Fitness Centre with various equipments such as Treadmills, Upright Bicycles, Twisters, Dumb Bells etc, has been set up.

**Teaching-Learning Aids:** The College is equipped with a number of Audio-visual and multimedia Teaching-learning Aids, such as desktop computers, laptops, OHP, LCD Projectors in all classrooms, Video and Still Cameras, TV and a good number of course-related educational CDs, printed materials, etc.

**First Aid:** Basic First-Aid facility for common minor ailments is provided for all members of the College.

**IGNOU:** The College is the Programme Study Centre for the B.Ed. and M.A. (Edn) courses of the Indira Gandhi National Open University.

**Hostel:** The College runs a Women's Hostel, having a capacity of 24, with minimal fees. It is facilitated with Indoor Games, TV and Generator (6KV) for power back-up. Female student teachers desirous of availing hostel seats may apply for the same at the time of admission.

#### *Extension Service*

**IGNOU:** The College being a Programme Study Centre [B.Ed. & MA (Edn)] of IGNOU, the Members of the faculty are engaged in the numerous programmes/courses offered by it, as co-ordinators and academic counselors. The College facility is also made use of, for the PGDHE programme, in which faculty also extend their services as Programme Director and Resource persons.

Faculty of the College are involved in resourcing numerous training programmes for teachers, organized by the departments of both School Education and Higher Education, and also by individual institutions both at the school and college levels.

The College regularly provides Free Extension Services to the Practicing Schools on its own initiative, or on invitation by the schools.

Members of the faculty are also involved in the Curriculum Review, Text Book writing, Research Collaborations and other such academic exercises of the Board of School Education, S.C.E.R.T., Nagaland University, etc.

The College also assists the University in the conduct of the B.Ed. and M.Ed. Theory and Practical Examinations. The faculty members are also involved as External Examiners both at the B.Ed. and M.Ed. levels.

Services are also extended to NGOs and educational institutions of different levels, for various education related Seminars, Workshops, Symposiums, Conferences, Training programmes, Competitions, etc.

The College also annually organizes a minimum of at least one (1) State level Faculty Development Programme for Teacher Educators of the state, on different relevant themes/ topics pertaining to teacher education, where Resource Persons from national level organizations are invited.

Annual Blood Donation Drive is conducted in the College, in collaboration with the Nagaland State AIDS Control Society (NSACS), along with an Awareness programme on HIV/AIDS.

#### *Support System*

**Student Body:** A Student Body is constituted every new Academic year with members selected/elected into different posts, giving representation to both men and women, covering all batches and programmes. This body looks into welfare aspects of the student teachers as well as organization of different activities of the college. Different members of the Student Body are also ex-officio members of the IQAC, and other Committees and Cells of the College, constituted for student support and welfare of the college.

**Clubs & Houses:** All student teachers are divided into four houses. A good number of Clubs are formed based on the interests and suggestions of the student teachers, such as literary, Aesthetic, Cultural, Current Events, Technology, Science, Music, Gastronomes, to name a few. Different activities and programmes are organized throughout the course period providing student teachers opportunities to explore, discover and nurture their interests and talents.

**Important Co-curricular Programmes:** A variety of co-curricular programmes for sensitisation and awareness on numerous issues and concerns of modern society are organized throughout the duration of the courses, focusing on the roles of teachers. Some important programmes conducted regularly include- HIV/AIDS Awareness, Disaster Management, RTI, Consumer Rights, and observance of important days such as International Women's Day, World Disability Day, International Mother Language Day, etc.

**Guidance & Counseling:** The College has a Guidance & Counseling Cell to guide and counsel the student teachers whenever necessary.

**Grievance Redressal:** The College has a Grievance Redressal Cell to help the members of the College in any difficulty. Student teachers are encouraged to provide feedback pertaining to any aspect concerned with improving teaching-learning, nature and organization of curricular and co-curricular programmes, facilities available, etc. The different committees and cells are assigned responsibilities to redress the grievances.



**SWOC Analysis of the Institute:**

<b>FACTORS</b>	
<b>Strength</b>	<ul style="list-style-type: none"> <li>• Resources from alumni;</li> <li>• Availability of ICT resources;</li> <li>• Online Resources,</li> <li>• Linkage with NGOs.</li> </ul>
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>• Research work</li> <li>• Less Publications</li> </ul>
<b>Opportunities</b>	<ul style="list-style-type: none"> <li>• Provision for expansion of infrastructure.</li> </ul>
<b>Challenges</b>	<ul style="list-style-type: none"> <li>• No fund for research projects;</li> <li>• Inadequate infrastructure</li> </ul>



## 2) CRITERIONWISE ANALYSIS:

### CRITERION –I

#### CURRICULAR ASPECTS

**1.1.State the Objectives of the Institution and the major considerations addressed by them? (Intellectual, academic, Training, Access to the Disadvantaged, Equity, Self development, Community and National Development, Issues of Ecology and Environment, Value Orientation, Employment, Global Trends and Demands, etc.).**

#### Objectives as Follows:

To facilitate student teachers to:

- i. Develop concern and love for learners, learning and teaching with commitment to serve society and work for its reconstruction;
- ii. Understand and appreciate the multi-dimensional aspects of teaching-learning and effectively design learning experiences to address diversities;
- iii. View learners as participants in the creation of knowledge and actively engage them in meaningful learning;
- iv. View learning as a continuous and evolving process of meaning-making and knowledge generation as a process of Reflective learning;
- v. Understand pedagogy as an integration of knowledge about learner, content and context;
- vi. Develop competencies to effectively use evaluation ‘for learning’ rather than ‘of learning’, aimed at continuous and comprehensive evaluation of learners and the learning process;
- vii. Nurture values of Justice, Equality, Peace and Social Responsibility, and commitment to the cause of a Just and Peaceful society;
- viii. Develop capacities for Critical Thinking and Reflection and help develop the same in learners;
- ix. Identify and develop their potentials and strengths; realise their limitations and adopt measures to address them;
- x. Effectively prepare themselves for multiple roles both within and outside the classroom;
- xi. Develop language, communication and ICT skills as means of facilitating learning as well as life-long learning;
- xii. Develop interest and skills in Research and view it as a an indispensable tool for a professional practitioner;
- xiii. Nurture artistic and creative sensibilities, with abilities to develop the same among learners.

**1.1.2. Specify the various steps in the Curricular Development process. (Need assessment, development of Information Database pertaining to the Feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in Statutory Academic bodies).**

The following steps are generally followed in curricular development processes:

- Incorporating current prevailing trends at the national level
- Feedback received from students and alumni, faculty of different Teacher Education Institutions
- Feedback from practicing schools
- Inputs from experts and University Dept. of Education
- References are also taken from practices and trends from other parts of the world.

**1.1.3. How are the global trends in Teacher Education reflected in the Curriculum and existing courses modified to meet the existing needs?**

- While maintaining the national curriculum guidelines, (NCFT2009; NCTE,2014) reference is also made to curriculum of universities of repute at International levels and relevant aspects are incorporated.
- In terms of curriculum transaction, efforts are made to adopt the current trends which promote participatory and reflective learning.
- Continuous updating as per felt need is made and proposal submitted to the University.

**1.1.4. How does the Institution ensure that the Curriculum bears some thrust on National issues like Environment, Value Education and ICT?**

- In the Old Course (2012-14), Elective Papers were offered in Environmental Education, Value Education, Computer Education, etc. Although, in the New Two-Year Course, the same have not been included as separate papers, they are however infused in other Core Papers.
- With regard to ICT, there is an over-riding importance given, both in terms of transaction of programme and various curricular activities of Student-teachers. A half-paper related to Enhancing Professional Competencies (EPC) of teachers titled Critical Understanding of ICT has been included.

**1.1.5. Does the Institution make use of ICT for Curriculum planning? If yes, give details.**

- Yes, although not fully automated. The different aspects for which ICT is used are:
  - Maintenance of Student and Staff records;
  - All works pertaining to document creation- textual and graphic, printing, reprography and documentation;
  - Use of College web-site for information dissemination to faculty and students;

**1.2 Academic Flexibility**

**1.2.1. How does the Institution attempt to provide experiences to the students so that teaching becomes a reflective practice?**

- Wherever possible, classroom interactions are built up on students' past experiences, observations and ideas. Lecture Method is sought to be used at the minimum.
- Group Discussion, Pair work, Project Work, Observation of peers, Rural- Urban experience.
- Various techniques and strategies are used to encourage Reflective thinking- anecdotes, video-clips, movies, reflections on observed situations or one's experiences, group discussions and reflections, contrived situations and reflections on the same, etc.
- Understanding of the teaching-learning process and its contexts, and development of desirable teacher traits is done through observation of real school and classroom situations, followed by self-reflection, and discussions and debates in groups.

**1.2.2. How does the Institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field?**

- Curricular Plans are made but are kept open to adapt to situations, circumstances, and demands of time and feasibility. Changes and adjustments in activities or their sequences are made even in the course of a programme to achieve maximum outcomes.
- In certain Core areas, Team Teaching is resorted to, to ensure variety in approach as well as perspective.
- Student-teachers are encouraged to provide feedback on all activities (in-campus and field), which are taken into account for planning and organising all activities.
- Student-teachers are provided with the opportunity to experience different school situations- Private managed well equipped schools, Government managed, schools managed by Religious organisations, Urban, as well as Rural schools.

**1.2.3. What value added courses have been introduced by the institution during the last three years which would for example: develop communication skills (verbal & written), ICT skills, Life Skills, Community Orientation, Social Responsibility, etc.?**

- Setting up of a Physical Education centre is underway, which will also provide a short-term Physical Education Course.

**1.2.4. How does the Institution ensure the inclusion of of the following aspects in the Curriculum? (i) Inter-disciplinary/Multi-disciplinary, (ii) Multi-skill development, (iii) Inclusive Education, (iv) Practice Teaching, (v) School Experience/Internship, (vi) Work Experience/SUPW, (vii) Any other (specify and give details).**

*(Also list out the programmes/courses where the above aspects have been incorporated).*

- Inter-disciplinary/Multi-disciplinary: The New Two-Year Programme provides for a holistic understanding of Knowledge and its inter-disciplinary aspects. It emphasises the multi-contextual nature of teaching-learning and the learner. Student-teachers are also required to understand the different school subjects and their inter-relatedness, while specialising in one.
- Multi-Skill development: The New Course provides for enhancing Professional competencies among student-teachers in various core areas- to be reflective practitioners, develop knowledge acquisition skills such as reading for reflection, using ICT, discovering and understanding oneself for continuous self-development, develop research skills, etc.
- Inclusive Education: A Core Paper titled 'Creating an Inclusive School' has been included in the New Course. In the old course, an Elective paper on Inclusive Education was offered.
- Practice Teaching/School Experience/ Internship: Prior to the adoption of the Two-Year Programme, Practice Teaching of 40 days was conducted in two-phases- one in the Urban Schools and another in the Rural schools. A total of 24-25 schools were identified for conducting the programme. Preparation for the same was done through Micro-teaching and Block Teaching of about 10 days in total. Skill in Lesson Planning was developed through Workshop mode of 3-4 days. All practice sessions as well as Practice Teaching in Schools were supervised, and Feedback provided by Teacher Educators in turns.

Under the new curriculum, the Constructivist approach to developing teaching competencies through reflective practice is adopted. Student-teachers are required to observe classroom situations and practices, school environments in totality and maintain Reflective Journals through the first and second semesters. Students are sent to at least two

different schools to expose them to different categories of schools for observations. This is followed by reporting and discussion in groups. Student teachers are to be sent for Internship of 16 weeks in the third semester. Unlike in the past teaching competencies are sought to be developed through observation and reflection in real situation and different media.

- Work Experience/SUPW: Work Experience was a compulsory component in the old course and the same was conducted through the workshop mode of three days. Locally viable/ relevant activities were offered. However, this component does not feature in the new curriculum.
- Drama and Art: This has come in as a core component in the new curriculum for enhancing professional competencies in the student-teachers. The course will be transacted pre - dominantly through practical sessions through guest faculty specialised in Drama and Theatricals and different art forms.
- Others: Workshops on: Evaluation, First Aid, HIV/AIDS and Blood donation Drive, Rules of different Games & Sports (Theory & Practical), Inclusive Education; Observance of Important days, Resourcing the Community by the student teachers, etc.

### **1.3. Feedback on Curriculum**

#### ***1.3.1. How does the Institution encourage feedback and communication from the students, Alumni, Employers, Community, Academic peers and other stakeholders with reference to the Curriculum?***

- Students: Feedback is constantly sought from student-teachers, especially pertaining to the core components of the course and the manner of their transaction. This is done through Feedback Sessions conducted after every important activity of the course, both verbally as well as in writing. Records of Feedback are maintained for future reference and necessary improvements. A Suggestion Box is also placed in the campus for submission of any kind of feedback by the student teachers.
- Alumni: Feedback from Alumni is availed only through informal interactions.
- Academic Peers: The College organises at least one Faculty Development Programme annually, in which teacher-educators from all the Secondary Teacher Education institutions in the state are invited for participation. During these programmes, a few hours are set aside for discussion on different components of the Course and their

transaction. Suggestions and feedback received are noted for submission to the University, as well as for necessary internal developments in the institutions. These sessions have proved to be a learning platform for all institutions concerned and have contributed immensely to the continuous development of Secondary Teacher Education in the state.

- **Practicing Schools:** Practicing Schools are a major source of feedback, especially with regard to the Practical aspects of the course. Interaction Sessions in the form of Heads and Coordinators Meet with the schools are organised every year either before or after the conduct of Practice Teaching. The observations and experiences of the schools with the practicing teachers and their training components are shared. Participants are encouraged to provide suggestions for future improvements and the same is followed up in the subsequent Practice Teaching Sessions.

***1.3.2. Is there a mechanism for analysis and use of the outcomes from the feedback to review and identify areas for improvement and the changes to be brought in the Curriculum? If yes, give details of the same.***

- All feedback received are recorded in writing and are used as reference while future programmes are organised or when Curriculum is reviewed. Aspects that require urgent attention are communicated to the University, with suggestions for review.

***1.3.3. What are the contributions of the Curriculum development? (Member of BoS/Sending timely suggestions, feedback, etc.)?***

- As the premier Teacher Education institution, the College has been instrumental in the development of Secondary Teacher Education in the state. In the absence of a Teacher Education cell in the University, the College has been taking the initiative to ensure continuous and timely updating, review and development of the B.Ed. Curriculum. The College had been initiating and organising Curriculum Review and Development Workshops independently and sometimes in collaboration with the University. The Principal, along with several members of the faculty, have been members of the BOPS, and the College provides professional support to the University on all matters pertaining to Secondary Teacher Education.

## 1.4. Curriculum Update

### 1.4.1. Which courses have undergone a major Curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made).

- The Semester system of the One-Year B.Ed. Course was introduced in 2012. This was followed by the introduction of the One-year M.Ed Programme in 2014, the Curriculum for which was also prepared by Faculty of the College along with members of the University Department of Education. The New Two-Year B.Ed. and M.Ed. Courses were developed in 2015 and course offered from July of the same year.
- The introduction of the Semester system in the Old One-year Teacher Education programmes helped lighten the burden of the student-teachers. The total number of theory papers was minimised, by bringing related content of different papers under one consolidated paper giving the course a more holistic perspective.
- The long-awaited introduction of the Two-year B.Ed. Programme is perceived to be a more intensive teacher preparation course, giving a professional character to the programme. The whole curriculum has been over-hauled, with a totally new approach and perspective, and in which student-teachers, rather than being conditioned to set standards through rigorous training, undergo a process of observation, reflection and self-actualisation.

### 1.4.2. What are the strategies adopted by the Institution for Curriculum revision and update? (Need assessment, student input, feedback from practicing schools, etc.).

- The institution has always been initiating timely review and updating of the B.Ed. Curriculum of the University. This is done by adopting the following strategies:
  - During the process of implementation of curriculum, loopholes are identified, such as cohesiveness of content in a given paper, organisation of content under different units, sequencing of units, repetitions if any, appropriateness of content as per given time frame, relevance to objectives of the course, etc. These are noted for feedback to the University during the next review.
  - New and emergent content areas not included in the respective papers are noted.
  - While offering papers for Specialisation, those which have current local relevance are included against those that have lesser academic and local relevance.
  - Feedback is received from students in each batch, which are recorded.



- Feedback is also received from Practicing Schools, especially pertaining to field-based experiences, teaching practices, evaluation techniques, lesson planning and transaction, system of supervision and evaluation of student-teachers, duration and organisation of Practice Teaching. Aspects that require internal changes and modifications are undertaken by the College during the following session, to suite the requirements of the schools, wherever feasible.

## **1.5 Best Practices in Curricular Aspects**

### ***1.5.1. What are the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?***

- The College has registered under the INFLIBNET, which has largely supplemented the library facilities. This facility is made available to both faculty and student-teachers, thus giving access to the latest literature from e-libraries around the world in all areas of the programme.
- Use of ICT facilities for teaching-learning has been immensely boosted with the provision of Internet access - Wi-Max connectivity from state NIC; ISP services with Wi-Fi connectivity dedicated to the Office & faculty and also LAN for all students.
- The only college in the state that organises 5-day State level Faculty Development Programmes annually, with Resource persons from different National agencies outside the region.
- Adoption of Team-Teaching in specific Core areas of the course, although particular faculty may be assigned with the transaction of the paper.
- Above all, prevalence of a spirit of Co-operation and Collaboration among Faculty, with an attitude to learn from and share ideas and resources with each other.
- The faculty as well as student teachers have begun sharing resources through use of social media and other IT technologies, thereby reducing the use of paper.

### ***1.5.2. What innovations/ best practices in ‘Curricular Aspects’ have been planned/ implemented by the institution?***

- Timely revision and adoption of new Curriculum :
  - 2012: Starting of Semester system with revised curriculum based on NCFTE 2009;

- 2015: Introduction of 2-Year B.Ed. and M.Ed. programmes based on the New Curriculum Framework for Teacher Education, 2014.
- Enhancement in provision and use of ICT facilities for both faculty and student-teachers;
- Ensuring that new approaches to teaching-learning are not only dealt with, theoretically, but practically adopted by teacher educators for course transaction;
- Development and use of a Reflective Diary for faculty, to keep track of one's progress and maintain reflections on a daily basis;
- Development and use of a Journal/dairy by students to note and reflect on observations and experiences with different faculty dealing with different subjects and activities.

**Additional Information to be provided by Institutions opting for Reaccreditation/Re-assessment**

***1. What are the main evaluative observations/suggestions made in the first assessment report with reference to Curricular aspects and how have they been acted upon?***

- Main observations made pertaining to Curricular Aspects in the previous Assessment were:
  - Special initiatives to be taken in curriculum development.
- Initiatives taken:
  - Introduction of Semester System in 2012;
  - Introduction of One-year M.Ed. Programme in 2014;
  - Adoption of the Two-Year B.Ed. and M.Ed. Courses in 2015 ;
  - College had taken a major initiative in developing and introducing the Two-Year Teacher Education programmes.

***2. What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.***

- Enhanced Professional competency of Faculty (four members have completed and acquired M.Ed. degree, while five are undergoing Ph.D. programme);
- Introduction of the only M.Ed. programme in the state;
- Providing INFLIBNET service to student-teachers;
- Equipping all classrooms with LCD Projectors and Wi-Fi internet access.

## **CRITERION-II**

### **Teaching Learning and Evaluation**

#### **2.1. Admission Process and Student Profile**

**2.1.1. Give details of the admission processes and admission policy (criteria for admissions, adherence to the decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution?**

##### **A. Criteria for admission:**

- i) In-service : Selection made by respective SDEOs/DEOs according to allotted quota in keeping with the norms of the NCTE Regulations.
- ii) Pre-Service (Private):
  - a. Fulfillment of norms laid down by NCTE Regulations.
  - b. Qualification in the Written and Oral test (on the basis of merit)
  - c. In case two candidates share the same total marks, weightage is given to the past academic records
  - d. A special consideration is made for candidates from private practicing schools who have the norms

##### **B. Adherence to the decisions of the regulatory bodies:**

Selection is made strictly on the basis of merit in the selection test which is worked out by the selection board and its decision is final. The list of selected candidates along with the candidates in the waiting list is worked out immediately following the interview in the presence of the board members and the result is brought out at the earliest.

##### **C. Equity and Access:**

- (i) All the candidates fulfilling the requisite norms as per the NCTE, are eligible to apply for the course.
- (ii) 5% of the seats for private candidates, is reserved for the backward tribes and 1 seat for the differently-abled. Priority is given to candidates from practicing schools if there are any.
- (iii) One seat is reserved for a candidate from outside the state.

##### **D. Transparency:**

Transparency is maintained at the board level. The scores of candidates are displayed.

***2.1.2. How are the programmes advertised? What information is provided to prospective students about the programs through the advertisement and prospectus or other similar material of the institution?***

Dates of issue and submission of application forms and the entrance test are advertised through local newspapers, Radio and the college website indicating the eligible criteria according to the NCTE norms. Application forms are issued with the prospectus providing information about the different papers offered (general and specialization) along with the outline of the course. Forms are not issued online in order to control the number of forms.

***2.1.3. How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?***

An Admission Committee is constituted consisting of the Principal and two/three senior faculty of the college. The Committee decides and monitors all matters related to the admission process, although a Board is constituted for the interview of those qualifying the written test, consisting of representatives from the University, Departments of School Education, Higher Education, and the SCERT.

All documents submitted along with the application forms are verified/authenticated by a faculty member in-charge with the help of the academic assistant, to ensure the fulfillment of the norms. All applicants fulfilling the norms are called for the Eligibility Test. No consideration/relaxation whatsoever is made in case a situation arises for candidates who have not gone through the selection test. Once the selection committee brings out the list, admission is given strictly on the basis of this list.

For In-service teachers, Selection is made by the respective SDEOs/ DEOs and the SCERT according to allotted quota.

***2.1.4. Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution. (e.g. individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged)***

Since almost all student teachers belong to the same background, the need for adopting specific strategies for retention has not been felt. Whenever there are cases of differently abled student-teachers, they are given sufficient support to lighten their problems. Care is always taken to ensure accommodation and ease in all the different activities conducted during the course.

**2.1.5. Is there a provision for assessing students' knowledge/needs and skills before the commencement of teaching programmes? If yes, give details of the same.**

Yes. Micro teaching and block-teaching programmes used to be conducted before the commencement of practice teaching providing ample scope for developing the competencies of the student-teachers.

Under the new curriculum (as per NCTE regulations 2014) the following strategies are adopted:

- Observation and reflection of actual classroom teaching of the faculty in the college followed by reporting and discussion. This helps the student teachers to find out desirable and undesirable teaching traits. This serves as an orientation for the observation that they are required to do in the schools as part of their pre-internship of 20 days, spread out over 2 semesters.
- The pre-internship in the schools is followed up by reporting of their experiences, observations and reflections.
- A few selected teaching skills were demonstrated by the faculty followed by discussion of observations.
- Block teaching based on the new approach was also conducted.

**2.2. Catering to Diverse Needs**

**2.2.1. Describe how the institution works towards creating an overall environment conducive to learning and development of the students?**

The student teachers are able to approach the teachers anytime (in campus, house call) to clarify doubts and other matters. The library, as well as the wi-fi facilities are accessible even after class hours. In all the activities, for example, in seminars, workshops, projects etc. the student teachers are put into small groups so as to encourage greater individual participation. In organization of various academic and non-academic programmes the student teachers are encouraged to take the initiative which motivates them to excel in their performance.

**2.2.2. How does the institution cater to the diverse learning needs of the students?**

Team teachings, group discussion, library work, lectures, elaboration of difficult concepts, are some of the strategies adopted to cater to the diverse learning needs of the students. In addition, visual aids and activities are used for deeper understanding. Group project works, seminars and workshops are essential components of the teaching-learning process.

**2.2.3. What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?**

- The CCA and Community Work provide scope for catering to diverse interest, needs and problems.
- A Seminar on ‘Inclusive Education’ is a regular feature in each session.
- World disabled day is observed every year.
- Observation of actual classroom teaching is carried out till the second semester in the new curriculum. However in the old curriculum, the student teachers are sent to both rural area and town area schools. The student teachers are also sent for practice teaching in these schools. This is to expose and sensitize them to situations, needs and problems of schools and learners in different areas.

**2.2.4. How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs?**

Students are grouped into clubs and several activities are taken up by each club with a teacher educator takes charge of a club. This provides opportunity for the teacher educators to get to learn closely about each student’s individuality, his/her needs. Every teacher educator gets to identify the strength and weaknesses of the student-teachers put under his/her care which is later communicated to other faculty members for doing the needful. This in turn enables for planning and designing activities appropriately around the gathered information about the student-teachers.

Efforts are made to address all the grievances of the students viz. providing Library hour, improving toilet facilities, providing a canteen, internet and photocopying facilities in the library, change in methods of teaching). Informal interactions with student-teachers also serves as a mechanism for grievances identification.

**2.2.5. What are the various practices that help student teachers develop knowledge and skill related to diversity and inclusion and apply them effectively in classroom situations?**

- As far as possible, examples and illustrations on diversity and inclusion are used during explanation and lecture in the class

- Activities in the institution are designed in such a way that such needs are met with – the student teachers themselves are made to participate in activities according to their diverse background
- During preparation for practice teaching/internship ample input is given on such matters. Further, for observation of schools during internship the student teachers are made to visit not only secondary schools but also primary schools as well as inclusive schools. This enables them to observe, process and reflect on the strategies, methods, practices adopted in the school environment for effectively dealing with the diverse and inclusiveness of students in the classroom.
- Observance of World Disabled Day each year where relevant Resource Persons are invited to interact with the student teachers also sensitize the latter on issues of inclusion.

## 2.3 Teaching-Learning Process

### 2.3.1. *How does the institution engage students in “active learning”? (Use of learning resources such as library, website, focus group, individual projects, simulation, peer teaching, role-playing, internships, practicum, etc)*

Keeping in mind the different learning needs/styles of the student teachers a variety of learning experiences are provided. Group discussion, brain-storming, team-teaching, seminar, workshop, project work (individual, group), activities envisaged in the curriculum and assignments engage student teachers in ‘active learning’.

The student teachers are engaged in Micro teaching and Block teaching before the commencement of Practice Teaching. They are made to interact with the students and teachers of the practice teaching schools prior to being attached as an intern. As per the new curriculum, starting 2015 onward, the student teachers engage in ‘observation’ of schools for 10 (ten) days each of two semesters, before internship. The institution, keeping in focus the need for being sensitive to inclusion and different learner needs, arranges for the interns to observe not only Secondary Schools but also Primary and Inclusive Schools.

Other strategies adopted to provide ‘active learning’ are:

- Watching movies and documentaries followed by reflection
- Two Wednesdays a month are devoted to life- skill activities
- Self-study is encouraged- campus is wi-fi enabled and sufficient books are available in the library

**2.3.2. How is “learning” made student-centered? Give a list of the participatory learning activities adopted by the institution and those, which contributed to self-management of knowledge, and skill development by the students?**

- Assignments and project works form an integral part of transaction of curriculum. Such activities are followed by presentation and discussion
- Small group discussion in the classroom, for participatory learning, is adopted
- Every extra-curricular activity is organized by the student teachers where the teacher educator is only a facilitator
- Ample time and space is provided to the student teachers for mastery of skills of teaching. Demonstration of skill by the teacher educator is followed by feedback and suggestions for improvement from the student teachers. As far as possible it is the effort of the institution to complete the Micro teaching cycle.
- During Block teaching, peer feedback is encouraged
- As a preparation for ‘observation’ of schools, as part of pre-internship, the student teachers are made to reflect on the kind of a setting/environment that a school should have, one’s perception of what a teacher should be like etc
- The ‘observation’ of schools, is followed by small group discussion on the observations made on various aspects, viz. classroom, student-teacher relationship, teacher-administrator-staff relationship, record keeping, infrastructure to name a few. Such an exercise helps the prospective as well as in-service teachers to reflect and learn more about themselves as professionals in the arena of knowledge facilitators.

**2.3.3. What are the instructional approaches (various models of teachings used) and experiences provided for ensuring effective learning? Detail any innovative approach/method developed and/used.**

Such models/innovative approaches have not been used however from the present session; Wednesday is set aside for activities. The content of the course is transacted through learner centered approach.

Other instructional approaches and strategies used:

- Team teaching.
- Modeling and Feedback.
- Group discussions and presentations.



- Small group supervision by Teacher Educators during skill development, Lesson Planning, Workshop on Evaluation etc.
- Maintenance of Record books for each group (Micro-teaching) to check progress of each student-teacher during skill development.
- Student-teachers' Dairy maintained for Post Reflection.

**2.3.4. Does the institution have a provision for additional training in models of teaching? If yes, provide details on the models of teaching and number of lessons given by each student.**

No.

**2.3.5. Do the student teachers use micro-teaching technique for developing teaching skills? If yes, list skills practice and number of lessons given by each student per skill.**

Yes, till 2014 the student teachers used micro teaching technique.

**Skills practiced:**

- i. Communication Skill.
  - ii. Skill of Introducing a Lesson
  - iii. Skill of Using Blackboard.
  - iv. Skill of Illustrating with examples.
  - v. Skill of Re-inforcement.
  - vi. Skill of Stimulus Variation.
  - vii. Skill of Probing Questioning.
  - viii. Skill of Explaining
- Before the introduction of the skills, a talk on the concept 'Teaching' is given.
  - Each student teacher is required to practice each skill once following the whole Micro-Teaching cycle, followed at the end by practice of a minimum of at least two lessons, integrating all the skills.

However, in the new curriculum effective from 2015 Micro Skills are not practiced.

**2.3.6. Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans etc.)**

Prior to the new curriculum introduced from 2015, Practice Teaching was done in two phases:

1st Phase - 2 weeks (20 lessons) in the urban area

2nd Phase - 3 weeks (25 lessons) in the rural area

However, at present:

- Pre-internship activities are carried out for 10 (ten) days each in the first and second semesters
- Both rural and urban based schools are visited during the pre-internship
- Secondary, Primary, Inclusive schools are observed during these days
- The student teachers remain as interns in schools for 16 weeks and deliver one lesson per day, covering 45 – 50 lessons during this period.

Altogether 25 schools are identified for Practice Teaching covering both the phases.

Number of student-teachers sent to a school ranges from 3 to 15, depending on the availability of classes and, also, according to the convenience of the student teachers.

Observation/Supervision is done by teacher educators, peers and school coordinators everyday. The Coordinators are also involved in assessing the performance of the student teachers

1st Phase- Each and every lesson is observed/supervised by a different teacher educator everyday, as also by the peers and school Coordinators.

2nd Phase-Different teacher educators observe/supervise the lessons taken, on alternate days. However, peers and co-ordinators of the school observe each and every lesson.

#### **Monitoring Lesson Plan:**

- Skill of planning lessons is developed through a 3 day workshop, where each student teacher is guided individually by the teacher educators, through each step of planning. Initially, each lesson is planned/re-planned 2-3 times or even more.
- Each student teacher has to compulsorily get all lesson plans approved (during the 1<sup>st</sup> phase) by the concerned teacher educator in-charge, by which a considerable level of competency in planning is achieved. During the 2<sup>nd</sup> phase, 3 lesson plans are compulsorily approved by the concerned teacher educators prior to the commencement of practice teaching. The remaining are approved on the day when the teacher educators go for supervision to the schools.
- No student teacher is permitted to take a class without a lesson plan.
- Lesson Plans taken each day are also to be countersigned and authenticated by the Principal/Headmaster of the school everyday.

#### **Feedback Mechanism:**

- Detailed feedback on the lessons delivered, are given on the body of the lesson plan.

- At the end of the class, oral/verbal feedback is also given by the supervisor. If the situation so demands immediate feedback, in the course of delivery, is given but with discretion.
- Student teachers are also given feedback orally by peers who observe their classes.
- The Reflective Journals maintained by the student teachers to note their observations, performance, failures and successes during internship provide self-feedback. These points are, further, discussed with the teacher educators where more inputs are made available to them.

***2.3.7. Describe the process of Block Teaching/Internship of students in vogue.***

3-4 lessons are done in block teaching with model demonstrations by the teacher educators, modeling by identified past trainees and viewing demonstration lessons (CDs).

Student teachers are divided according to their specialization for the purpose of Block Teaching. Feedbacks are given by peers as well as by the supervisors.

***2.3.8. Are the practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details on the same.***

Yes.

It is the practice of the institution to invite the Coordinators of the Practicing schools prior to the commencement of Practice Teaching/ Internship, for discussion on how best such programmes can be organized. The Practice Teaching programme is planned taking into consideration all the difficulties faced by the practicing schools and suggestions made. The co-ordinator/mentor of each practicing school is given a feedback proforma which is filled up based on his/her observation of the student teachers' performance in teaching and all other activities done by them in the school. This is then submitted to the college at the end of the Practice Teaching programme.

***2.3.9. How do you prepare the student teachers for managing the diverse learning needs of students in schools?***

The theoretical background about the diverse learning needs of students is inbuilt into the various foundation/core papers as well as the methodology/pedagogy papers. This provides sufficient understanding of such needs conceptually.

The student teachers are, further, made to visit inclusive schools for observation of the classroom practices, the total environment of such schools and interaction with special teachers during their pre-internship programme.

During the skill development and simulated, as well as lesson planning, phases the student teachers are sensitized and made to incorporate the various techniques and strategies one would adopt to manage the learning needs of diverse students.

**2.3.10. What are the major initiatives for encouraging student teachers to use/adopt technology in practice teaching?**

The student teachers are encouraged to use different technological gadgets during practice teaching. Though it is meaningfully utilized during simulated teaching, the prevailing conditions in the school do not permit such use since the classrooms are not conducive for its use. However, the student teachers use the laptop in classrooms where the enrolment is low; mobile phones are also used as teaching aids.

**2.4. Teacher Quality**

**2.4.1. Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details.**

It's a regular feature of the Practice Teaching session that before the commencement of the Practice Teaching session, the mentors from the practicing schools are invited to the institution for planning out a detailed program for Practice Teaching. The requirements of the practicing schools in terms of the subjects and number of student teachers are taken into account and distributed accordingly.

**2.4.2. What is the ratio of student teachers to identified practice teaching schools? Give the details on what basis the decision has been taken.**

The ratio of student teachers to identified practicing schools is not fixed. However, depending upon the availability of classes the number of trainees is decided. Sometimes the schools specify the number of trainees to be deputed.

**2.4.3. Describe the mechanism of giving feedback to the students and how it is used for performance improvement.**

**Feedback Mechanism during:**

- a) Skill development phase- Use of Observation Schedule, record books and verbal comments/remarks. Re-planning and Re-teaching based on feedback.

- b) Practice of Teaching/Transfer phase- Feedback (written) on body of lesson plans, use of noting for immediate correction, verbal discussions/feedback after completion of classes.
- c) Others (curricular/co-curricular) during the course of undertaking activities, process assessment is done and feedback given for improvement in their performance. Individual and group feedback are provided on assignments, seminar papers, project and practicum reports and remedial teaching done accordingly.

***2.4.4. How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?***

Whenever any new policy is introduced in the school system, experts from respective department viz SCERT, NBSE are invited to brief student-teachers in the form of workshops. Also through the interaction sessions held with school Headmasters/Principals/Co-ordinators awareness is created about the educational needs and policy directions of the Board and the schools and practice teaching programmes are accordingly planned.

***2.4.5. How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?***

Faculty members are often involved in curriculum review and preparation of school text books. This has a positive impact on the nature in which the content especially in Method papers is transacted. Whenever there is a change in textbooks they are procured for self study. Faculty development programmes (3-5 days) are an annual feature, with themes on content/emerging trends and issues. Faculty also keep abreast about the latest National Curriculum Framework (NCERT) and Workshops on the same are also organized.

***2.4.6. What are the major initiatives of the institution for ensuring personal and professional/career development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies, etc.)***

- Organizing annual faculty development programmes.
- Deputation of faculty members for refresher/orientation courses.
- Participation in various short-term courses organized by different agencies like NCERT, NUPA, SCERT, Higher Education, School Education, NBSE, IGNOU, NERIE, ATI, SSA and various NGOs.

- Organizing and Resourcing different district and state-level workshops on Teaching Methodology, Communication, Evaluation, Curriculum development at various levels, ICT etc. in collaboration with UGC-NERO, Directorates of Higher Education, School Education, and SCERT.
- College has two study centres for IGNOU, including B.Ed. and M.A. (Education) courses where faculty members are the programme-in-charges and counsellors.
- The College is also the training centre for training of Peer Educators on HIV/AIDS for colleges.
- Promotional policies are as per the UGC norms and State Higher Education Service Rules.

**2.4.7. Does the institution have any mechanism to reward and motivate staff members for good performance? If yes, give details.**

This has been done several times in the past, although not regularly.

- Assessment by trainees on the faculty members, made through a questionnaire.
- Assessment by the head of institution.

**2.5. Evaluation Process and Reforms**

**2.5.1. How are the barriers to student learning identified, communicated and addressed? (conducive environment, infrastructure, access to technology, teacher quality, etc.)**

Barriers to student learning are identified through.

i) Conducive Education:

- a) Adoption of learner-centred approaches to teaching, wherein classroom interaction provides substantial feedback;
- b) Group activities with low teacher-student ratio in which students' performance is observed and recorded;
- c) Creating an open teaching-learning atmosphere where teachers consider the students as equal partners in a cooperative effort;
- d) Maintaining a Suggestion Box where students express views, grievances and suggestions, according to which remedial measures are undertaken;
- e) Feedback provided to teacher-educators both by students as well as peers through various mechanism (verbal+ questionnaire).

## ii) infrastructure:

- a) Provision of a well equipped library with almost 9,000 books besides reference books, journals and newspapers.
- b) Provision of a reading room attached to the library. However, improvement is needed in laboratory facilities, number of classrooms, furniture and teaching-learning materials.

## iii) Access to technology:

- a) Audio-visual aids are used.
- b) Xerox machines have been installed for students to access both in the library and in the reprographic room.
- c) Internet facility is provided for students.
- d) LCD projectors are being used in all the classrooms for teaching-learning purposes.
- e) Students are also encouraged to play educational videos of their choice during their free time.

## iv) Teacher Quality

- a) Team teaching is a technique used to overcome barriers to learning, to a large extent.
- b) Use of Technology
- c) Adopting Learner-friendly methods and approaches based on feedback from students teachers.
- d) Updating and improving through participation in various programmes. Such as Refreshers courses, Orientation, Seminars and Workshops.

**2.5.2. Provide details of various assessment/evaluation processes (internal assessment, mid term assessment, mid-term assessment, term end evaluations, external evaluation) used for assessing student learning?**

(A) Internal Assessment and Term End Evaluation:

**i. Theory papers:**

30% of the marks in each paper is assessed internally. Assessment of each student in each paper is done by the respective teacher-educators throughout the year ( continuous, comprehensive) taking into account, the students' performance in assignments, project works (where relevant) and group activities, tests, classroom participation and initiative and attendance (format with weightages developed) At the end of the session, an internal exam is conducted and 40% of the total marks for internal assessment is assigned to the student-teachers marks in this exam.

**ii. Field based Experiences:**

- a) Observation of classroom teaching and Lesson Planning: each lesson plan of each trainee is assessed by the respective methodology lecturer (20% of total marks). Each class taken is observed and assessed by a different lecturer everyday (80%) and the average of all the 40 lessons taken by every student (marks awarded by different lecturers) is finally worked out of 50 marks.
- b) Observation of Peers: Every student teacher is required to observe one class everyday of a peer and his/her observation is compared to that of the Teacher Educators' observations and accordingly assessed out of 12 marks.
- c) Community work: Each student teacher is required to undertake community work by educating at least 3 (three) or more drop-outs/non-starters/adult illiterates in three areas of concern, viz. environmental awareness, HIV/AIDS and Consumer awareness. The work done by each is recorded and reported and assessed out of 13 marks.

**iii. Co-curricular Activities and Work Experience:**

Every teacher educator is put in-charge of one Co-curricular group and one Work Experience group. Under Co-curricular activities, various activities are undertaken by each group, and every student's performance in terms of participation, role, leadership qualities etc. including the written report (criteria determined by activity) are assessed for 25 (marks). For work experience the college annually organizes a 3-day workshop where each trainee is required to work on his/her chosen activity. Process-Product Evaluation is used by each lecturer (criteria worked out separately for each activity) for assessment of each student (25 marks).

**(B) External Evaluation:**

- i. **Theory Papers:** External evaluation in the theory papers is conducted by the university (70%).
- ii. **Practical:** External Evaluation of Practice teaching and other field-based experiences is done by a team of External Examiners appointed by the University. This process involves observation of classroom teaching followed by the Viva voce on all the practical areas.

**2.5.3. How are the assessment/evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?**

- Written as well as verbal feedback is given.



- Marks are reflected and marginal comments given on assignments/testpapers/reports etc.
- Attendance of students is worked monthly and reflected through the notice board (75% as per University norms)
- Irregular students are called and given counseling.

#### ***2.5.4. How is ICT used in assessment and evaluation processes?***

Videography and Audio recording, during micro-teaching and practice-teaching were used for providing feedback to the student teachers in earlier times. However due to financial constraints for equipment maintenance, this practice had to be discontinued. In the last two years some video recordings have been done during micro-teaching and block teaching.

### **2.6. Best practices in Teaching-Learning and Evaluation Process**

#### ***2.6.1. Detail on any significant innovations in teaching/learning/evaluation introduced by the institution?***

- Use of team teaching wherever feasible, especially during the transaction of most of the core areas viz. Micro-teaching session, Evaluation, Lesson planning, Introduction to core aspects of community work, certain Method areas etc.
- A sound feedback system both for teachers as well as students.
  - Development and use of feedback proforma during demonstration by teacher educators.
  - Use of record books and assessment sheets during skill development
  - Sending students for counseling who showed a low score in readiness to learn.
  - Maintenance of self appraisal chart on college activities
- Outstanding works are identified and displayed to encourage and enhance their performance in different areas.
  - Identifying best students in different areas and awarding them during the annual programme.
  - Bringing in past students for demonstration.
  - Identifying those with special training/unique talents from among the trainees and utilizing/sharing their expertise and know-how with fellow trainees. In w/e etc.

**2.6.2. How does the institution reflect on the best practice in the delivery of instruction, including use of technology?**

Collaboration in the use of ICT, Team Teaching, Observation and feedback.

**Additional Information to be provided by Institution opting for Re-accreditation/ Re-assessment**

**1. What are the main evaluative observations/suggestions made in the first assessment report with reference to teaching learning and evaluation and how have they been acted upon?**

Recommendation made on teaching-learning and evaluation are:

- More faculty development programmes on recent methods of Lesson Planning, Methods of Teaching and inclusive education be organised.
- ICT facilities of the institution be exploited to the maximum benefit.
- Faculty be encouraged to pursue doctoral research, publication research work as well as attempt innovations.
- All the laboratories be well-organised and equipped with the latest models and apparatus.

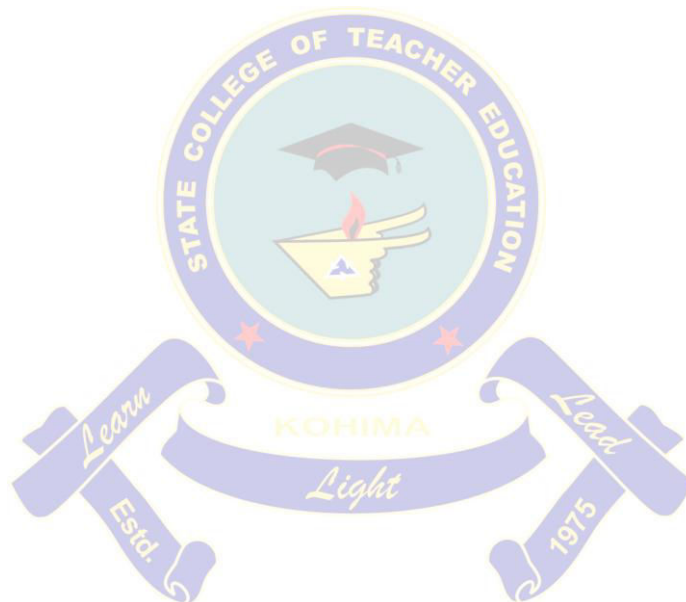
**Acted Upon**

- Faculty Development Programmes has been conducted in the year 2012 & 2014.
- Constructivist approach to lesson planning has been adopted from 2015 after a series of workshops and discussions among the Secondary Teacher education Institutions of Nagaland.
- INFBLNET has been introduced.
- Installation of LCD projectors in all classrooms, Desktops provided to all faculty rooms with printing & Wi-Fi facility.
- One faculty awarded Ph.D, one submitted the Ph.D thesis and another four are pursuing.

**2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.**

- Dissemination of Paperless Resource material through Social Networking App.

- Student-Teachers’ observation of Teacher Educators class room practices and Reflection on the same which are in turn reviewed by the teacher Educators, thereby serving as feedback.
- Maintenance of Reflective Diary by each Teacher Educators titled, “Tracking My Progress”.
- Installation of CCTV at Campus and Library.



### **CRITERION-III**

#### **RESEARCH, CONSULTANCY AND EXTENSION**

### **3.1 Promotion of Research**

#### **3.1.1 How does the institution motivate its teachers to take up research in education?**

Teachers are motivated through informal discussion, and by organizing seminars to create awareness. A National seminar was organized in the college in collaboration with Nagaland University on 12<sup>th</sup> & 13<sup>th</sup> Sept. 2013, where 5 out of 14 faculty members presented paper. New faculty members joining the institution are also encouraged for the same. College supports and encourages faculty to undergo research related activity providing Study leave through adjustment of classes.

#### **3.1.2 What are the thrust areas of research prioritized by the institution?**

The thrust areas are:

1. Problems of Teaching – Learning of different school subjects.
2. Teacher Education : Curriculum, Teacher Educators, Profiling of student teachers, etc.
3. Educational implication of Naga culture.
4. Educational evaluation
5. Andragogy
6. Studies on current / ongoing projects.

#### **3.1.3 Does the institution encourage Action Research? If yes give details on some of the major outcomes and the impact.**

Yes. The institution encourages Action Research but none have been done in the past five years.

#### **3.1.4 Give details of the Conference/ Seminar / Workshop attended and/ organized by the faculty members in last five years.**

<b>T.ALEMLA LONGKUMER</b>			
<b>Sl.No.</b>	<b>Title of the programme</b>	<b>Organised by</b>	<b>Date</b>
1	State Level Orientation-cum-Workshop for Secondary Teacher Educators	NCTE-K	14 <sup>th</sup> – 18 <sup>th</sup> Feb, 2012

2	State Level Teacher Development Programme for Secondary Teacher Educators (Growing from Good to Great)	NCTE-K	12 <sup>th</sup> -16 <sup>th</sup> Feb, 2013
3	Special Summer School, UGC-ASC NEHU	NEHU	12 <sup>th</sup> Aug – 1 <sup>st</sup> Sept, 2013
4	National Seminar on Educational Policy Perspectives	NCTE-K & Edu.Dept. NU	12 <sup>th</sup> – 13 <sup>th</sup> Sept, 2013
5	UGC Refresher Course	GU (ASC)	3 <sup>rd</sup> – 23 <sup>rd</sup> Mar, 2014
6	One day Seminar on Census India	Directorate of Census Operations	2013
7	One day Workshop for Coordination of All India Survey on Higher Education (AISHE)	DHE	2014
8	State Level Workshop on Review of B.Ed & M.Ed Curriculum	SCTE-K	15 <sup>th</sup> – 16 <sup>th</sup> Apr, 2015
9	State Level Workshop on Development of Teacher Education Curriculum	NU & SCTE-K	5 <sup>th</sup> -7 <sup>th</sup> May, 2015
10	State Level Seminar on Quality Enhancement Initiatives	DHE, Govt. of Nagaland	29 <sup>th</sup> Sept, 2015
11	State Level Consultative Meeting on New Education Policy	DHE, Govt. of Nagaland	3 <sup>rd</sup> Nov, 2015
12	One day Interaction Programme on New B.Ed Syllabus	MITE, Kohima	12 <sup>th</sup> Sept, 2015
13	One day Interaction Programme on Semester II Syllabus (B.Ed)	Unity College of Teacher Edu, Dimapur	20 <sup>th</sup> Feb, 2016
14	Road Map of Higher Education	DHE-Kohima	21 <sup>st</sup> & 22 <sup>nd</sup> April. 2016

**Dr. BENDANGYAPANGLA**

Sl.No.	Title of the programme	Organised by	Date
1	State Level Orientation-cum-Workshop for Secondary Teacher Educators	NCTE-K	14 <sup>th</sup> – 18 <sup>th</sup> Feb, 2012
2	Advanced Biblical Counselling Level – I	Person to Person, Hyderabad (KABA)	2 <sup>nd</sup> – 7 <sup>th</sup> Jul, 2012
3	Professional Teacher Development Programme (Growing from Good to Great)	ILDC & SCTE-K	12 <sup>th</sup> – 16 <sup>th</sup> Mar, 2013
4	National Seminar on Educational Policy Perspectives	NCTE-K & Edu.Dept. NU	12 <sup>th</sup> – 13 <sup>th</sup> Sept, 2013
5	Orientation Programme for Academic Counsellors	IGNOU	17 <sup>th</sup> Mar, 2013
6	Short Term Course in SPSS	UGC - ASC	23 <sup>rd</sup> – 28 <sup>th</sup> Jun, 2014

7	State Level Workshop on Development of Teacher Education Curriculum	NU & SCTE-K	5 <sup>th</sup> -7 <sup>th</sup> May, 2015
8	State Level Workshop on Review of B.Ed & M.Ed Curriculum	SCTE-K	15 <sup>th</sup> – 16 <sup>th</sup> Apr, 2015
9	One day State Level Consultative Meeting on new NPE	NERIE (NCERT) & SCERT Kohima	9 <sup>th</sup> July, 2015
10	Consultative Meeting for NEP (Chairman)	IGNOU, MHRD	23 <sup>rd</sup> Sept, 2015
11	Orientation-cum-Workshop on Institutionalizing In-service Teacher Training under RMSA Activities at the Secondary Stage	NERIE	7 <sup>th</sup> -8 <sup>th</sup> Oct, 2015
12	Orientation Programme on Planning and Management of HEI for the Principals of Affiliating Colleges offering Undergraduate Courses of NER	Dept. of Higher and Professional Education, NUEPA (Gangtok)	23 <sup>rd</sup> – 27 <sup>th</sup> Nov, 2015
13	National Seminar on Constructivism	MITE, Kohima	1 <sup>st</sup> – 2 <sup>nd</sup> Sept, 2016
14	State Level Consultative Meeting on New Education Policy	DHE, Govt. of Nagaland	3 <sup>rd</sup> Nov, 2015
15	One day Interaction Programme on New B.Ed Syllabus	MITE, Kohima	12 <sup>th</sup> Sept, 2015
16	State Level Consultative Meeting on New Education Policy	DHE, Govt. of Nagaland	3 <sup>rd</sup> Nov, 2015
17	One day Interaction Programme on Semester II Syllabus (B.Ed)	Unity College of Teacher Edu, Dimapur	20 <sup>th</sup> Feb, 2016
18	Road Map of Higher Education	DHE-Kohima	21 <sup>st</sup> & 22 <sup>nd</sup> April. 2016

(ELIZABETH WALLING)

Sl.No.	Title of the programme	Organised by	Date
1	State Level Orientation-cum-Workshop for Secondary Teacher Educators	NCTE-K	14 <sup>th</sup> – 18 <sup>th</sup> Feb, 2012
2	One day Training for District Level B/Donors Motivators	NSACS	21 <sup>st</sup> Aug, 2012
3	Professional Teacher Development Programme (Growing from Good to Great)	ILDC & SCTE-K	12 <sup>th</sup> – 16 <sup>th</sup> Mar, 2013
4	Orientation Programme for Academic Counselors	IGNOU RC, Kohima	16 <sup>th</sup> – 17 <sup>th</sup> Mar, 2013
5	National Seminar on Educational Policy Perspectives	NCTE-K & Edu.Dept. NU	12 <sup>th</sup> – 13 <sup>th</sup> Sept, 2013
6	Special Training for Academic Counselors through Teleconference	IGNOU RC, Kohima	19 <sup>th</sup> Oct, 2013

7	Refresher Course	UGC, ASC GU	3 <sup>rd</sup> – 23 <sup>rd</sup> Mar, 2014
8	State Level Workshop on Review of B.Ed & M.Ed Curriculum	SCTE-K	15 <sup>th</sup> – 16 <sup>th</sup> Apr, 2015
9	State Level Workshop on Development of Teacher Education Curriculum	NU & SCTE-K	5 <sup>th</sup> -7 <sup>th</sup> May, 2015
10	State Level Workshop on Mathematics and Science	SCERT, Nagaland	7 <sup>th</sup> – 8 <sup>th</sup> May, 2015
11	State Level Seminar on Quality Enhancement Initiatives	DHE, Govt. of Nagaland	29 <sup>th</sup> Sept, 2015
<b>RUNI NAKRO</b>			
Sl.No.	Title of the programme	Organised by	Date
1	State Level Orientation-cum-Workshop for Secondary Teacher Educators	NCTE-K	14 <sup>th</sup> – 18 <sup>th</sup> Feb, 2012
2	Professional Teacher Development Programme (Growing from Good to Great)	ILDC & SCTE-K	12 <sup>th</sup> – 16 <sup>th</sup> Mar, 2013
3	Orientation Programme for Academic Counselors	IGNOU RC, Kohima	16 <sup>th</sup> – 17 <sup>th</sup> Mar, 2013
4	Participated and Presented Paper, National Seminar on National Education Policy Perspectives	SCTE-K & Edu. Dept. NU	12 <sup>th</sup> – 13 <sup>th</sup> Sept, 2013
5	Special Training for Academic Counselors through Teleconference	IGNOU RC, Kohima	19 <sup>th</sup> Oct, 2013
6	Short Term Course in SPSS	UGC - ASC	23 <sup>rd</sup> – 28 <sup>th</sup> Jun, 2014
7	Workshops of IGNOU – B.Ed Programme 12days each for B.Ed-I & B.Ed-II	PSC-2009 P	June-July, 2005-2014
8	Teachers Orientation Baptist High, Kohima	BHSS	10 <sup>th</sup> – 11 <sup>th</sup> Apr, 2015
9	State Level Workshop on Review of B.Ed & M.Ed Curriculum	SCTE-K	15 <sup>th</sup> – 16 <sup>th</sup> Apr, 2015
10	Short-term Course in Research Methodology	UGC-HRDC NEHU, Shillong	17 <sup>th</sup> – 22 <sup>nd</sup> Aug, 2015
11	Consultative Meeting for National Education Policy	IGNOU RC, Kohima	23 <sup>rd</sup> Sept, 2015
12	Road Map of Higher Education	DHE-Kohima	21 <sup>st</sup> & 22 <sup>nd</sup> April. 2016
<b>SANDIP RATNA</b>			
Sl.No.	Title of the programme	Organised by	Date
1	State Level Orientation-cum-Workshop for Secondary Teacher Educators	NCTE-K	14 <sup>th</sup> – 18 <sup>th</sup> Feb, 2012

2	Professional Teacher Development Programme (Growing from Good to Great)	ILDC & SCTE-K	12 <sup>th</sup> – 16 <sup>th</sup> Mar, 2013
3	Refresher Course	UGC Sponsored NEHU, Shillong	22 <sup>nd</sup> Apr- 12 <sup>th</sup> May, 2013
4	National Seminar – NEHU : Learning Theories and Teacher Education	NEHU, Shillong	3 <sup>rd</sup> – 4 <sup>th</sup> Sept, 2013
5	National Seminar – Lumding College, Assam : Crisis of Human Security in India and North East India	UGC Sponsored	4 <sup>th</sup> – 5 <sup>th</sup> Oct, 2013
6	National Seminar – NEHU : Blooms Revised Taxonomy on 21 <sup>st</sup> Century Lesson Planning	NEHU + UGC	18 <sup>th</sup> – 19 <sup>th</sup> Jul, 2013
7	National Seminar – SCTE + NU Emotional Maturity level of B.Ed Students of Kohima District	SCTE + NU	12 <sup>th</sup> – 13 <sup>th</sup> Sept, 2013
8	Orientation Programme	IGNOU Kohima	16 <sup>th</sup> – 17 <sup>th</sup> Mar, 2013
9	Certificate of Participation on Orientation-cum-Workshop for Secondary Teacher Education	DHE- Kohima	14 <sup>th</sup> – 18 <sup>th</sup> Feb, 2012
10	Professional Teacher Development Programme (Growing from Good to Great)	NCTE-K	12 <sup>th</sup> – 16 <sup>th</sup> Mar, 2013
11	State Level Programme Professional Teaching Development for Teacher Educators	DHE-Kohima	12 <sup>th</sup> – 16 <sup>th</sup> Mar, 2013
12	Special Training for Academic Counselors through Teleconference	IGNOU RC, Kohima	19 <sup>th</sup> Oct, 2013
13	“Empowerment of Women in Kamrup district (Rural) of Assam in Socio-Economic perspectives.”	UGC-sponsored National Workshop Rangia College	20 <sup>th</sup> & 21 <sup>st</sup> Dec, 2014
14	“Role of Teachers in promoting students motivation in Mathematics for Secondary Schools in Kohima Town.”	UGC-sponsored National Seminar Rangia College	19 <sup>th</sup> – 20 <sup>th</sup> Jan, 2015
15	“Cyber Security & e-Governance”	ATI-Kohima, Govt. of Nagaland	26 <sup>th</sup> – 27 <sup>th</sup> Nov, 2015
16	Road Map of Higher Education	DHE-Kohima	21 <sup>st</sup> & 22 <sup>nd</sup> April. 2016
<b>HEKISHE SEMA</b>			
<b>Sl.No.</b>	<b>Title of the programme</b>	<b>Organised by</b>	<b>Date</b>
1	State Level Orientation-cum-Workshop for Secondary Teacher Educators	NCTE-K	14 <sup>th</sup> – 18 <sup>th</sup> Feb, 2012
2	Attended Refreshers Course	GU	24 <sup>th</sup> Sept – 12 <sup>th</sup> Oct 2012



<b>ASALE VITSO</b>			
<b>Sl.No.</b>	<b>Title of the programme</b>	<b>Organised by</b>	<b>Date</b>
1	State Level Orientation-cum-Workshop for Secondary Teacher Educators	NCTE-K	14 <sup>th</sup> – 18 <sup>th</sup> Feb, 2012
2	National Seminar on Educational Policy Perspectives	NCTE-K & Edu.Dept. NU	12 <sup>th</sup> – 13 <sup>th</sup> Sept, 2013
3	One day Workshop on Sustainable Development & Waste Management	Higher Education	22 <sup>nd</sup> Apr, 2015
4	State Level Workshop on Development of Teacher Education Curriculum	NU & SCTE-K	5 <sup>th</sup> -7 <sup>th</sup> May, 2015
5	Special Training for Academic Counselors through Teleconference	IGNOU RC, Kohima	19 <sup>th</sup> Oct, 2013
<b>ANISHA HIUMB</b>			
<b>Sl.No.</b>	<b>Title of the programme</b>	<b>Organised by</b>	<b>Date</b>
1	State Level Orientation-cum-Workshop for Secondary Teacher Educators	NCTE-K	14 <sup>th</sup> – 18 <sup>th</sup> Feb, 2012
2	Professional Teacher Development Programme (Growing from Good to Great)	ILDC & SCTE-K	12 <sup>th</sup> – 16 <sup>th</sup> Mar, 2013
3	One day Interaction Programme on New B.Ed Syllabus	MITE, Kohima	12 <sup>th</sup> Sept, 2015
<b>ROSE MARY ACHUMI</b>			
<b>Sl.No.</b>	<b>Title of the programme</b>	<b>Organised by</b>	<b>Date</b>
1	State Level Workshop on Review of B.Ed & M.Ed Curriculum	SCTE-K	15 <sup>th</sup> – 16 <sup>th</sup> Apr, 2015
<b>DZUVIMENO I. YADEN</b>			
<b>Sl.No.</b>	<b>Title of the programme</b>	<b>Organised by</b>	<b>Date</b>
1	State Level Workshop on Review of B.Ed & M.Ed Curriculum	SCTE-K	15 <sup>th</sup> – 16 <sup>th</sup> Apr, 2015
<b>THRONLEM JORLIM</b>			
<b>Sl.No.</b>	<b>Title of the programme</b>	<b>Organised by</b>	<b>Date</b>
1	State Level Workshop on Development of Teacher Education Curriculum	NU & SCTE-K	5 <sup>th</sup> -7 <sup>th</sup> May, 2015
2	State Level Workshop on Review of B.Ed & M.Ed Curriculum	SCTE-K	15 <sup>th</sup> – 16 <sup>th</sup> Apr, 2015
3	One day Interaction Programme on New B.Ed Syllabus	MITE, Kohima	12 <sup>th</sup> Sept, 2015
4	“Cyber Security & e-Governance”	ATI-Kohima, Govt.	26 <sup>th</sup> – 27 <sup>th</sup>

		of Nagaland	Nov, 2015
5	State Level Workshop on Review of B.Ed & M.Ed Curriculum	SCTE-K	15 <sup>th</sup> – 16 <sup>th</sup> Apr, 2015
<b>TEMSUTULA LONGKUMER</b>			
<b>Sl.No.</b>	<b>Title of the programme</b>	<b>Organised by</b>	<b>Date</b>
1	Professional Teacher Development Programme (Growing from Good to Great)	ILDC & SCTE-K	12 <sup>th</sup> – 16 <sup>th</sup> Mar, 2013
2	State Level Workshop on Development of Teacher Education Curriculum	NU & SCTE-K	5 <sup>th</sup> -7 <sup>th</sup> May, 2015
3	One day Interaction Programme on New B.Ed Syllabus	MITE, Kohima	12 <sup>th</sup> Sept, 2015
4	State Level Seminar on Quality Enhancement Initiatives	DHE, Govt. of Nagaland	29 <sup>th</sup> Sept, 2015
<b>VEDÜLÜ</b>			
<b>Sl.No.</b>	<b>Title of the programme</b>	<b>Organised by</b>	<b>Date</b>
1	One day Interaction Programme on New B.Ed Syllabus	MITE, Kohima	12 <sup>th</sup> Sept, 2015
<b>RUOKUONUO</b>			
<b>Sl.No.</b>	<b>Title of the programme</b>	<b>Organised by</b>	<b>Date</b>
1	State Level Workshop on Review of B.Ed & M.Ed Curriculum	SCTE-K	15 <sup>th</sup> – 16 <sup>th</sup> Apr, 2015
2	State Level Workshop on Development of Teacher Education Curriculum	NU & SCTE-K	5 <sup>th</sup> -7 <sup>th</sup> May, 2015
3	One day Interaction Programme on New B.Ed Syllabus	MITE, Kohima	12 <sup>th</sup> Sept, 2015

### 3.2. Research and Publication Output

#### 3.2.1 Give details of instructional and other materials developed including teaching aids / or used by the institution for enhancing the quality of teaching during the last three years.

The following instructional/other materials were developed:

- Reflective Journals for student teachers
- Reflective Journal for faculty.
- Observation Format for Pre-Internship.

**3.2.2. Give details on facilities available with the institution for developing instructional materials.**

The institution has the following facilities for developing instructional materials.

- 1) Photo copier (5 nos.)
- 2) Computers with internet connection/ Wi-fi (Student/Faculty/Library)
- 3) Video Camera (1 no.)
- 4) INFLIBNET

**3.2.3. Did the institution develop any ICT / technology related instructional materials during the last five years? Give details.**

- Yes, a) Power Point Presentations in respective subjects in relation to content and  
b) Teaching-learning video clips associated with use of online facilities.

**3.2.4. Give details on various training programs and / or workshops on material development (both instructional and other materials )**

- a) **Organized by the institution:** Curriculum development on B.Ed. (2012), M.Ed. (2014) and 2year B.Ed. & M.Ed. (2015)
- b) Attended by the staff: Life Skills Course Development
- c) Training provided to the staff: Use of ICT for Teacher Educators.

**3.2.5. List the journals in which the faculty members have published papers in the last five years**

Srl No	Author	Title	Publisher	ISSN	Year of Publication
1	Sandip Ratna	Crisis of Human Security in India and Northeast	Shriti, Lumding College-Nagaon, Assam	ISSN: 2277-6540	March-2012
2	T Alemla Longkumer	Promoting Quality in Higher Education: An Andragogical Approach	Heritage Publishing House, Dimapur	ISBN 978-93-80500-63-8	2014
3	Runi Nakro	Job Satisfaction Level of Secondary Teacher	Heritage Publishing House,	ISBN 978-93-80500-	2014

		Education in Nagaland	Dimapur	63-8	
4	Dr. Bendangyapangla	An Assessment of School Councelling Services at the Secondary Level in Nagaland	Heritage Publishing House, Dimapur	ISBN 978-93-80500-63-8	2014
5	Dr. Bendangyapangla	Continuous and Comprehensive Evaluation: Challenges of the Teacher and the Student in the Classroom	Heritage Publishing House, Dimapur	ISBN 978-93-80500-63-8	2014
6	Elizabeth	Continuous and Comprehensive Evaluation: Challenges of the Teacher and the Student in the Classroom	Heritage Publishing House, Dimapur	ISBN 978-93-80500-63-8	2014
7	Sandip Ratna	Teaching-Learning Style & Strategies in motivation Secondary School Students in Mathematics	Divergent Thinking, Maharashtra Vol:1; No. 5	ISSN: 2319-9431	June'13
8	Sandip Ratna	Comparative Study of H.S.L.C Examination Result Between Private and Government Schools	Educational Quest: An Int. J. of Education and Applied Social Sciences Vol 61 Issue 31	DOI: 10.5958/2230-7311.2016.0004.0	December 2015
9	Sandip Ratna	Learning Theories and Teacher Education	APH Publishing Corporation Vol-4, No. 1;	ISSN No.:2320-3684	Jan. 2016
10	Sandip Ratna	A Case Study on Emotional Maturity of	International Journal of	Online - ISSN	Feb.2016

		B.Ed. Student teacher of Kohima District <a href="http://www.ijaret.com/vol1-3-issue-1/">http://www.ijaret.com/vol1-3-issue-1/</a>	Advanced Research in Education & Technology (IJARET);	(2394-2975), ISSN : 2394 – 6814 (Print)	
11	Sandip Ratna	A Study on Behavioural Factors of Juvenile delinquency of between children of age 10-14 years in Kiphire District	Shristi;, Lumding College	ISSN No: 2277-6540;	August, 2016
12	Sandip Ratna	Style and Strategies Practiced in Mathematics Class of Secondary Schools of Nagaland	International Journal of Advanced Research in Education & Technology (IJARET) 72 Vol. 3, Issue 3	ISSN : 2394-2975 (Online) ISSN : 2394-6814 (Print); 2016	July - Sept. 2016

**3.2.6 Give details of the awards, honors and patents received by the faculty members in last five years.**

1. Ph. D. award:

Name	Title	Year
a) Dr. Bendangyapangla	A Study of Distance Teacher Education in Nagaland	2012
b) Dr. Sashilemla	Growth and Development of Literature in Naga Languages	2012

2. State Level Award for Contribution to Higher Education: Dr. Bendangyapangla
3. “Best Practices to Upgrade the Quality of Secondary Education” – 3<sup>rd</sup> position in the Intra-Board Contest organized by Council of Boards of School Education.

**3.2.7 Give details of the Minor / Major research projects completed by staff members of the institution in last five years.**

1. Joint research project (Major) on *Juvenile Delinquency in Kiphire district of Nagaland* with Social Welfare Department (Mr. Sandip Ratna, 2015).

**3.3. Consultancy**

**3.3.1. Did the institution provide consultancy services in last five years? If yes, give details.**

Yes. Consultancy services were provided to:

1. SCERT on Lesson planning
2. One School on Maintenance of First Aid.
3. The institution being a premier institute is consulted on all subject areas as well as conduct of various field based activities of the course, by the sister institutes.
5. Education Departments- School and Higher education on New Education Policy
6. IGNOU on various courses.

**3.3.2. Are Faculty / staff members of the institute competent to undertake consultancy ? If yes, list the areas of competency of staff members and the steps initiated by the institution to publicize the available expertise.**

Yes, in areas like Pedagogy, Evaluation and use of ICT in teaching-learning.

**3.3.3. How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff member and the institution?**

Consultancy is taken as social responsibility by the college; to our best we try to provide free consultancy service especially to the practicing schools as well as other Teacher Education Institutions.

## 1.4. Extension Activities

### 3.4.1 *How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programs, partnering with NGO's and GO's)*

The community is benefitted from the institution through:

1. Outreach programs; Community work incorporating Environment Protection, HIV & AIDS, Consumer Rights, educating school dropouts.
  2. We also conduct activities in the community under the banner of RRC and Eco club.
- 1. NGO's:** Faculty members act as resource persons in programs organized by women groups, student bodies, self-help groups and various programs organized by the church.
- 2. GO's:**
- a) Interview Board members as subject experts for RMSA, SSA, and other selection Boards constituted by Government of Nagaland.
  - b) Members of NBSE Curriculum Development Board.
  - c) Members of State level Science Exhibitions and Seminars
  - d) Curriculum development board of the University.
  - e) BLO to Election Department of the state.
  - f) Speller and judge in state level 'Spelling bee' competition
  - g) Member BOPS under Nagaland University.
  - h) IGNOU
  - i) Conduct of examinations for NEILIT (twice every year).
  - j) External examination board members in the University Practical exams.
  - k) Question setter and practical examiner of computer operator for appointment to government departments.
  - l) Members of Examination Board Nagaland University.

### 3.4.2. *How has the institution benefited from the community? (Community participation in Institutional development, institution-community networking, institution-school networking, etc.)*

The institution benefited from the community in the following ways.

- 1) The community provides practicing schools.

- 2) The institution invites school coordinators and headmasters to discuss on matters related to Practice Teaching/ Internship and they work as co-partners in evaluating and assessing the performance of the student teachers.
- 3) The practice Teaching schedule (daily routine) is prepared by the schools themselves thus helping the institution.
- 4) On observation of special days / Seminars, Resource persons are invited from the community.
- 5) Student teachers are required to undertake project works on various aspects/ problem areas in the Community under various curricular subjects of the B.Ed. course.
- 6) People from the Community are Board/committee members in various committees such as; IQAC and Advisory Board.
- 7) Experts from various fields such as Drama and Art, Yoga, Games and Sports were invited as resource persons.
- 8) Visiting faculty for various theory courses are invited from the University, STEIs, SCERT, and Higher secondary Schools.

***3.4.3 What are the future plans and major activities the institution would like to take up for providing community orientation to students?***

The future plans and activities for providing Community orientation to students are:

1. build capacity for developing a tourist friendly culture to promote eco-tourism in the State
2. promoting health and mental wellbeing by providing access to physical education facility so as to enable the student-teachers create awareness in the community

***3.4.4. Is there any project completed by the institution relating to the community development in the last five years? If yes, give details.***

1. Blood donation drive is a yearly feature of the institution.
2. Educating the community on HIV & AIDS; Environment Protection & Conservation; Consumer Rights and educating non-starters by the student trainees.

***3.4.5 How does the institution develop social and citizenship values and skills among its students?***

The institute develops social and citizenship values skills through –



- 1) Project and practicum which are conducted in the community.
- 2) Collaborative and cooperative teaching-learning.
- 3) Exposing the students to different rural and urban set up during observation and Practice teaching programs
- 4) Participation in Blood Donation drives.
- 5) Organizing and Observing important days and occasions like international Women's Day, World Disabled Day, World Humanitarian Day, Consumer Right Day, Earth Day and a number of Cultural programs.
- 6) Conduct of awareness programme on role of a citizen on election related activities.
- 7) Conduct of Clean election campaign.
- 8) Financial management awareness programme by Securities and Exchange Board of India (SEBI).
- 9) Project on Traditional Knowledge.
- 10) Effective use of internet service in daily life activities.
- 11) Undertaking numerous projects in the community under different curricular areas.
- 12) Sport meet conducted on a yearly basis.
- 13) Formation of different clubs and constitution of student body.
- 14) Conduct of educational tour.
- 15) Visits to old age home, orphanage, inclusive schools etc.
- 16) Conduct of inter-college sports meet.

### 3.5. Collaborations

#### 3.5.1. Name the national level organizations, if any, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.

We have established linkage with the following National Level organization for more than 5 years.

1. Nagaland University (NU)
2. Harkamaya College of Education, Gangtok.
3. Delhi University (Education Deptt.)
4. Institute of Leadership Development and Communication(ILDC).

#### **Benefits:**

- Invitations to Seminars, Workshop, Orientation programs conducted by them.

- Resource personnel from the above organizations are invited as Guest faculty, Resourcing at Faculty development programmes, Workshops, Seminars, Conference, Curriculum development etc.

**3.5.2 Name the international organizations, with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.**

1. IGNOU (Indira Gandhi National Open University).
2. CTE ( Council of Teacher Education)

**Benefits:**

- Use of resource materials of IGNOU library.
- Publication of Research related papers in CTE journal.
- Opportunity provided for participation in workshop/seminars.

**3.5.3 How did the linkages if any contribute to the following?**

**Curriculum Development** – While developing and reviewing Curriculum, experts from different organizations and Universities were consulted and invited.

**Teaching** – In the last five years the college has not availed any services from the above mentioned linkages.

1. **Training** – In a number of faculty development programs organized by the institution, Experts from the above mentioned organizations resourced in various aspects of Teacher Education program.

**Practice Teaching** – Practice teaching activity being localized, consultation on how best we could carry it out was done.

**Research** – M.Ed. dissertation supervision.

**Consultancy** –In areas such as Research, current trends in Teacher Education, Curriculum revision and development , Evaluation, Pedagogy, Counseling etc. the institution consults and avails services of relevant organizations such as Education Deptt. Delhi University.

**Extension** - Extension services received by the college from various organizations mentioned above are:

1. Contribution as ‘resource persons’ in various Orientations, Seminars and Workshops on various curriculum and co-curriculum areas.
2. Utilizing IGNOU study materials and Library by the Faculty members of the college.

**Publication** – Collaborative Publication of Research articles.

**3.5.4 What are the linkages of the institution with the school sector?**

*(Institute-school-community networking)*

The institution has a very good linkage with the Practicing Schools.

1. Annually, all the Head Teachers/ Principals/coordinators of the practicing schools are invited to the institution to discuss over quality enhancement of practice teaching program in the schools. Their suggestions are taken into consideration while preparing the teachers and with proper understanding and cooperation practice teaching is carried out.
2. All the practicing schools are therefore partner schools of the institute.
3. Extension services are offered to the practicing schools both Private and Government by way of orienting their teachers in the latest practices in teacher education.
4. The institution reserves one seat for the practicing schools for admission into the professional course. The schools avail this facility in turns.
5. One member each from Govt.& Private in advisory board.

**3.5.5 Are the faculty engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching? If yes give details.**

Yes. Prior to the practice teaching program, the college organizes a school coordinators meeting to discuss various aspects such as design, time /schedule for practice teaching and the evaluation criteria. During practice teaching, all the faculty members perform supervision duty daily following a schedule. The college sees that each faculty visits the schools in turns and during which the faculty meets the school personnel for discussion on effectiveness of the ongoing activity.

**3.5.6. How does the faculty collaborate with school and other college or university faculty?**

1. **Faculty collaboration with school:** While conducting orientation programs in the schools, to make it need-based, a discussion is held with the head of the institution. Based on the need of the school, faculty from the relevant specialization areas are deputed to the school.
2. **Other college:** Every year, one or two state level interaction program(s) of the teacher education institutions is held. During such programs, paper/department –wise group discussions are held for carrying out a more or less uniform and effective transaction of the

curriculum. This is found to be very helpful especially for new faculty members of the institutions.

Administrative head and faculty of other general colleges also collaborate to identify the needs of the college with respect to effective transaction of curriculum, classroom management etc. and make arrangements for orienting the teachers.( Sakus Mission/Kohima Sc. College).

3. **University:** During curriculum development, the faculties collaborate with the university faculty in taking decisions to make the curriculum locally relevant. The faculty also holds discussion with university faculty on various course papers and practical components. While transacting the curriculum, areas which need more emphasis are noted down by each faculty in their respective course papers and taken for discussion and inclusion during revision of the curriculum.

The faculty of the college also collaborates with the university for Conduct of Examination.

### 3.6 Best Practices in Research, Consultancy and Extension

#### 3.6.1 *What are the major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years?*

##### **Research:**

- A National Seminar was organized by the college in collaboration with Nagaland University on 12<sup>th</sup> and 13<sup>th</sup> Sept. 2013.
- Publication of Research based papers on Teacher Education in National/ International Journals.

##### **Consultancy:**

Being a premier institute in the state with respect to Teacher Education, in any new developments on teaching-learning process, curriculum development, lesson planning, classroom interaction, practicum and projects, the college is consulted by sister institutions.

- Faculty members are invited by Private and Government schools and colleges to orient their teachers in areas like; class room interaction, classroom management, pedagogy, communication skills, evaluation etc.

##### **Extension:**

- Voluntary visits to the schools orienting teachers on teaching-learning process, class room interaction, classroom management, evaluation etc.

- Communities as well as school drop-outs in the rural and urban areas are educated on consumer rights, women empowerment, environment protection and HIV/AIDS.

### ***3.6.2 What are significant innovations / good practices in Research, Consultancy and Extension activities of the institution?***

- Students are involved in developing Research skills in different course areas by making them identify and undertake projects on current problems associated with Language, Social Sciences, Science and Mathematics education. An extensive project work on “***Traditional Knowledge***” was carried out in one of the core papers ‘Understanding disciplines’.
- Projects are also carried out on environmental problems and issues such as pollution, medicinal plants, repair of domestic electric appliances etc.
- Reaching out voluntarily to schools to orient their teachers in class room interaction, Pedagogy, classroom management, evaluation etc.
- Conducting faculty development program ensuring equal involvement of all the Secondary Teacher Education institutions in the state.

### **Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment**

#### ***1. What are the main evaluative observations/ suggestions made in the first assessment report with reference to Research, Consultancy and Extension and how have they been acted upon?***

The main evaluative observations were:

To -

- Conduct Action Research,
- Publish research papers,
- Undertake research projects
- Initiate formal consultancy services

**Action research:** The institution identifies various problems and solves them through discussion and by adopting various measures.( Example Library problems/Problems with punctuality)

**Publication of research papers:** 9(Nine) research based papers have been published and a number of papers have been accepted for publication.

**Formal consultancy services:** Extends formal consultancy services to IGNOU as dissertation guides.

**Research projects:** One of the faculty members undertook a research project in collaboration with Social Welfare Department, government of Nagaland.

- All the faculty members have attended National Level Seminars and Workshops organized by different universities and 5(Five) faculty have presented research- based papers.
- Research- based publication of papers have also been made in National/ International journals.
- Research based projects have been undertaken.

**2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?**

- Introduction of M.Ed. course in the year 2014.
- 4 faculty members completed M.Ed. during the last five years and 2 are undergoing.
- 5 faculty undergoing Ph.D. Program.
- All classrooms including multipurpose hall equipped with LCD projectors.
- Rigorous use of ICT in teaching-learning process.
- Conducting club activities on all working Saturdays.
- Conducting need-based program on alternate Wednesdays of every month.
- Ensuring every student teacher to enroll under INFLIBNET for retrieving online resource material.
- Providing internet connectivity in Computer lab and library for students' use.
- Construction of Multipurpose hall accommodating Yoga, Gym. etc.
- Dissemination of *Paperless* resource material to student teachers where ever possible.
- Initiating Social networking app for fast and smooth dissemination and retrieving of information.
- Under process of launching a blog to address teachers and students on various educational issues in the state.
- The college is a Wi-Fi campus.

## **CRITERION-IV**

### **INFRASTRUCTURE AND LEARNING RESOURCES:**

#### **4.1. Physical Facilities**

**4.1.1. Does the institution have the physical infrastructure as NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the master plan of the building.**

The college does not have the full physical infrastructure as the NCTE norms but developments are in progress. The college building was constructed in the early 1970's, and the total land area, inclusive of staff quarter is around 5 acres. A new Administrative building is under construction. A multipurpose hall is equipped with LCD projector, Yoga and Gym facility. Facilities like Psychology Resource Centre, Art and Craft Resource Centre, Visitors Room. Girls Common room, Seminar room, Multipurpose playfield will be put in place only after the construction of the new infrastructure. There is an ongoing expansion of girls' hostel.

**4.1.2. How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?**

In addition to the old infrastructure, there is an ongoing construction under RUSA, on the basis of which there will be more provision for accommodating different required facilities related to academic growth of students.

**4.1.3. List the infrastructure facilities available for co-curricular activities and extra-curricular activities including games and sports.**

There is physical health room accommodated in multipurpose hall and a separate indoor game room in the campus. Moreover following rooms are in use for co-curricular and extra-curricular activities –

- 1) Multi-purpose hall
- 2) Recreation hall
- 3) Conference hall.

Lecture rooms(5 Nos) are also used for the same purpose whenever the need arises.

**4.1.4. Give details on the physical infrastructure shared with other programs of the institution or other institutions of the parent society or university.**

- Infrastructural facilities shared with IGNOU, NIELIT and Conduct of state and central level examinations when asked by various departments or organizations.

**4.1.5. Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms for women, wash room facilities for men and women, canteen, health centre, etc.)**

- Separate toilets for men and women.
- Drinking water cold & warm with aqua guard facility.
- There is a First Aid cell which caters to the immediate health need of both students and faculty.
- One of the staff members is a **Dhai** who helps in administration of first aid in case of injury and other common ailments.
- There is a canteen with minimum facilities.
- The institution has Yoga cum Gym facility.

**4.1.6. Is there any hostel facility for students? If yes, give details on capacity, no. of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities, etc.**

Yes, only for women and to increase intake, an additional construction is in progress.

- Capacity 24 persons.
- No. of rooms – 12
- Occupancy details
  - a) 22 girls accommodated in 2016.
  - b) 1 room are occupied by the cook.
  - c) 1 room is used as visitor room
- Kitchen cum dining hall—1 no.
- Recreational facilities –T.V., news paper and indoor games in the hostel
- Generator – 1 no.
- Health & Hygiene facilities – attached toilets manned by a cleaner,
- Medicines for emergency use kept with Prefect of the hostel.



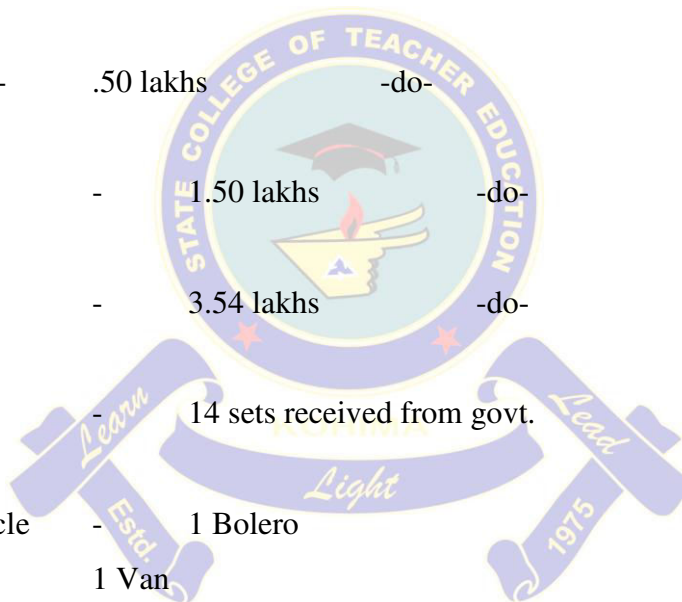
## 4.2. Maintenance of Infrastructure

**4.2.1. What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any. Building, Laboratories, Furniture, Equipments, Computers, Transport/ Vehicle.**

Maintenance of college property is largely done out of College Development fees collected from student-teachers every year.

Funds and Material allotment received from the state government in the past 5 years is as follows

1. Building	-	.87 lakhs	(Out of College Dev. Fund)
2. Laboratories	-	.50 lakhs	-do-
3. Furniture	-	1.50 lakhs	-do-
4. Equipments	-	3.54 lakhs	-do-
5. Computers	-	14 sets received from govt.	
6. Transport/Vehicle	-	1 Bolero 1 Van 1 bus	



**4.2.2. How does the institution plan and ensure that the available infrastructure is optimally utilized?**

For optimal utilization of infrastructure, the institution utilizes:

- Multipurpose hall for Cultural programme, Yoga, Gym and formal functions.
- Co-curricular activities and Wednesday activities are conducted in Lecture halls.
- Science and Mathematics Lab are used for class room interaction and video viewing.
- Computer lab is used as Language lab, ICT class room and internet resource room.
- Counseling room is also used as First Aid room.

- Two classrooms share a collapsible wall which can be easily removed and used as a hall for other programmes including indoor games.

**4.2.3. How does the institution consider the environmental issues associated with the infrastructure?**

In the following ways the institution considers the environmental issues associated with the infrastructure:

- Concrete buildings- earthquake resistant.
- Furniture preferred made of recycle materials.
- Proper arrangement in the building for optimal use of natural light.
- Use of LED & CFL bulbs for lightings.
- Use of inverters in case of electricity failure.
- Eco friendly environment through plantation.
- Maintenance of Waste bins and proper and timely disposal of wastes in college campus.
- Conduct of regular cleanliness drive under Swacch Bharat.
- Rainwater harvesting.
- Adoption of paperless dissemination of information and learning materials

**4.3. Library as Learning Resource**

**4.3.1. Does the institution have a qualified librarian and sufficient technical staff to support the library (materials collection and media/computer services)?**

Yes.

Librarian	: 1
Asst. Librarian	: 1
Supporting Staff	: 3
Technical Staff.	: 1

**4.3.2. What are the Library resources available to the staff and students? (Number of Books-volumes and titles, journals-national and international, magazines, audio visual teaching-learning resources, software, internet access, etc.).**

Items↓	Year→	2012	2013	2014	2015
<b>Text book</b>	Number of Books	302	145	59	60
	Amount(Rs)	17,5831	35,438	43,545	52,555
<b>Journals</b>	Number of Books				2(National)
	Amount(Rs)				6,000
<b>Reference</b> i. Dictionary ii. Encyclopedia	Number of Books	29			1
	Amount(Rs)	18,195			695

- Library is yet to be digitalized and proposal for the same has been sent to the government.
- Library has Computer with required software for general purposes with internet connectivity.
- Required e-resource (books, National and International journals etc.) can be accessed from INFLIBNET and other sources.

**4.3.3. Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance, etc, and to make acquisition decisions? If yes, give details including the composition and functioning of library committee.**

The institution has a library committee consisting of 3 (three) members, the committee is responsible for acquisition of relevant books; journals etc. and looks into the smooth functioning of the library.

**4.3.4. Is your library computerized? If yes, give details.**

Yes. Computer with internet connectivity is available for Library requirements even though books have not been digitized; request has been made to the government for providing necessary software for complete computerization of the library.

**4.3.5. Does the institution library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.**

Yes. The library has a Computer with internet connectivity. The computer lab also has internet connectivity for retrieving internet based resource materials. There is a Xerox

machine installed for use by students at a nominal fee (Rs.1.50p/ copy) which is accessible to all throughout the session.

**4.3.6. Does the institution make use of Inflibnet / Delnet / IUC facilities? If yes, give details.**

Yes, the institution has INFLIBNET.

**4.3.7. Give details on the working days of the library? (Days the library is open in an academic year, hours the library remains open per day etc.)**

The library remains open for 6Hrs on all working days, 5/6 days a week.

**4.3.8. How do the staff and students come to know of the new arrivals?**

A notice is put up on the library notice board; a separate cupboard is maintained to display the latest arrivals.

**4.3.9. Does the institution's library have a book bank? If yes, how is the book bank facility utilized by the students?**

Yes. A Book Bank is available in the library Computer and this has research publications, e-journals of repute and e-books. Students take out prints or download in their personal pen drives according to their requirement.

**4.3.10. What are the special facilities offered by the library to the visually and physically challenged persons?**

So far we have had no such candidates and hence no such facilities are offered.

**4.4. ICT as Learning Resources**

**4.4.1. Give details of ICT facilities available in the institution (Computer lab, hardware, software, internet connectivity, access, audio-visual, other media and materials) and how the institution ensures the optimum use of the facility.**

- TV (2),
- Video cameras (3),
- DVD Player (1)
- LCD Projectors with screen(9),
- Internet connectivity (2),
- Computer Lab (1),
- Computer (29),
- Photo Copier (4),

- E-Cyclostyle Machine (1)
- Printer cum Scanner ( 7)
- Educational CDs.

All the ICT facilities mentioned above are rigorously used by faculty for class room interaction, seminar and workshop. The students also use them for presentation of their assignment, seminar and project work.

**4.4.2. Is there a provision in the curriculum for imparting computers skills to all students? If yes, give details on the major skills included.**

Yes, Computer Education and Educational Technology were included in the old curriculum with practical on *Basics of Computer Operation and access to internet* up to 2014. In the new course effective from 2015, *Critical Understanding of ICT* is one of the course papers (EPC), which has both theory and practical components. ICT classes are conducted for skill development in Computer lab.

The major skills included are: Creating, sending and receiving mails, preparation of PPP, MS Word document creation, MS Excel for computation of attendance, result, salary etc., MS Access for database management, use of internet etc.

**4.4.3. How and to what extent does the institution incorporate and make use of the new technologies/ICT in curriculum transactional processes?**

- Social networking apps like whatsapp, telegram are used for information dissemination, *paperless* dissemination of learning resources to students and information retrieving from students.
- The institution also encourages students to use social networking for group discussion on various issues relating to teaching-learning and current problems in education.
- The student teachers as well as teaching faculty make use of computer and internet in preparing topics and writing assignments.
- Use of power point presentations, streaming videos, use of language lab, screening documentaries, movies and video-clips.

**4.4.4. What are major areas and initiatives for which student teachers use/adopt technology in practice teaching? (Developing lesson plans, classroom transactions, evaluation and preparation of teaching aids).**

- Internet resources are used for preparing lessons.
- Laptops and Note pads are used during Practice Teaching by some student teachers.
- MS Office is used for student data storage and systematic evaluation.
- Relevant pictures, flow charts and flash cards are designed, printed out and used as teaching-learning aids.

#### **4.5. Other Facilities**

**4.5.1. How is the instructional infrastructure optimally used? Does the institution share its facilities with others? For e.g.: serve as information technology resource in education to the institution (beyond the program), to other institutions and the community.**

- Infrastructural facilities are shared with IGNOU, NIELIT and for Conduct of competitive examinations of various departments or organizations (RMSA)
- A personal website of a faculty other than official website also caters to the need of sharing information, learning resources and maintaining important linkage to the world.

**4.5.2. What are the various audio-visual facilities/ materials (CDs, audio and video cassettes and other materials related to the programme) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?**

- Teaching-learning aids such as charts, models and equipments from Social Sciences, Language, Science and Mathematics are used by student teachers during practice teaching.
- Educational materials (CDs and soft copies) available in the library are used.

**4.5.3. What are the various general and methods Laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?**

- There is a science and mathematics resource center. The required equipments are purchased and added at intervals according to availability of fund. The equipments are maintained by the concerned faculty.

- There is also psychology laboratory in which psychological tests are available. It is maintained by a faculty.
- Computer cum language laboratory. It is maintained by a qualified faculty in IT.

**4.5.4. Give details on the facilities like multipurpose hall, workshop, music and sports, transports etc. available with the institution.**

- A 50' x 20' multi-purpose hall which is used as an auditorium, seminar hall, physical education and yoga practical classes.
- Lecture halls and science and mathematics resource center are used for conducting workshop on low cost teaching aids, chart making and work experience.
- There are a few, musical instruments like the guitar, *tati* ( a local stringed instrument) and sports materials such as TT , football, volleyball etc. available.
- There is one bus and one van.

**4.5.5. Are the classrooms equipped for the use of latest technologies for teaching? If no, indicate the institution's future plans to modernize the classrooms.**

Yes, the classrooms are equipped with LCD projectors and there is Wi-Fi connectivity in the campus.

**4.6. Best Practices**

**4.6.1. How does the faculty seek to model and reflect on the best practice in the diversity of instruction, including the use of technology?**

- Each faculty is encouraged to use LCD Projectors permanently fixed in the classrooms.
- Faculty uses Social networking apps like whatsapp, telegram for information dissemination and paperless dissemination of learning resources.
- Self-learning, group discussions, brain storming and peer tutoring techniques are adopted during the transaction of the curriculum.
- Students are encouraged to submit assignment, project write-ups in *paperless mode* (In CDs, Apps, Pen drives, e-mails etc.).
- Extensive use of internet (Deep search engines) and e-libraries for enhancing knowledge base of faculty and also preparation of lessons.

**4.6.2. List innovative practices related to the use of ICT, which contributed to quality enhancement.**

Innovative practices such as:

- Social networking apps like whatsapp, telegram are used for information dissemination, paperless dissemination of learning resources to students and information retrieving from students.
- The institution encourages students to use social networking for group discussion on various issues relating to Teaching-learning and current problems in education.
- Streaming/screening of movies, documentaries and other videos.
- Encouraging student teachers to use power point projection and multi-media for presentation of project reports, seminar papers, assignments etc.
- Assigning student teachers to maintain different aspects of infrastructure such as maintenance of labs under the college theme for the session 2015-2017, '*I love my college*'.

**4.6.3. What innovations/best practices in 'Infrastructure and learning Resources' are vogue or adopted/adapted by the institution?**

- Use of available rooms for multiple purposes.
- Sharing infrastructure with different organizations.
- Paperless dissemination and retrieving of information and learning resources to/from students through use of social networking apps like whatsapp, telegram etc.
- Encouraging students to use social networking for group discussion.

**Additional information:**

1. ***What were the evaluative observations made under Infrastructure and Learning Resources in the previous assessment report how have they been acted upon?***

**Observations:**

The previous major evaluative observations:

1. All labs in the college need further enrichment.
2. Adequate systems for maintaining and utilizing library and information facilities.
3. Photo-copying and ICT facilities provided.
4. Computer lab and language lab functions in dual mode.
5. Canteen and hostel functions at a small scale.

**Acted Upon:**

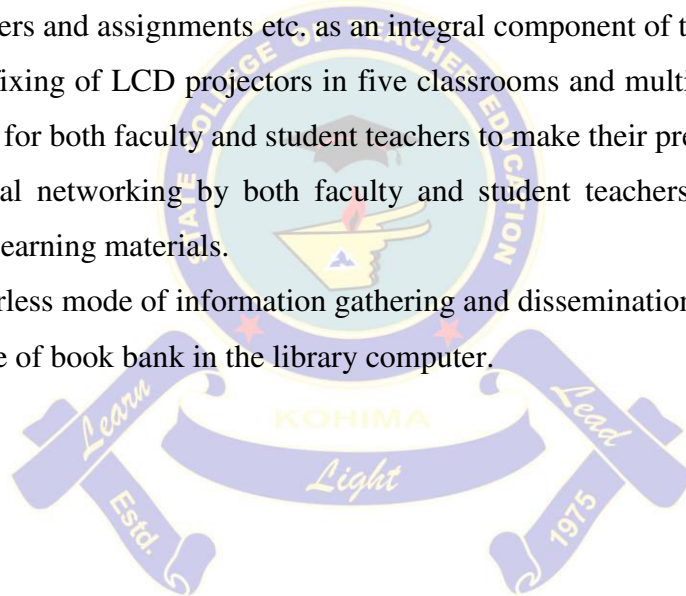


- Science and ICT Lab have been upgraded.
- Library computerization is nearing completion.
- Hostel expansion is underway.

**2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?**

The following are the quality sustenance and enhancement measures undertaken by the institution:

1. Construction of multipurpose hall which accommodates Yoga and Gym facilities.
2. Making use of power point projection and multi-media for presentation of project report, seminar papers and assignments etc, as an integral component of the course.
3. Permanent fixing of LCD projectors in five classrooms and multi-purpose hall making it much easier for both faculty and student teachers to make their presentations.
4. Use of social networking by both faculty and student teachers for dissemination and retrieval of learning materials.
5. Use of paperless mode of information gathering and dissemination.
6. Maintenance of book bank in the library computer.



## CRITERION-V

### STUDENT SUPPORT & PROGRESSION

#### 5.1. Student Progression

**5.1.1. *How does the institution assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme (students' pre-requisite knowledge and skill to advance) to completion?***

For assessing students' preparedness, the following initiatives are taken:

- For the pre-service student-teachers a written test and viva voce are conducted at the entry point to test their aptitude for teaching, their personalities as prospective teachers and also their communication skills. There is no scope for the institution to determine these for the In-service teachers are deputed by the respective departments.
- On admission to the programme, testing of Entry Behaviour is taken for all the student-teachers to determine their knowledge base.
- Conduct of Induction Programme.
- An Orientation to the whole course, including the different papers to be studied, is given at the beginning of the session.

To ensure that student-teachers get appropriate academic and professional advice, the following initiatives are undertaken:

- To look into the problems of the students, there is a Guidance and Counseling Cell.
- The College website is available with all details of the curriculum and the nature of the programme
- Faculty make themselves available to students for clarification of doubts.
- Feedback is availed from the students and measures are taken to redress their problems, wherever necessary.
- Faculty view the student-teachers as equal partners in implementation of the programme and maintain friendly relations with them, giving them ample freedom to approach and communicate their problems.

**5.1.2. *How does the institution ensure that the campus environment promotes motivation, satisfaction, development and performance improvement of the students?***

- Creating a congenial academic atmosphere with supportive and helpful team of staff and faculty.
- Absence of distinction between students and teachers and taking the students as equal partners.
- There are different clubs in the College and the members of these clubs are given the responsibility to organize different activities every Saturday as per their interest.
- As a supplement to the new curriculum, every alternate Wednesday is set aside for different Activities to enhance the professional capacities of the students.
- Learner centred approaches to teaching-learning are encouraged among faculty, whereby every student-teacher finds scope for participation and assuming different roles. This enhances their self-confidence and further motivates them.
- College blazer/uniform was introduced for the students to develop a sense of belongingness and also a sense of self- respect in them.
- Different themes are been initiated in different years to encourage the students.
- Ensuring that basic facilities and amenities are provided.
- Well equipped library and ICT facilities.
- Setting up of Guidance and Counselling Cell, Grievance Redressal Cell.
- College canteen.

**5.1.3. Give gender-wise drop-out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?**

Gender-wise drop-out rate of student-teachers of SCTE-K in the last 5 years:

Year	Male	Female	Reasons	Mechanism adopted to check it
2011	2	1	a. Health ground. b. Appointment to other service. c. Inability to cope with course	Counseling by Principal & members of

				Faculty
2012	3	1	a. Health ground. b. Inability to cope with course. c. Family Problems	-do-
2013	3	Nil	a. Health ground. b. Inability to cope with course.	-do-
2014	4	1	a. Health ground. b. Inability to cope with course. c. Family Problems	-do-
2015	4	2	a. Health ground. b. Inability to cope with course. c. Family Problems. d. Disinterest in Course	-do-

To control the drop-out the institution makes provision for medical and other genuine cases as and when the situation demands.

**5.1.4. What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/ qualified in SLET, NET, Central/ State services through competitive examination in the last two years?**

To enable the students to compete for jobs special leaves are granted to them.

No record maintained.

**5.1.5. What percentage of students on an average go for further studies/choose teaching as a career? Give details for the last three years?**

No record maintained although mention may be made that 70% of the students are already in the teaching profession.

**5.1.6. Does the institution provide training and access to library and other education related electronic information, audio/video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution? If yes details on the same.**

- Whenever in-service programmes are organized, preferences and opportunities are given to former students to attend the programmes.
- Special considerations are given to former students to access the library whenever they require.

**5.1.7. Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.**

- Although a specific Placement Cell has not been established, the College has intimated to the Practicing Schools

**5.1.8. What are the difficulties (if any) faced by placement cell? How does the institution overcome those difficulties?**

NA

**5.1.9. Does the institution have arrangements with practice teaching schools for placement of the student teachers?**

The College had initiated but the response was not forthcoming.

**5.1.10. What are the resources (financial, human and ICT) provided by the institution to the placement cell?**

NA

## 5.2. Student Support

**5.2.1. How are the curriculum (teaching-learning processes), co-curricular and extracurricular programmes planned, (developing, academic calendar, communication across the institution, feedback), evaluated and revised to achieve the objectives and effective implementation of the curriculum?**

***Planning:***

- Throughout the academic session regular faculty meetings are held where the faculty share their views/ suggestions regarding the conduct of the academic programmes after which the relevant ones are implemented whenever required.
- Towards the end of the year/semester the academic calendar for the next session is prepared. Programmes are prepared considering the past-experience and feedback, and activities logically sequenced as per requirement of time and in relation to theory papers.
- For guidance and assessment, the faculty are given the responsibility to be in-charges of the different activities, according to interest and competencies.
- The Academic Calendar is prepared and given out to student-teachers at the beginning of the session and also uploaded on the college web-site.
- Curricular and co-curricular programmes are spread throughout the semester/year to ensure convenience and avoid over-burdening.
- Activities are identified and undertaken according to necessity, academic and local relevance and as per felt needs.

***Evaluation:***

- During the course of implementation, feedback is continuously availed both from faculty and student-teachers, and necessary changes are affected.
- Short-comings and loopholes are analysed and measures for improvement are sought and discussed, and noted for future changes.

***Revision:***

- Based on the feedback received and experiences, the academic calendar is revised. The curricular and co-curricular activities are revised every session, depending on outcomes of past experiences and also based on identified needs.
- Though it is planned, flexibility is maintained to meet the needs of the students, availability of time and resources.

***5.2.2. How is the curriculum planning done differently for physically challenged students?***

- This is taken care of as and when the situation arises depending on the situation of the problem but so far no students with severe physical challenges have been admitted to the College.

**5.2.3. Does the institution have mentoring arrangements? If yes, how is it organized?**

- No formal mentoring arrangement has been made but the students approach the faculty whenever they have any problems and the faculty on their own or collectively with the other faculty members help the students.

**5.2.4. What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?**

- Annual faculty development programmes.
- Well equipped library with internet and reprographic facilities.
- Providing ICT facilities (desktops, laptops, internet facilities) to the teaching faculty.
- Wi-Fi enabled campus and LCD projectors in every classroom.
- Provision of leave/ time off for the faculty to pursue their further studies.
- Opportunity for the faculty to attend Refresher Courses, Seminars, Workshops etc
- There is a mutual good support system within the faculty themselves. The relationship among the faculty is well knit.

**5.2.5. Does the institution have its own website? If yes, what is the information posted on the site and how often is it updated?**

- Yes. Information regarding admission, prospectus and all the programmes of the College are posted on the website.
- It is regularly being updated.

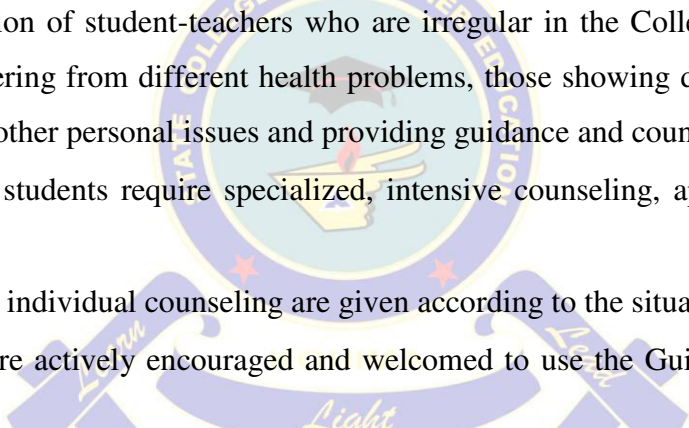
**5.2.6. Does the institution have a remedial programme for academically low achievers? If yes, give details.**

- The institution does not have a formal remedial programme but constant feedback and personal guidance are given to the academically low achievers.

**5.2.7. What specific teaching strategies are adopted for teaching (a) Advanced learners and (b) Slow learners.**

- In the course of transaction, challenging activities are put for the benefit of the Advanced learners while questions of lower order/ simple examples are used for the understanding of the Slow learners.
- Student-teachers are given liberty to make choices while selecting areas and topics/themes for Projects, group activities, etc.

**5.2.8. What are the various guidance and counseling services available to the students? Give details.**

- 
- Identification of student-teachers who are irregular in the College, substance abusers, those suffering from different health problems, those showing disinterest in the course or having other personal issues and providing guidance and counseling to them.
  - When the students require specialized, intensive counseling, appropriate referrals are made.
  - Group and individual counseling are given according to the situations.
  - Students are actively encouraged and welcomed to use the Guidance and Counselling services.

**5.2.9. What is the grievance redressal mechanism adopted by the institution for students? What are the major grievances redressed in last two years?**

Grievance Redressal Mechanism adopted:

- Putting up of a Suggestion Box
- Setting up of a Grievance Redressal Cell with faculty in charges.
- Initiation of feedback session at regular intervals for receiving grievances both academic as well as non-academic.
- Through the Student's Union/Council which convey the grievances shared by the students to the faculty in charges.



Major grievances redressed in the last two years:

- Setting up of LCD Projector in all the classrooms and making use of it.
- Up gradation of the Library.
- Internet facility provided.
- Regular bus service.
- Improved basic amenities.
- Setting up of Physical Education Centre/ Gym.
- Changes in Methods, techniques and approaches to teaching by faculty according to requirements of students, whenever necessary.

**5.2.10. How is the progress of the candidates at different stages of programmes monitored and advised?**

- Continuous evaluation is done in the form of tests, assignments, class activities, seminars, workshops, project works and records of the assessment are maintained by each faculty. These are followed by feedback and discussions.
- Monthly attendance records are maintained and prizes are awarded to the regular students to encourage them.
- In the old curriculum, during micro-teaching record books were maintained for each peer group in order to record the performance of student-teacher and assessments were made and feedback given to them.
- During practice teaching, a specific format was used for evaluation of student- teachers.
- A Reflective journal for recording observations and reflections on all classes taken by the faculty is maintained by each student-teacher, in which areas/topics not well understood are also recorded. Faculty review the journal at regular intervals, through which they get an insight on the reflections of the student-teachers and also on areas taught, which need remediation.

**5.2.11. How does the institution ensure the students' competency to begin practice teaching (pre-practice preparation details) and what is the follow-up support in the field (practice teaching) provided to the students during practice teaching in schools?**

- **Old Course (2012-2014):**

- The foundation courses required for preparing student-teachers for teaching were introduced in the 1<sup>st</sup> Semester. Before the beginning of practical preparation, the required units in the foundation papers and teaching Methodology papers were first covered.
- Important aspects of teaching, which included Evaluation, preparation of Teaching Aids and development of Teaching Skills were all developed through Workshop modes- 4 to 5 days for Workshop on Evaluation, 2 days for preparation of Teaching Aids, 8 to 10 days for Micro Teaching, 3 to 4 days for Block Teaching and 3 to 4 days for Lesson Planning .
- During the workshops, supervision and feedback was provided by Faculty, each of whom was put in-charge of a small number of student-teachers. Faculty members guide different groups of student-teachers in turns, so as to provide variety in perspective and feedback, and also ensure objectivity in evaluation.
- During Micro-Teaching, a single skill was taken up each day for theoretical discussion through Team Teaching. This was followed by Demonstration by an expert in the skill, with observers from both faculty and student-teachers. An intensive Feedback Session followed, given by both Faculty and student-teachers. The skill was then practiced the following day in micro groups under supervision of a Faculty. This cycle continued until all the skills identified were practiced and integrated, under supervision of a different faculty each day.
- For developing skill in Lesson Planning, the format of the plan was first introduced and thoroughly discussed through Team Teaching. Student teachers were then made to first plan single lesson plans in groups, providing scope for peer teaching-learning, and supervised by faculty. This was followed by individual planning, guided by the faculty. Each student-teacher would plan and re-plan a single lesson even 3-4 times until competency was developed.
- During Practice Teaching, different supervisors visited each practicing school every day, observing and giving feedback, both written and verbal, to the practicing student-teachers. Student Peers were also made to observe and provide feedback to their friends.

- **New Two-Year Course(2015 & onwards):**

- Preparation of student-teachers for Practice Teaching is sought to be done with a Constructivist approach, unlike in the old course, where teacher preparation was

done through the Behaviourist Approach, conditioning student-teachers' behaviours towards desired outcomes.

- During the first two semesters in the New Two-year B.Ed. programme, student teachers are sent to schools for observation of the various practices in the school, both inside and outside the classroom. They are required to maintain records of their observations and Reflections on the observations, for developing their own perspectives and accordingly direct themselves to perceived desirable teacher practices and behaviours. These are maintained in a Reflective Journal.
- Prior to going to the schools for observation in the 1<sup>st</sup> semester, student-teachers are made to make observations in the college, of classroom practices, faculty behaviour and attributes, the physical, social and academic environment of the college, as a practice. Their observations and reflections thereof, are discussed in groups, followed by presentation and discussion in the class, in the presence of the teacher-educators. Faculty make inputs to widen and give different perspectives to the discussions.
- For preparing student-teachers for content transaction, the old system of developing rigid lesson plans to achieve pre-determined instructional objectives, will be replaced by an approach to planning in which only broad outlines for learners' engagement in various activities will be drawn up and lessons will develop according to the construction of new understandings of the pupils. Such lessons will be learner-directed and the teacher's role will be that of a facilitator, providing guidance and creating the right learning situations and experiences for the learners.
- An understanding and insight into the different socio-cultural contexts of learners and their impact on learning is given through the various Core papers in the curriculum. Apart from classroom discourses, student-teachers also view educational movies, documentaries, video-clips which provide insight into the various aspects of teaching-learning, learner contexts and different challenges that teachers have to deal with, in a modern classroom/school.
- Although Micro-teaching is not practiced, student-teachers observe some demonstration classes of faculty as well as video-clips of different teaching styles and practices, which are followed by discussions. They are then made to practice teaching in a simulated situation, making use of different teaching behaviours that

they consider important for teachers. These are recorded for self-evaluation. Feedback is also provided by peers as well as Faculty.

- Student-teachers are required to observe and reflect on the classroom discourses of teacher educators in the college, which are maintained in a Journal, throughout each semester.

### 5.3. Students Activities

**5.3.1. Does the institution have an Alumni Association? If yes, (i) List the current office bearers. (ii) Give the year of the last election, (iii) List Alumni Association activities of last two years, (iv) Give details of the top ten alumni occupying prominent position, (v) Give details on the contribution of alumni to the growth and development of the institution.**

Although the institution made several attempts to constitute an Alumni Association, the response was poor and so unable to furnish the details.

Activation/ formation is still being initiated.

**5.3.2. How does the institution encourage students to participate in extracurricular activities including sports and games? Give details on the achievements of students during the last two years.**

- There are different clubs in the Institution where the students can be a member of any of the clubs according to their interest. These clubs organize different activities throughout the academic session.
- Important national and international days are observed.
- Picnics, Field trips, Educational trips, Exposure trip are organized.
- During Sports Meet the students are given the opportunity to play/ encouraged to play by introducing different types of games and sports.
- For the first time in the history of the teacher education in Nagaland, an Inter-Teacher Education College Sports Meet was organized by the student-teachers of the college in 2014 and the College came out as the Champion.

**5.3.3. How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other materials. List the major publications/materials brought out by the students during the previous academic session.**

- Each Club maintains a Corner where members put up brief reports, highlight upcoming activities or report on activities undertaken, put up thoughts and ideas for reflection, et.
- Publication of a bi-monthly Bulletin.
- Publication of Annual College Magazine
- Writing articles and reports for Newspapers.

List of Materials brought out: *Not Maintained*

**5.3.4. Does the institution have a student council or similar body? Give details on- constitution, major activities and funding.**

Yes, the institution has a Student Council where the members are elected/selected for a period of one(1) year. We see that proportionate representation, be it gender or levels(B.Ed and M.Ed), are maintained.

Various co curricular activities are being organized by the Student Council like:

- Planning and organization of Study tour.
- Sports Meet
- Annual Day
- Teachers' Day
- Picnics
- Observation of Important Days like- World Disability Day, Environment Day, Mother Language Day, Consumer Rights Day, Science Day, Awareness Programmes on Disaster Management, HIV/AIDS, Blood Donation Drive, First Aid, etc.
- Cultural and literary programmes are also organized by them.

Funding is available as and when necessary.

**5.3.5. Give details on the various bodies and their activities( academic and administrative), which have student representation on it.**

**1. Staff-Student Welfare Committee:**

- Identification of grievances
- Maintenance of water, toilet and canteen facilities.

- Identify/ arrange/ co-ordinate for occasions like marriage etc and in problems like sickness, death etc
- Co-ordinate with Guidance and Counseling Cell.

## 2. Campus and Resource Management Committee:

- Evaluate and maintain a record of all resources available in the college.
- Ensure proper utilization of resources-human as well as material.
- Co-ordinate with Purchase Committee.
- Monitor and regulate resources.

## 3. Library Committee:

- Update the Library constantly
- Identification of library requirements.
- Assess the feasibility for optimum utilization of library.
- Maintain guidelines with regard to library use.

## 4. Hostel Committee

- Students' selection and admission.
- Hostel maintenance.

**5.3.6. Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?**

- School Coordinators Meeting is conducted every year where the coordinators, who are alumni of the institution, share their suggestions and opinions.
- The student's feedback on the programme and the institution are availed through informal interaction.
- The institution has its Advisory Committee and IQAC which assist the institution in its growth and development through their inputs and suggestions.
- Not many inputs are forthcoming from the employer with regard to the improvement of the academic programme.

#### **5.4. Best Practices in Student Support and Progression.**

##### ***5.4.1. Give details of institutional best practices in Student Support and Progression?***

- The students being a mixture of different ages, personalities and background, have unique problems. Student-teachers with such problems are identified and dealt with accordingly.
- Despite the College maintaining strict attendance, exceptional cases are given support not only in terms of considering their absenteeism but also providing academic support.
- Faculty have initiated to support one economically backward student every year.

#### **Additional Information:**

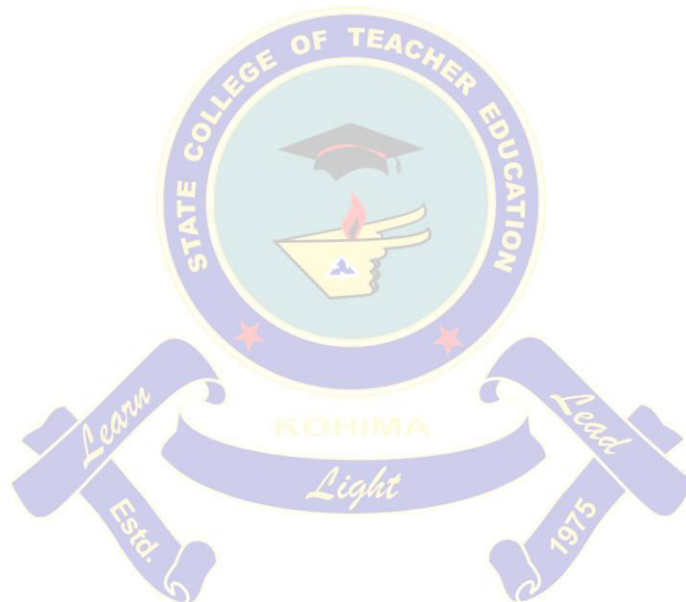
##### ***1. What were the evaluative observations made under Student Support and Progression in the previous assessment report and how have they been acted upon?***

- ‘Alumni Association yet to be formed’- A ‘Facebook’ Group for Alumni has been provided on the College Website, since calls to contact the college for forming the Alumni Association was not forthcoming.
- ‘Sports Activities need more emphasis’- With the limited space and infrastructure and also paucity of resources, initiations in this regard were very limited. However, with the launching of the RUSA project, the College has proposed and approval accordingly acquired for Physical Education. With this, the college is gradually building up the facilities for various games, including physical fitness.
- Orientation on the Rules and Regulations of various Games and Sports was initiated, where both theory and practical sessions were conducted with experts from different fields.
- The College has also organized an Inter-College Sports Meet for Teacher Education Institutions in Kohima, in 2014. The same is to be organized again in 2016/17.

##### ***2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression?***

- Strengthening of the Feedback mechanism by entrusting particular/a few faculty to look into problems and issues put up from time to time
- Having representatives of student-teachers in various committees of the IQAC, concerned with student welfare.

- Enhanced ICT facilities and usage, with access for student teachers.
- Encouraging enhanced interface between student teachers and faculty through use of different media.





## CRITERION -VI

### GOVERNANCE VISION AND LEADERSHIP

#### 6.1. Institution Vision and Leadership

*6.1.1. What are the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?*

The institutions stated purpose, vision, mission and values are as follows:

**VISION:**

Impacting Social Uplift through Responsive, Relevant and Reflective Teacher Preparation.

**MISSION:**

Prepare Reflective, Humane Professionals as Catalysts of Change, Pro-actively engaged in Redefining Process and Practice of Education.

The Vision, Mission Statement and Purpose of the Institution are made known to the various stakeholders mainly through the prospectus and the website. It is also stated in the diary, of the student-teachers, which they carry with them daily.

*6.1.2 Does the mission include the institution's goal and objectives in terms of addressing the need of the society, the students it seeks to serve, the school sector, education institution's tradition and values orientation?*

Yes.

*6.1.3. Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc)*

Being a government institution the college doesn't have BOG but institution does have an Advisory Board. The government provides the necessary resources and support for teaching and learning. The Institution is free to bring about necessary changes required, and any suggestive measures proposed by it are accepted.

Chairman – Director, Higher Education, Nagaland

Members: 1. Director, School Education , Nagaland

2. Director, SCERT

3. Chairman NBSE, Nagaland

4. DC , Kohima

5. Chairman KMC

6. One Lecturer (Representative, SCTE-Kohima)

7. President All Nagaland Private School Teacher Association, Kohima
8. HOD , Education Dept. , Nagaland University
9. Executive Engineer (PWD), Education Dept.
10. Principal SCTE (Member Secy.)

The Advisory Board is consulted on matters pertaining to important and major decisions of the college.

***6.1.4. How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?***

Responsibilities to the staff are assigned by the head of the institution according to the qualification, seniority, work experience and ability of the staff. The Head Assistant and the senior UDA are given responsibilities of distributing work among the other staff members.

Responsibilities assigned to different members are reviewed and changed at regular intervals and formally notified.

***6.1.5. How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?***

Information that are collected through verbal and written feedback from the faculty, staff and students are deliberated upon. Matters that call for the attention and intervention of the government are communicated by the head of the institution through personal and formal information to higher authorities.

***6.1.6. How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?***

As per changes in the curriculum and introduction of new courses, regulations of NCTE and UGC the requirements and deficiencies are identified. These are projected to responsible authorities for necessary actions. Some of the barriers in achieving the vision/mission and goals are indicated below:

***Physical Development:*** Due to lack of funds, the college has not been able to improve its infrastructure for many years. Minimal developmental works have been undertaken with the development fees collected from student-teachers. Although the college has been upgraded by introduction of the M.Ed course in 2014, infrastructural development has not been done as

yet. The limited infrastructural developments that have been undertaken were under funding of UGC and CSS for Teacher Education. Presently, the administrative building is being constructed through funding of RUSA.

**Academic:** Barriers to achieving academic excellence (as envisaged in the vision and mission) are generally identified through the feedback encouraged among the past and current student-teachers, as well as from the staff. The faculty, through their hands-on experience, recognise the barriers; these are addressed with support from the expertise of other faculty members and the community.

**6.1.7. How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?**

Members of the institutions are assigned different responsibilities and suggestion for improvements made are acknowledged and appreciated, also members are also deputed for various regional and state level training programmes and workshops. The faculty members, the staff and in some cases the students are members of different committees which actively participate in the institutional processes.

**6.1.8. Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.**

**Curriculum:** The Principal as the academic head coordinates with the university on matters pertaining to the curriculum. He/She also facilitates the effective implementation of the curriculum as per norms.

**Administration:** The head of the institution ascertains attendance of the students, faculty and staff. He/She ensures that there is allocation of work and duties of faculty and staff are done appropriately. Timely implementation and completion of courses and other assigned responsibilities are looked into.

**Allocation and utilization of resources:** The head monitors the maximum, efficient and appropriate utilization of all the resources available.

## **6.2. Organizational Arrangements**

**6.2.1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and decisions made, regarding**

*academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.*

List of committees for different institutional activities-

- a) Grievance Redressal Cell
- b) Faculty Welfare and Canteen Committee
- c) Student Activities Committee
- d) Magazine Committee
- e) Internal Audit Committee
- f) Information & Communication Committee
- g) Guidance & Counseling Committee
- h) Staff – student Welfare Committee
- i) Research & Publication Committee
- j) Purchase Committee
- k) Hostel Committee
- l) Academic & Student Activities Committee
- m) Campus & Resource Management Committee
- n) Library Committee

All decision regarding academic programmes, examinations, assessment and evaluation, students welfare etc are jointly made through faculty Meetings conducted 3-4 times a month. The follow-up of the decisions taken thereof, are executed by the respective committees which consists of the faculty, staff and students.

**6.2.2. Give the organizational structure and the details of the academic and administrative bodies of the institution.**

Organisational structure of the institution is as follows-

**Academic:**

1. Principal (over-all head)
2. Vice- Principal (academic)
3. Different faculties
  - a) Education
  - b) Social Sciences
  - c) Languages
  - d) Sciences

- e) Mathematical Science
- f) Computer Education

**Library:**

- 1. Librarian
- 2. Asst. Librarian.

**Accounts:**

- 1. Cashier

**Administration:**

- 1. Head Assistant
- 2. UDA
- 3. Stenographer
- 4. LDA/Technical Assistant
- 5. Laboratory Assistant
- 6. Demonstrator
- 7. Operator
- 8. Driver
- 9. Conductor
- 10. Mali
- 11. Cleaner
- 12. Peon

**6.2.3. To what extent is the administration decentralized? Give the details of its functioning.**

The Principal is assisted in administrative matters by a team of assistants under the H.A. and responsibilities are assigned as per competency and rational distribution of work. The senior faculty are, also, delegated with certain administrative responsibilities whenever need arises.

**Structure and functioning:**

- 1. Principal - Administration.
- 2. Vice-Principal/HOD - Academic Head

3. H.A - Maintenance of files, correspondence, recording of information received, Supervision of supporting staff.
4. UDAs - Student admission, examination, dispatching letters.
5. LDA/Computer Assistant - Receipt and dispatch; store maintenance, Management of ICT.
6. Cashier - Preparation and distribution of salary.
7. Projector Operator - Handling of video & still cameras, PA system etc.
8. Laboratory Assistant & Demonstrator - Assisting Teacher Educators in the science, computer and Language laboratories.
9. Librarian - Library Management.

**6.2.4. How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provision?**

The institution collaborates with other institutions in the following ways-

1. SCERT - Curriculum revision and Research.
2. NBSE/Directorate of School Education. - Evaluation, training of teachers, Text book review and writing; Curriculum development . Principal of the college is a member of the governing body of the NBSE. S/he is, also, a member in the selection committee for State/National teacher award, member of Examination Board.
3. Nagaland University - Examiners, Curriculum Development, Question Setting.
4. Practicing schools - Coordinators and Heads of practicing schools are actively involved for the improvement of internship practices and implementation by the college. School coordinators supervise and assess student teachers' practice teaching/internship.
5. Directorate of Higher Education. - Member, SLQAC
6. RMSA/SSA - Conduct of interview for selection of teachers.  
- Conduct of contact programme for PGDHE. Study center for MA (Education).

**6.2.5. Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.**

Yes. The feedback and suggestions received are deliberated upon and decisions taken for improvement. The head of the institution analyses the feedback, received from various quarters, and deliberates separately with the faculty, the staff and the students. Consequently, steps are taken to rectify/modify accordingly.

**6.2.6. What are the institution's initiative in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments creating/providing conducive environment).**

- Faculty development programmes are held once a year where other TEIs are invited. Subject experts from different institution and Universities are invited to resource. The faculty are also involved in sharing expertise with the SCERT.
- New information and development in teaching and education are shared among faculty members informally
- Seminars on various topics are held among the faculty. This is done not only to disseminate information but primarily to encourage and build confidence.
- Freshly appointed faculty is mentored by seniors.

**6.3 Strategy Development and Deployment**

**6.3.1 Has the institution an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?**

Under Development.

**6.3.2. How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?**

The resources are allocated according to the needs and requirements. However, it is also determined by the fund allocation and decisions of the government. Sustenance is ensured, as far as possible, through the fees collected though the amount is meager.

The changes in the curriculum as per the rules and regulations of the NCTE 2014 has been made by active participation of the college's faculty; extension and consultation services are provided to schools and some colleges, the expertise and ability of faculty are identified and utilized accordingly.

**6.3.3. How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?**

Planning is done by the institution as per identified needs, and proposals forwarded to the government. For human resources (permanent staff posts) the institution is dependent solely on the government whereas, for guest faculty/experts the college makes its own arrangement and remuneration is arranged from the college fund.

All requirements are met through the annual grants made by the government.

**6.3.4. Describe the procedure of developing academic plan. How are the practice teaching schoolteachers, faculty and administrators involved in the planning process?**

Academic planning is done through faculty meetings. While planning this, the convenience and academic calendar of the practicing schools and the activities to be included for the professional enhancement by the student teacher are taken into account. Before sending the trainees to the practicing schools, the Principals or administrators of the practising schools are invited to plan out the manner in which practice teaching is to be carried out. Coordinators are appointed in each school to supervise, assess and assist the teacher trainees in the schools.

**6.3.5. How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?**

This is done through meetings and memorandums/correspondence. The head of the institution interacts with personnel at all levels through personal contacts.

**6.3.6. How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?**

The Principal, Vice-Principal and the faculty monitor the implementation of plans through evaluation and reflection. The frequency depends on the need and urgency but not less than once a month.

**6.3.7. How does the institution plan and deploy the new technology?**

- Based on feedback received on social apps from Faculty, Students and staffs priority areas are identified.
- In-house training programmes are held for the faculty to use technology.



- LCD Projectors, internet are used in the teaching-learning process.
- Library computerization has been done with internet and reprography facility.
- Office Computerization is underway.

#### **6.4. Human Resource Management**

##### **6.4.1. How do you identify the faculty development needs and career progression of the staff?**

The requirement of the faculty in subject areas, current trends in teacher education are taken into consideration. Need areas are identified jointly by the faculty.

##### **6.4.2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and others staff?**

- Feedback and suggestions can be given through the grievance Redressal cell and through e-mail; personal contact is also encouraged
- Faculty maintains diary for daily self assessment and keep tract of one's progress
- Students keep tract of faculty member's performance-personality, content mastery, effectiveness of transaction etc. in diaries
- Demonstration of teaching skills by the teacher-educators during Micro-teaching, are assessed by colleagues and trainees on a given format.
- A research and publication committee is in place to monitor research work

Yes, the suggestions and evaluations are used for improvement in performance. For example, note-giving has been replaced by hand-outs. Use of paperless study materials are also being tried out.

##### **6.4.3. What are the welfare measures for the staff and faculty? (Mention only those which affect and improve staff well-being, satisfaction and motivation)**

- Loan and medical reimbursement facilities are available from the government.
- The college provides interest free loans which are reimbursed in monthly instalments.
- Casual leave of 12 days, restricted leave of 3 days per year, as per government rules, are available. Earned leave, medical leave can be availed as and when required
- The contribution of all (up to the grade IV staff) in terms of ideas, suggestions, problems are taken into account

- Annual State level Awards to Best teacher and staff are given by the department.

**6.4.4. Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff/ If yes, give details.**

Yes. Details of training conducted-

**I. Faculty**

- a) HIV and AIDs, Blood donation.
- b) RTI and Consumer Rights.
- c) In-house training on use of ICT (crash-course).
- d) Faculty development programme are held once/twice a year.

**II. Staff**

- a) Training on Accounts & Budgeting.
- b) Office Procedures and Accounts.
- c) Training on National Pension System.

The training programme for staff is organised by the State government.

**6.4.5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?**

- Since the State Government is the appointing authority, the recruitment, salary and service conditions of faculty and staff are as per the Nagaland Higher Education Service Rules.
- The service rules has incorporated UGC norms
- The State College of Teacher Education is consulted by the state government on service matters pertaining to secondary teacher education. The felt need for separate recruitment and service conditions have been suggested to the government.
- The norms and regulations of the NCTE is adopted for recruitment of teacher educators.

**6.4.6. What are the criteria for employing part-time/Adhoc faculty? How are the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specialisations).**

Criteria for employing part-time/adhoc faculty and regular faculty is the same (as per NCTE norms).

Part time faculty are appointed on fixed pay. Pay structure of Regular faculty is as per UGC norms .

The workload for all categories is the same.

All of these are governed by the rules set by the State Government.

***6.4.7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).***

The college is a life member of Council for Teacher Education (CTE) at the International level and faculty are members of North East India Education Society (NEIES) at the regional level. It, also, subscribes the Indian Journal of Teacher Education.....

Participation and organising of Professional development programmes are supported by the project allocation fund by the state government which varies from Rs.1,20,000/- (Rupees one lakh twenty thousand) to Rs. 50,000 (fifty thousand) per programme according to needs.

***6.4.8. What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).***

- Four faculty members share one office room with space for a table and a locker each.
- Separate rooms are provided for the vice-principal and NAAC co-ordinator
- Each room has a computer with printer; Wi-Fi connection is available
- Copier machine is shared.
- Each department is given a laptop.

***6.4.9. What are the major mechanism in place for faculty and other stakeholder to seek information and/or make complaints?***

- Information with regard to academic programmes can be accessed through the college website as well as through e-mail
- Complaints can be made through e-mail
- Regular meetings of the faculty is a major mechanism where clarification, suggestions, complaints, information are shared and discussed.
- Personal contact is encouraged.

**6.4.10. Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.**

Equal distribution of workload is sought to be maintained as far as possible. However, competency, experience and expertise are also considered while distributing responsibilities.

**6.4.11. Does the institution have any mechanism to reward and motivate staff members? If yes, give details.**

Was practiced but discontinued.

## 6.5 Financial Management and Resource Mobilisation

**6.5.1. Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give the details of the source of revenue and income generated.**

Yes. Being a government institution yearly financial support is provided by the state government in the form of recurring budget allocations. Budget allocation of the last three years under different heads are:

Sl.No.	Heads	Budget Allocation (In Lakhs)		
		2012-13	2013-14	2014-15
A	Salaries & wages	127.00	214.69	185.42
B	Office Expenses		1.50	1.70
C	Library Book			0.50
D	Machinery & equipments	0.70	0.51	0.50
E	Travels Expenses & Conveyance		0.70	0.70
F	Refresher Course			
G	Faculty Development	2.00		
H	Field Trip	2.00		
I	Professional Service		0.10	0.10
	<b>Total</b>	<b>131.7</b>	<b>217.5</b>	<b>188.92</b>

**6.5.2. What is the quantum of resources mobilized through donations? Give information for the last three years.**

No mobilization of resources is done through donations.

**6.5.3. Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?**

It is insufficient. Activities have to be worked-out according to the allotment of budget.

**6.5.4. What are the budgetary resources to fulfill the mission and offer quality programme? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit).**

Budget provision over the past five years followed by expenditure there of :

Year	Budget (in lakhs)	Expenditure
2011-12	155.65	155.85
2012-13	171.52	171.50
2013-14	218.10	218.89
2014-15	204.02	204.34
2015-16	194.30	160.27

Apart from the fund allocated by the State Government, the development fund received from the students during admission is utilized as per requirement in the college in order to maintain quality.

**6.5.5 Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of the last two audits. (Major pending audit paras, objections raised and dropped).**

Internal audit is done every year. External audit is done by the Accountant Generals' Office once in three years. To audit all the expenses of the college, a committee is in place.

**6.5.6. Has the institution computerized its finances management systems? If yes, give details.**

No.

## 6.6 Best Practice in Governance and Leadership

### 6.6.1. What are the significant best practices in Governance and Leadership carried out by the institution?

The head of the Institution takes decisions in consultation with faculty on important matters. Work/responsibilities are detailed as far as possible according to convenience/capability of the staff.

### Additional Information to be provided by Institutions opting for Re-accreditation/Re-assessment.

#### 1. What were the evaluative observations made under Governance and Leadership in the previous assessment report and how have they been acted upon?

The observations made in the previous assessment report:

- Institutional Vision and Mission. : a) Vision and Mission of the College stated.  
b) Management recognises the effective role played by the employees.
- Organizational Arrangement. : a) Better leadership is provided by the management.  
b) Gender-sensitive issues are well-addressed.
- Strategy Development and Deployment. : a) Strategic plan for future development of the department is found available.
- Human Resource Management. : a) Teaching and non-teaching staff strength are more than adequate as per the requirement.  
b) Optimum utilization of human resources.
- Financial Management

and Resource Mobilization. : a) The accounts are internally audited.

b) Management provides sufficient funds for various activities.

- Best Practices in Governance

and Leadership (if any) : a) Adequate financial support of the management.

The following actions were undertaken based on the previous assessment report:

The Vision, Mission and Objectives of the college have been reviewed considering the vision set by the NCTE.

***2. What are the other quality sustenance and enhancement measures undertaken by the Institution since the previous Assessment and Accreditation with regard to Governance and Leadership?***

The other quality sustenance and enhancement measures undertaken by the Institution are:

- The faculty, staff and the trainees of the Institution are constantly reminded of the Vision and Mission of the college. Keeping the Vision and Mission in mind the college worked towards it under certain themes such as 'Punctuality' (2012-2013) and 'I Love My College' (2016-2017).
- Move for creation of faculty positions according to the new requirements of the programmes of the college.
- Redeployment of staff as per line of expertise.
- Capacity building of faculty and staff through in-house workshops.

## **CRITERION-VII**

### **Innovative Practices**

#### **7.1 Internal Quality Assurance System**

*1. Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.*

Yes.

Date of Establishment: November, 2007.

#### **Composition:**

**Chairperson:** Principal, SCTE

**Member :** Additional Secretary, H&TE:

**Member :** Additional Director, HE: Member

**Member:** Headmaster, Ruzhukhrie GHSS

**Member:** Headmaster, Baptist High HSS: Member

**Member (Community):** Dr K. Punyu:

**Ex-officio Member :**President, Alumni Association SCTE- Kohima:

**Member-Secretary:** Co-ordinator, NAAC Committee: Different

At present the IQAC members are:

**Chairman:** Shri H. Sema

**Coordinator:** Mr Sandip Ratna

**Assistant Coordinator:** Ms Thronlem Jorlim Konyak

**Committee Members:** Ms T. Alemla Longkumer,

Ms Temsutula Longkumer

#### **Committees of IQAC**

- Information & Communication Committee
- Guidance & Counseling Committee
- Staff – student Welfare Committee
- Research & Publication Committee
- Purchase Committee
- Hostel Committee



- Academic & Student Activities Committee
- Campus & Resource Management Committee
- Library Committee

**Major activities undertaken:**

1. Educational tour to agricultural School to create awareness on different practices of farming to provide guidance to school children on locally relevant career opportunities.
2. Evaluation of all activities organised and facilities provided by the Institution.
3. Projects carried out on environmental problems and issues such as pollution and indigenous medicinal plants.
4. Team/ Collaborative teaching introduced at M.Ed. level.
5. Taking consensus of all STEIs for bringing about changes/ development in the B.Ed. programme.
6. Voluntary Extension service to practicing Schools on teacher orientation.
7. Dissemination of Paper less Resource material by a social app.
8. Self-reflection and Feedback Diaries and Record Maintenance of Responsibilities and Assignments.

***2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.***

- Feedback Performa used and analysed for student teachers' involvement throughout the semesters.
- Introduction to any bustle is analysed based on the end result.
- Community Outreach Program at our institute is an indication of our societal concern. Readiness of the community to participate and cooperate with college work through internships shows the contribution towards National Development which is one of the major objectives of the college.
- Collaborations: The college has links with external bodies such as CTE (an NGO), TEIs' across the State. Workshops and Seminars are conducted every year.

***3. How does the institution ensure the quality of its academic programmes?***

To ensure quality of its academic programmes, institute plans for scholastic as well as non-scholastic activities in advance to carry out those activities meticulously throughout the semesters. Following are some-

- **Academic calendar** is prepared for every semester wherein all curricular and co-curricular activities are planned and followed to ensure systematic work.
- **Continuous and Comprehensive Evaluation** is another mechanism to evaluate goals and objectives. Here, holistic performances of student trainees are evaluated comprehensively on the basis of assignments, seminars, internal and external examinations, Cultural activities.
- **Self-Appraisal (Diary)** is a practice at the institute in which each student trainee need to maintain daily activities involved and need to submit periodically for assessment.
- **Team Teaching** is an approach where teaching is done by particular faculty in presence of other faculty which helps in teaching a concept through interdisciplinary approach. In this approach questions asked by the student trainee is supplemented by other faculty as well.
- **Activity Based Learning** is encouraged to make student trainee participate in classroom activities and learn actively. Student trainee prepare tasks for classroom use with different methods such as teaching through technology, Discussion Method, Assignment Method, Project Method, Case Study etc.
- **Rich Curriculum** is another important aspect to ensure quality in academics. The curriculum offers papers like Life Skills, Environmental Education, Technology and other Soft skills, Drama, Gender Sensitivity programme, etc.
- **Expertise Guidance:** At number of programmes external expertise are invited for talk and demonstration, such as on Communication Skills, Health and Yoga, Art and Craft in Education, blood donation, Women Empowerment, Consumer Right, Environment related programme, Professional Skills, Leadership skills etc. These enrichment sessions ensures the quality of academic work at our institute.

#### ***4. How does the institution ensure the quality of its administration and financial management processes?***

##### **Administration:**

- The college has started computerization and networking of all computers for administration which implies use of digital media in preparation, communication and record of documents. This is an eco-friendly practice to reduce use of paper.

- Frequent meeting for common decision on the activities to be performed and division of work through different committees ensures the quality of administration in the institution.
- Democratic environment of the institution encourages the stakeholders to provide suggestions with respect to quality improvement.

#### **Financial Management Processes:**

Regular academic and financial auditing has helped us to avoid any major error and ensure timely and efficient accomplishment of numerous events. The calendar of events, allocation of duties, feedback from participants at events, etc help us to monitor our work.

All institutional collection and government grants are audited by internal and external auditory body respectively in time. Regular audits of the accounts ensure the quality of financial administration.

#### ***5. How does the institution identify and share good practices with various constituents of the institution.***

##### **Institution shares its good practices through the following measures:**

- The good practices of the other institutions are identified by the staff members during their visit to different institutions such as participation in seminar, workshops and out duty meetings which are discussed in informal meetings with the faculty members. Looking into the institutional needs institution modifies those practices and implements in the institution.
- Interaction with the experts, alumni, head of the practice teaching schools and student teachers, provides avenues for best practices.
- Institute releases a college magazine every year where scholarly articles, current events, major programmes of the institute are published. This magazine is circulated to the concern government departments, schools etc for sharing of information.
- Interaction of faculty members with the staff of teaching practice schools to share their experiences.

#### **7.2 Inclusive Practices**

##### ***1. How does the institution sensitise teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum***

- Our classrooms are Inclusive in nature where all student teachers share same classroom for a particular course regardless of their strengths or weaknesses in any area, and seeks to

maximize the potential of all students. This umbrella includes inclusion of differently abled and learning disabled children in the main stream, women empowerment and community.

- Every year the institute receives student teachers from different background, culture, abilities and language. To make student teachers aware about different cultures and also to cater the needs of special learners, curricular as well as co-curricular activities are organized.
- To sensitize student teachers about learning disabled children, during their internship visits to special schools.
- The institution sensitizes the faculty members to issue of inclusion through the participation in various seminars and workshops conducted in different institutions/organisations.
- Guest lectures on the related issues of inclusive education and visits to special education schools are organized by the institution which in turn helps in sensitizing the trainees and the faculty towards the related changes and issues on inclusive education.

***2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning.***

The institution being co-educational provides equal opportunities for both, male and female student teachers. Without any discrimination, all the student teachers are provided equal opportunities to participate in all the curricular and co-curricular activities.

- Institution celebrates International Women's Day, on a large scale. Various related programs are organized to create awareness among the student teachers about inclusion. Institution has Staff – student Welfare Committee and Guidance and Counselling Cell to provide proper guidance to student teachers related to their academic, personal and social issues.
- There are various provisions to make student teachers learn about inclusion in academics. The curriculum includes an elective paper on inclusive education. Even in the Core paper, Teaching, Learning and Evaluation: Perspective and practices some of the points are Exceptional Children, Individual Difference, Gender Equality, Women and Deprived Sections which covers Inclusive Education.

***3. Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.***

The institute has diverse groups of student teachers at the college. They share diversity of their way of life, expertise and skills in creating an active learning environment. Groups are formed for various activities so that each student teachers can get opportunity to participate and share one's learning and make collaborative efforts to grow. The institute focuses mainly on collaborative learning. This further facilitates development of competencies among student teachers by boosting their confidence and motivation. Following are some of the activities to serve the purpose.

**Main Positive Social Interaction practiced are:**

- Practice of teaching skills.
- Demonstrations
- Practice in teaching
- Workshops
- Classroom interaction
- Paper presentation on seminar topics
- Extension activities
- Educational Excursion
- Community Oriented Programs
- Inter and intra college sports meet.
- Celebration of various national/International and cultural days/festivals.

**Active engagement in learning and self-motivation:**

- General orientation and subject wise orientation about various course in the beginning of the programme's enrolled.
- Using library resources and INFLIBNET facilities.
- Guest lectures on motivation
- Life skill development programme.
- Personality development programmes.
- Annual Day Celebration and
- Sport's meet.

**4. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?**

- Institution ensures the participation of the student teachers in various community centered programs like visits to special education schools, orphanage etc. The student teachers are provided with opportunities to take up community services during internship.
- Institution provides the opportunities to student teachers to celebrate national/international and cultural days which enable them to know the diversified nature of the society and its people.
- Practice teaching in various schools enables the student teachers to understand various types of learners from various backgrounds.

**5. How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?**

Yes, The institute addresses to the special needs of the physically challenged and differently-abled students enrolled in the institution.

Even the institution doesn't have any physical disable student teacher in last five years. If any such case arises the institute is ready to facilitate with all available facilities.

**6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?**

The institute organises a series of gender sensitive programmes like International Woman's Day every year, Talk and discussion on gender sensitive issues. Even the institute doesn't have a Women Empowerment Cell.

The institution did not face any harassment issues so far. Both the genders treated equally and the institute is a co-education.

### **7.3 Stakeholder Relationships**

**1. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?**

This is ensured through the following modes:

- College website- [www.sctek.co.in](http://www.sctek.co.in)
- College Magazine.
- Financial records.
- Administrative records.

- Display of circular and other information on the notice board.
- IQAC meetings
- Annual Day and other celebrations
- Alumni meetings
- Meetings with Practice teaching schools.

***2. How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?***

The quality parameters have been identified by the institution. By keeping these parameters and the feedback from the stakeholders, the curricular, extracurricular/extension and cocurricular activities are planned, discussed and finalized.

- IQAC discusses the success and failure of the various programs. It also suggests modifications for implementing it in the regular academic/administrative processes.
- The institution seeks the suggestions from the stakeholders in formal and informal meetings which are implemented for further improvements in quality.
- Discussion and the guidance from the experts, is sought to improve the quality parameters of institutional activities.
- The college has a Suggestion Box and open forum discussion wherein suggestions, comments, appreciation, remarks given by Student Teachers are discussed and activities are planned for future.
- Event Register is a record of every major event at the college.
- The institute asks suggestions from practicing school principals regarding Student Teachers performance in the schools and overall practice teaching programme which is kept in focus during planning of practice lessons.

***3. What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?***

The institution receives continuous feedback from the stakeholders. The feedback is collected from the student teachers through various mechanisms as mentioned under and discussed in general meetings for changes/modification and planning.

- Students appraisal of teachers
- Self-appraisal report of teachers
- Feedback on B.Ed. and M.Ed. course
- Feedback on each activity
- Feedback from the heads of practice teaching school.

Apart from this the principal collects the information from the stakeholders through informal ways that is discussed in general meetings and suggestions are communicated to the concerned person. The feedback given is used for further quality enrichment.

### **Additional Information to be provided by Institutions opting for Re-accreditation**

#### *1. How are the core values of NAAC reflected in the various functions of the institution?*

The curriculum of B.Ed. and M.Ed course reflects all the five core values identified by NAAC.

#### **Value Framework for Assessment of Higher Education Institution and Suggested Parameters as under:**

Values/Goals	Suggested Parameters/Activities
<b>A) Contribution to the national development:</b>	<p>The vision of our institution –“We envisage Quality education for all by preparing teachers to be competent Human facilitators of learning, promoting research and extension services and providing leadership in the educational system”, integrates the value of preparing enriched future teachers to contribute towards national development.</p> <ul style="list-style-type: none"> <li>•Equal opportunities are provided to all the student teachers without any discrimination like gender, caste, race and language.</li> <li>•Institution celebrates all the days of national and cultural significance so as to develop the feeling of nationalism, secularism and pride towards the nation among the student teachers. They are the preserver of culture and heritage and transfer the same to the young generation of the future.</li> <li>•To integrate the secular values like justice, equality and brotherhood in B.Ed. and M.Ed. program, institution provides an</li> </ul>

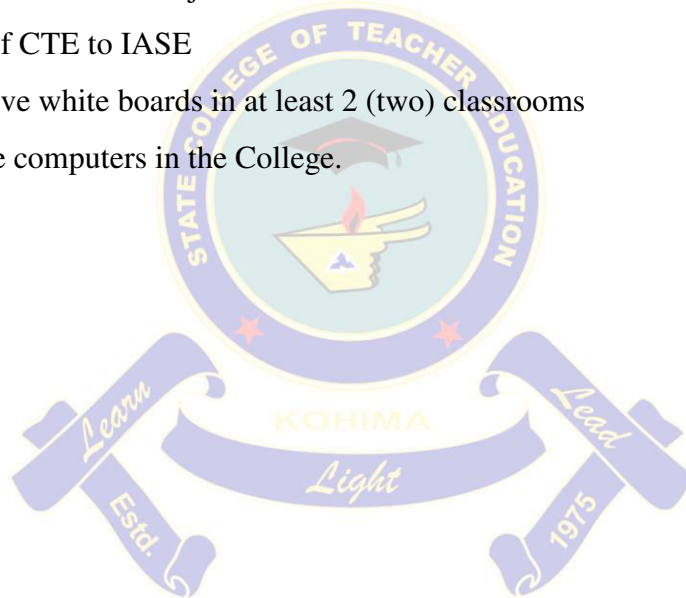


	<p>opportunity to all the student teachers to involve in service to the society by understanding the community.</p> <ul style="list-style-type: none"> <li>•The student teachers are equipped with soft skills, social skills and effective skills of teaching through various academic and cocurricular activities.</li> </ul> <p>These skills are the indicator of human resource enrichment, contributing towards the national development.</p>
<p><b>B) Fostering global competencies among the student teachers:</b></p>	<p>With a concern towards globalization student teachers are equipped with various skills needed for sustainable teaching profession.</p> <ul style="list-style-type: none"> <li>• The institution integrates ICT in curriculum transaction. In addition, it also provides training in application of computers and PowerPoint presentations in turn students use these skills in teaching learning process and also for the instructional purpose during the teaching practice.</li> <li>• Teaching skills, practice in teaching project work, team work, community services, and extension activities help to sensitize the student teachers towards social realities, issues and challenges to cope up with uncertain circumstance in teaching.</li> </ul> <p>Through these activities they are introduced to the exceptionalities, diverse culture, socioeconomic, gender, linguistic and regional disparities in a school environment which enables them to broaden their view points towards flexible teaching in challenging global society.</p>
<p><b>C) Inculcation of value system:</b></p>	<p>The mission, vision and objectives of the institution are reflected in these core values.</p> <p>The personal and social values such as team spirit, mutual reverence, dignity of labor, discipline, national integration, courage, peace, leadership, tolerance, self-motivation are infused among the student teachers through various programmes like projects, seminar, practical activities, community services, extension activities, excursion, community oriented programs , morning assembly and various cultural programmes</p>

<p><b>D) Promoting the use of technology:</b></p>	<p>By keeping the need of the hour and in order to produce effective teachers for 21st century, training in computer application in teaching learning process is conducted for promoting technology.</p> <p>Institute integrates the technology in teaching learning process.</p> <p>Seminar and workshops on innovative programmes using technology are periodically conducted.</p> <p>Student teachers and faculty members are provided with the computer/laptop and internet facility.</p> <p>The institution is equipped with technological resources which provide knowledge of technology and its usage.</p>
<p><b>E) Quest for Excellence:</b></p>	<p>Institute has established different committees under IQAC to promote, maintain and sustain quality parameters in academic activities.</p> <p>It takes care of institutional quality aspects like curriculum transaction, infrastructural facilities, curricular and co-curricular activities and students support.</p> <p>Faculty development and research promotion are the major concerns of IQAC.</p> <p>The good results of the institution are indicator of the academic excellence.</p> <p>The institution is making constant efforts every academic year to achieve the vision and the mission through academic excellence.</p>

## POST NAAC INITIATIVES

- Rain water harvesting project.
- Wi-Fi facility, Smart Board, Digitization of the library, ICT Integration.
- More funded Research Projects and more consultancies.
- Introduction to M. Phil and Doctoral Programmes.
- Competitive Exam centre for Youth.
- Placement Initiatives for student teachers.
- Content enrichment programme for faculty on new curriculum
- Providing free tuition to school children in the neighborhood
- Publication of research based journal
- Up-gradation of CTE to IASE
- Install Interactive white boards in at least 2 (two) classrooms
- Networking the computers in the College.



**MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION  
STATE COLLEGE OF TEACHER EDUCATION, KOHIMA, NAGALAND  
CLASS: B.Ed. Second Sem. (Academic Year: July 2015 – June 2016)**

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44						
Admission and Orientation																																																		
Theory																																																		
Tutorial/ Seminars																																																		
Sessional Work - Tests & Assignments																																																		
Practical Work																																																		
Preparation of Internship/ Demonstration/ Observation of lessons/ micro teaching/ simulations																																																		
Practice Teaching/ Internship																																																		
Co-curricular Activities																																																		
Working with community/ project work																																																		
End-Term Examination																																																		

*Note: A Week is of Five working days and a day is of Six clock hours*

## Declaration by the Head of the Institution

I certify that that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge. This SAR is prepared by the institution after internal discussions, and No part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SAR during the peer team visit.

*Date:28/03/2017*

*Place: Kohima*

**Principal/Head of the Institution**



( Shri H. Sema )

**PRINCIPAL**  
State College of Teacher Education  
Kohima, Nagaland.

## CERTIFICATE OF COMPLIANCE

This is to certify that the institution STATE COLLEGE OF TEACHER EDUCATION, KOHIMA (Formerly, NAGALAND COLLEGE OF TEACHER EDUCATION) fulfils all norms

1. Stipulated by the affiliating University and/or
2. Regulatory Council/Body [such as UGC, NCTE etc.] and
3. The affiliation and recognition is valid as on date.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or Recognition by the Regulatory Council, as the case may be.


In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

***Date: 28/03/2017***

***Place: Kohima***

**Principal/Head of the Institution**



  
( Shri H. Sema )  
**PRINCIPAL**  
State College of Teacher Education  
Kohima, Nagaland.

## **Annexure-A**

### **i. BACKGROUND OF TEACHER EDUCATION IN NAGALAND**

In Nagaland, State Council of Educational Research and Training (SCERT) and College of Teacher Education (CTE) under Directorate of Higher Education are responsible for teacher education and conducting short term courses for in-service teacher. The State Council of Educational Research and Training looks after elementary level and College of Teacher Education takes care of Secondary Teachers and above.

#### **SCERT:**

The State Council of Educational Research and Training (SCERT), which is the Academic Authority in the state is the academic wing of the Department of Education. It is an all-purpose institute concerned with diversified educational activities and aims at bringing about a coordinated strategy for all-round educational development in the state especially in the school sector. The SCERT as an organisation aims at bringing about desirable changes in attitudes and behaviour in all concerned with education and at inculcating an ideal value system in the learner and the teachers so that the class-room transaction takes place in a conducive climate and the learner consequently becomes a useful component of the wider society.

#### **Functions:**

As the academic wing of the Department of Education, the SCERT deals with academic aspects of the different levels of Pre-primary, Primary, Elementary Secondary and other academic related activities in the schools. The main function of SCERT are :-

- a. To act as an agent in School Education in general and Teacher Education in particular.
- b. To arrange for the In –service training of teachers dealing with Primary, Elementary, Secondary and Higher Secondary levels.
- c. To organise Orientation for field Teacher Educators, Supervisors/Inspecting Officials.
- d. To organise short term programmes including correspondence-cum- contact Courses for the overall professional development of teachers, teacher educators and supervisors/inspecting officers.
- e. To organise Extension Service to Teacher Training Institutes at all levels of education and coordinate the work of these centres.
- f. To develop Curricular, Instructional materials, Text Books and others for use in the schools and by the teachers form Pe-school to Higher Secondary.
- g. To develop and prescribe curricular and text books for schools and teacher training institutes.
- h. To function as Controlling Authority essentially in connection with the academic aspects of Elementary Teacher Education and in connection with its administrative aspect as well.
- i. To carry out research and survey on various issues concerning the schools, teachers and students etc.
- j. To coordinate programmes of different subjects.

**DIET:**

At the district level there are 8 (eight) District Institute of Education & Training (DIET). Three new DIETs are being established at Kiphire, Longleng and Peren. The DIETs conduct 2 years diploma course in elementary education ( D.El.Ed), for both in-service and Pre-Service Teacher trainees, as per the national norms besides other educational activities at the district level.

**CTE:**

The first College of Teacher Education was established in Nagaland in the year 1972 at State capital Kohima. College of Teacher Education offers B.Ed regular courses to both in-service and pre-service teachers and conducts short term workshop, seminars for in-service teachers in the state.

At present there are two Government and six Private College of Teacher Education Institutions in Nagaland. These STEIs provide regular B.Ed courses to both Pre-Service and In-Service Teachers in Nagaland. Each has an intake capacity of 100 students. Number of Teacher Education Institute since 2001 till 2014 presented in **Table 1**.

**Table 1:** Number of CTE in Nagaland

Year of Establishment	Government	Private	Total
2001-02	1	1	2
2002-03	1	1	2
2003-04	1	2	3
2004-05	1	2	3
2005-06	1	2	3
2006-07	1	2	3
2007-08	1	2	3
2008-09	1	2	3
2009-10	1	2	3
2010-11	1	2	3
2011-12	1	2	3
2012-13	2	3	5
2013-14	2	6	8
2014-15	2	6	8

*Source: NCTE, Eastern Regional Committee, 2014*

**ii. Administrative and Academic Governance of the State College of Teacher Education, Kohima:**

State College of Teacher Education-Kohima, previously known as Nagaland College of Teacher Education-Kohima, falls under the administrative preview of the Department of Higher Education of the State. Faculty of the college come under the Higher Education Service Rules of the Govt. of Nagaland. However, appointment of faculty is as per the NCTE norms and guidelines. The academic programme and transaction of the course is as per guidelines of the Nagaland University, based on NCTE guidelines. The college has affiliated to NEHU, Shillong upto 1995, and thereafter to the Nagaland University since 1996.

The college is also among the first three B.Ed. institutions in the North-Eastern region to be given recognition by NCTE(ERC) in 1998. Recognition under section 2(f) and 12 (b) of UGC Act was also given to the college in 1988. M.Ed. course has been introduced in the year 2014.



**Annexure-B**  
**Holiday List and Working days: 2015-16**

GOVERNMENT OF NAGALAND  
OFFICE OF THE PRINCIPAL STATE COLLEGE OF TEACHER EDUCATION  
KOHIMA : NAGALAND.

NO. SCTE/ACA-1/2015-16/

/Dated Kohima, the 1<sup>st</sup> July '15

**List of Holiday for Academic 2015**

Wef. 1<sup>st</sup> July 2015

Sl. No.	Occasion	Date/Month	Work/Day	No. of day
1	Idul-fit	18 <sup>th</sup> July	Saturday	1
2	Independence Day	15 <sup>th</sup> August	Saturday	1
3	Idul-Zuha	25 <sup>th</sup> September	Friday	1
4	Mahatma Gandhi Birthday	2 <sup>nd</sup> October	Friday	1
5	Durga Puja	21 <sup>st</sup> -22 <sup>nd</sup> October	Wed/Thur	2
6	Diwali	11 <sup>th</sup> November	Wednesday	1
7	Guru Nanak Birthday	25 <sup>th</sup> November	Wednesday	1
8	State Inauguration	1 <sup>st</sup> December	Tuesday	1
9	Christmas	23 <sup>rd</sup> – 31 <sup>st</sup> December	Wed-Thur	8

**Total 17**

Total Holiday	-	17
Sunday	-	26
Non-Working Saturday	-	12

**Total 55 days**

1 <sup>st</sup> July – 31 <sup>st</sup> December 2015	=	184 days
		55days

**Total working days = 129 days**

(H. SUMI)  
(Vice Principal  
State College of Teacher Education  
Kohima

NO. SCTE/ACA-1/2015-16/

/Dated Kohima, the 1<sup>st</sup> July '15

Copy to :-

1. The Commissioner & Secretary to the Govt. of Nagaland, Deptt. of Higher Education, Nagaland, Kohima.
2. The Director, Higher Education, Nagaland Kohima.
3. The Director, School Education, Nagaland, Kohima.
4. The Director, SCERT, Nagaland, Kohima.
5. The Secretary, NBSE, Kohima for information
6. The Registrar, Nagaland University, Campus Kohima.
7. All Lecturers, State College of Teacher Education, Kohima
8. Notice Board
9. Office copy
10. Guard file.

(H. SUMI)  
(Vice Principal  
State College of Teacher Education  
Kohima.

**Annexure-C**  
**B.Ed Academic Calendar: 2015-2016**

**ACADEMIC CALENDAR (2015)**

- |   |                    |
|---|--------------------|
| 1. Re-Opening/Induction/Orientation   | : 18th July        |
| 2. Talk on Teaching Skills  | : 22nd July        |
| 3. World Nature Conservation Day &<br>Orientation on Observation/Reflection | : 28th July        |
| 4. Observation in the college (1st phase)                                   | : 1st-5th August   |
| 4. Report on Obs./Introduction to L.P                                       | : 8th August       |
| 5. Obs. in school (2nd phase)<br>/Block Teaching                            | : 22nd-24th August |
| 6. Report taking on Obs. in the schools                                     | : 26th August      |
| 7. World Literary Day   | : 8th Sept.        |
| 8. Swacch Bharat (CTE)/World Veg. Day                                       | : 1st October      |
| 9. Durga Puja   | : 8th - 10th Oct   |
| 10. International Day for Girl child  | : 11th Oct.        |
| 11. National Disaster Reduction Day (IQAC)                                  | : 13th Oct.        |
| 12. Club Activities   | : 19th Nov.        |
| 13. Internal Test   | : 22th-30th Nov.   |

**ACADEMIC CALENDAR 2016**

- |  |   |  |
|--|---|--|
| 1. Re-opening  | : | 28 <sup>th</sup> of January  |
| 2. Re-admission  | : | 28 <sup>th</sup> January   |
| 3. Orientation and Review                                  | : | 29 <sup>th</sup> of January 2016 i/c Student Activity Lecturers            |
| 4. One day workshop on Constructivist Approach for Faculty | : | 30 <sup>th</sup> January 2016 i/c Ms. Alemla, Ms. Elizabeth and Mr. Sandip |
| 5. Holi  | : | 28 <sup>th</sup> March 2016  |
| 6. Good Friday and Easter Sunday                           | : | 24 <sup>th</sup> -28 <sup>th</sup> March 2016                              |
| 7. Internship  | : | B.Ed- Last Week of April<br>M.Ed- April                                    |
| 8. AmbedkarJayanti   | : | 14 <sup>th</sup> April   |
| 9. MahaviraJayanti   | : | 20 <sup>th</sup> April   |
| 10. Buddha Purnima   | : | 21 <sup>st</sup> May   |

**IMPORTANT DAYS 2016**

- |                              |   |   |
|------------------------------|---|---|
| 1. 20 <sup>th</sup> February | : | World Mother Language Day i/c Literary Club                             |
| 2. 8 <sup>th</sup> March     | : | International Women's Day i/c Ms. RuniNakro                             |
| 3. 15 <sup>th</sup> March    | : | World Consumers Day and World Disabled Day i/c Ms. Asale and Ms. Vedulu |
| 4. 7 <sup>th</sup> April     | : | World Health Day i/c Ms. Elizabeth                                      |
| 5. 22 <sup>nd</sup> April    | : | Earth Day i/c Ms. Anisha  |
| 6. 11 <sup>th</sup> May      | : | National Technology Day i/c Technology Club                             |

**Total Working days from 1<sup>st</sup> July till 30<sup>th</sup> June = 219 days**

(H. SUMI)  
(Vice Principal)  
State College of Teacher Education  
Kohima.

**Annexure-D**  
**Time Table, July 2015-June 2016.**

STATE COLLEGE OF TEACHER EDUCATION  
Daily Routine B.Ed.  
wef. 1<sup>st</sup> July 2015

Day	9:30 – 10:30 am	10:30 – 11:30 am	12:00 – 1:00 pm	11:30 to 12:00 noon	1:00 – 2:00 pm	2:00 to 3:00 pm	
Monday	A - Khriezo B - Thronlem	A - Atula B - Sandip	A - H. Sumi B - Rokuonuo	<b>B R E A K</b>	A - Eli B - Anisha	Computer Sec - B Atu - A	
Tuesday	A - Anisha B - Eli	A - Thronlem B - Khriezo	A - Videl B - Sandip		A - Rokuonuo B - H. Sumi	Library Work	
Wednesday	<b>Seminars/debates/workshops and activities</b>				<b>ACTIVITIES</b>		
Thursday	A - Thronlem B - Khriezo	A - Anisha B - Eli	A - Rokuonuo B - H. Sumi		A - Sandip B - Videl	Library Work	
Friday	A - H. Sumi B - Rokuonuo	A - Sandip B - Atula	A - Khriezo B - Thronlem		A - Eli B - Anisha	Computer Sec - A Atu - B	
Saturday	<b>CLUB ACTIVITIES</b>						

STATE COLLEGE OF TEACHER EDUCATION  
Daily Routine B.Ed.  
wef. 14th October 2015

Day	9:30 – 10:30 am	10:30 – 11:30 am	11:30 to 11:40	11:40 – 12:40 pm	12:40 to 1:10	1:10 – 2:10 pm	2:10 am to 3:00 pm		
Monday	A - Asale B - Vedulu	A - Sandip B - Eli	<b>B R E A K</b>	A - Khriezo B - Thronlem	<b>B R E A K</b>	A - H. Sumi B - Rokuo	A - Anisha B - Atu		
Tuesday	B - H. Sumi A - Rokuo	B - Khriezo A - Thronlem		B - Asale A - Vedulu		B - Anisha A - Vedel	Sec - A Lib Sec - B Comp		
Wednesday	<b>Enhancing Professional &amp; Personal Competencies (Seminars/workshops/Guest Lecturers, etc.)</b>								
Thursday	B - Anisha A - Atu	A - H. Sumi B - Roko		A - Khriezo B - Thronlem		A - Asale B - Vedulu	Sec - A Comp Sec - B Lib		
Friday	B - Khriezo A - Thronlem	B - Asale A - Vedulu		B - H. Sumi A - Rokuo		B - Sandip A - Eli	A - Anisha B - Videl		
Saturday	<b>Club Activities</b>								

- |  |   |   |
|--|---|---|
| 1. Childhood & growing-up                                    | - | Khriezo & Thronlem                        |
| 2. Contemporary Indian & Edn                                 | - | H. Sumi, Rokuonuo                         |
| 3. Language across curriculum & reading & reflecting on text | - | Atu, Anisha                               |
| 4. Understanding disciplines & subject                       | - | Elizabeth, Sandip, Anish<br>Asale, Vedulu |

H. Sumi  
Vice Principal  
State College of Teacher Education  
Kohima.

*Routine (M.Ed.)*  
wef. 1<sup>st</sup> July 2015

Day	9:30 – 10:30 am	10:30 – 11:30 am	11:30 to 11:40	11:40 – 12:40 pm	12:40 to 1:10	1:10 – 2:10 pm	2:10 – 3:10 pm		
Monday	CC : 102 Alem	CC : 105 Atu	<b>B R E A K</b>	CC : 101 Eli	<b>B R E A K</b>	CC : 103 Alem	CC:104 Sandip		
Tuesday	CC - 103 Sandip	CC : 101 Eli		CC : 102 Alem		CC : 104 Sandip	CC:106 Eli		
Wednesday	<b>Enhancing Professional &amp; Personal Competencies (Seminars/workshops/Guest Lecturers, etc.)</b>								
Thursday	CC : 104 Sandip	CC : 101 Eli		CC : 103 Alem		CC : 105 Atu	CC:102 Alem		
Friday	CC : 103 Sandip	CC : 101 Eli		CC : 102 Alem		CC : 103 Alem	<b>Library</b>		
Saturday	<b>Club Activities</b>								

**Annexure-E**  
**FOR SELF APPRAISAL OF TEACHERS**

**A. General Information**

- a) Name
- b) Date of Birth
- c) Address (Residential) Ph.No.
- d) Designation
- e) Department
- f) Area of Specialization
- g) Date of Appointment
  - (i)            in the institution
  - (ii)          in the present post
- h) Honors Conferred

**B. Teaching**

(a) Classes Taught

Class	Periods		
	Assigned per week **L T/P (1)	Taught in the year L T/P (2)	Steps taken for the teaching of periods missed during absence or leave (3)
i) U.G.			
ii) PG			
iii) M.Phil			
iv) Any other			

\* (To be filled at the end of every academic year)

\*\* L=Lecture T=Tutorial P=Practical

b) Regularity and Punctuality

c) Details of course teaching plan, synopses of lecturers, and reading lists supplied to students

d) Details of participation in the following:

- (i) University Education
- (ii) Internal Evaluation
- (iii) Paper Setting
- (iv) Assessment of Home assignments
- (v) Conduct of Examinations
- (vi) Evaluation of Dissertation etc.

**C. Details of Innovations / Contribution in Teaching, during the year :**

- a) Design of curriculum
- b) Teaching methods
- c) Laboratory experiments
- d) Evaluation methods
- e) Preparation of resource material including books, reading materials, laboratory manuals etc.
- f) Remedial Teaching / Student Counseling (academic)
- g) Any other

**D. *Improvement of Professional Competence:***

- (a) Details regarding refresher courses/orientation attended, participation in summer schools, workshops, seminars, symposia etc. including open university courses/M.Phil., Ph.D.

**E. Research Contributions:**

a) Number of students (M.Phil./ Ph.D.)

At the beginning of the year		Registered during the year	Completed during the year
M.Phil			
Ph.D.			

a) No. of research papers published (please enclose list)

- i.
- ii.
- iii.
- iv.

b) Research Projects:

Title of the Project	Name of the funding agency	Duration

c) Details of Seminars, Conferences, Symposia organized

d) Patents taken, if any, give a brief description

e) Membership of Professional Bodies, Editorship of Journals etc.

**F. Extension Work/Community Service**

a) Please give a short account of your contribution to:

- i) Community work such as values of National Integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission

b) Positions held/Leadership role played in organizations linked with Extension work and National Service Scheme (NSS), or NCC or any other similar activity.

### **G. Participation in Corporate Life:**

Please give a short account of your contribution to:

- a) College/University/Institution
- b) Co-curricular activities
- c) Enrichment of campus life (hostels, sports, games, cultural activities)
- d) Students welfare and Discipline
- e) Membership/Participation in Bodies/Committees on Education and National Development
- f) Professional Organizations of Teachers

### **H. Assessment**

Steps taken by you for the evaluation of the course programme taught

### **I. General Data**

State brief assessment of your performance indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement.

**(Signature of the Teacher)**

### **J. \* Verification of factual data**

- A. General Information
- B. Teaching
- C. Details of Innovations/Contribution in teaching, during the year
- D. Improvement of Professional competence
- E. Research contributions
- F. Extension work/community service
- G. Participation in Corporate Life

**(Signature of the Person authorized\*)**

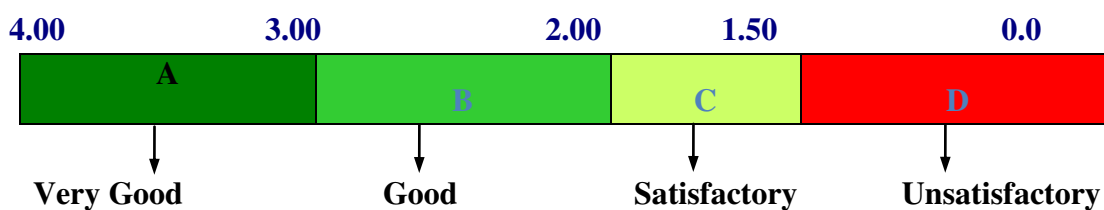
**Annexure-F**  
**Feedback Format- Student**  
**Questionnaire No. 1**  
**Feedback on Course**  
**State College of Teacher Education-Kohima**

Programme:

Department:

Semester/Term/Year:

Students are required to rate the courses on the following attributes using the 4 -point scale shown. The format given is for one course. Do the same for other courses on separate page.



Course:(Write name of the Paper).....

<b>Parameters</b>	<b>A</b> Very Good	<b>B</b> Good	<b>C</b> Satisfactory	<b>D</b> Unsatisfactory
1. Depth of the course content including project work if any				
2. Extent of coverage of course				
3. Applicability/relevance to real life situations				
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)				
5. Clarity and relevance of textual reading material				
6. Relevance of additional source material (Library)				
7. Extent of effort required by students				
8. Overall rating				



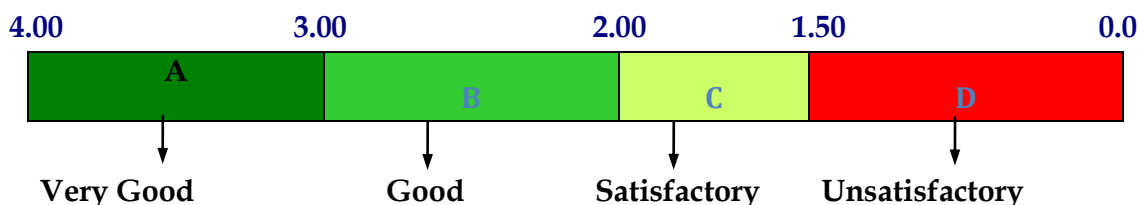
## Questionnaire No. 2:

### Student Feedback on Teachers State College of Teacher Education-Kohima

Department: \_\_\_\_\_

Semester/Term/Year: \_\_\_\_\_

Please rate the teacher on the following attributes using the 4 -point scale shown



Name of the Teacher:.....

<b>Parameters</b>	<b>A</b> Very Good	<b>B</b> Good	<b>C</b> Satisfactory	<b>D</b> Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)				
2. Communication Skills (in terms of articulation and comprehensibility)				
3. Sincerity / Commitment of the teacher				
4. Interest generated by the teacher				
5. Ability to integrate course material with environment/other issues, to provide a broader perspective				
6. Ability to integrate content with other courses				
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)				
8. Ability to design quizzes /Tests /assignments / examinations and projects to evaluate students understanding of the course				
9. Provision of sufficient time for feedback				
10. Overall rating				

### Questionnaire No. 3

#### Students' overall Evaluation of the programme and Teaching State College of Teacher Education-Kohima

*(To be filled only after the course results are declared)*

Department :

Course :

Teacher :

Year :

Your responses will be seen only after your course results have been finalised and recorded. The information will be used only for the improvement of the course and teaching in future.

**You need not disclose your name if you do not wish to. You may tick more than one answer to a question to the extent that they do not contradict each other.**

1. The syllabus of each course was
  - a) adequate
  - b) inadequate
  - c) challenging
  - d) dull
2. Background for benefiting from the course was
  - a) more than adequate
  - b) adequate
  - c) inadequate
  - d) cannot say
3. Was the course easy or difficult to understand?
  - a) easy
  - b) manageable
  - c) difficult
  - d) very difficult
4. How much of the syllabus was covered in the class?
  - a) 85 to 100%
  - b) 70 to 85%
  - c) 55 to 70%
  - d) less than 55%
5. What is your opinion about the library material and facilities for the course?
  - a) more than adequate
  - b) adequate
  - c) inadequate
  - d) very poor
6. To what extent were you able to get material for the prescribed readings?
  - a) Easily
  - b) with some difficulty
  - c) not available at all
  - d) with great difficulty

7. How well did the teacher prepare for the classes?
- a) thoroughly
  - b) satisfactorily
  - c) poorly
  - d) indifferently
8. How well was the teacher able to communicate?
- a) Always effective
  - b) sometimes effective
  - c) Just satisfactorily
  - d) generally ineffective
9. How far the teacher encourages student participation in class?
- a) mostly yes
  - b) sometimes
  - c) not at all
  - d) always
10. If yes, which of the following methods were used?
- a) Encouraged to raise questions
  - b) get involved in discussion in class
  - c) encourage discussion outside class
  - d) did not encourage
11. How helpful was the teacher in advising?
- a) Very helpful
  - b) sometimes helpful
  - c) not at all helpful
  - d) did not advise
12. The teacher's approach can best be described as
- a) Always courteous
  - b) sometimes rude
  - c) always indifferent
  - d) cannot say
13. Internal assessment was
- a) Always fair
  - b) sometimes unfair
  - c) Usually unfair
  - d) sometimes fair
14. What effect do you think the internal assessment will have on your course grade?
- a) Helps to improve
  - b) discouraging
  - c) no special effect
  - d) sometimes effective

15. How often did the teacher provide feedback on your performance?

- a) Regularly/in time
- b) with helpful comment
- c) often/ late
- d) without any comments

16. Were your assignments discussed with you?

- a) Yes, fully
- b) yes, partly
- c) not discussed at all
- d) sometimes discussed

17. Were you provided with a course contributory lecture too at the beginning?

- a) Yes
- b) no

If yes, was it helpful?

- a) Yes
- b) no

18. If you have other comments to offer on the course and suggestions for the teacher you may do so in the space given below or on a separate sheet.

## Annexure-G Schools Observation Format- Students

### CRITERIA FOR ASSESSMENT

B.Ed, 3<sup>rd</sup> Semester, 2016  
w.e.f. 7<sup>th</sup> Sept. - 21<sup>st</sup> Oct.

Name of Supervisor : .....

Signature : .....

Date : .....

Sl.No	Roll No.	Name	Name Of School	Class room Observation						General Observation					Total
				CM(5)	CS(5)	ID(5)	WR(5)	PI(5)	TE(5)	AC(5)	EMP(5)	R(4)	P(3)	LQ(3)	
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															
13															
14															
15															
16															
17															
18															
19															
20															

\*CM- Class room Management

\*CS - Communication Skill

\*ID - Facilitating Individual Difference

\*R -Use of Resources

\*PI - Pupil Involvement

\*TE- Technique & Evaluation

\*AC- Ability to adjust with Colleagues & Others

\*EM- Empathy

\*WR- Willingness to take up responsibility \*P - Punctuality

\*LQ- Leadership Quality.

**Annexure-H**  
**Schools Observation Format- Supervisor**

Micro:

**CRITERIA FOR ASSESSEMENT OF MICRO-TEACHING**

*(Give a tick '√' mark in the appropriate column)*

Roll No.	Name	Use of skill component			Readiness to learn and accept feedback			Over all performance (teaching aid, neatness, Lesson Plan)		
		A	B	C	A	B	C	A	B	C

## Macro:

### GUIDELINE FOR ASSESSMENT OF MACRO TEACHING/INTERNSHIP/PEER OBSERVATION.

#### 1. Allocation of Marks

- 1.1 Lesson Plan : 20 marks (to be assessed by Method Teachers)  
1.2 Internship : 10 Marks (to be used by the co-ordinators in the schools)  
1.3 Peer observation : 20 marks  
1.4 Lesson delivery : 50 Marks (common for supervisors and peer group).

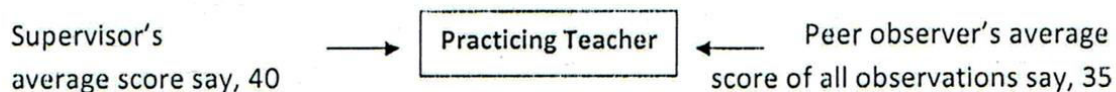
-----  
100 Marks

#### Break-up of marks for lesson delivery :

Total : 50 Marks

- |                              |   |    |
|------------------------------|---|----|
| 1. Pupils involvement        | : | 10 |
| 2. Use of teaching skills    | : | 3  |
| 3. Classroom management      | : | 4  |
| 4. Teaching Aids (incl.B/B)  | : | 6  |
| 5. Evaluation Technique      | : | 6  |
| 6. Mastery of subject matter | : | 7  |
| 7. Communication             | : | 7  |
| 8. Get-up of teacher         | : | 3  |

- To maintain uniformity in assessment of lesson delivery, it was decided that –  
The maximum (cut-off) mark would be - 46  
and the minimum " " " - 20
- Peer observation of trainees will be assessed and marks awarded by - comparing the average observations of supervisors of a particular practicing student teacher to that of the observation by a peer. eg.



Here, difference between the average marks of the supervisors and the peer observer is 5.

: The peer observer is awarded –  $\frac{17}{20}$

**CRITERIA FOR ASSESSEMENT OF MICRO-TEACHING**

*(Give a tick '√' mark in the appropriate column)*

Roll No.	Name	Use of skill component			Readiness to learn and accept feedback			Over all performance (teaching aid, neatness, Lesson Plan)		
		A	B	C	A	B	C	A	B	C

**Signature of the Supervisor**



**Annexure-I**  
**Schools Observation Format- School Coordinator**

Internship B.Ed.: 2015-2017  
Assessment Criteria

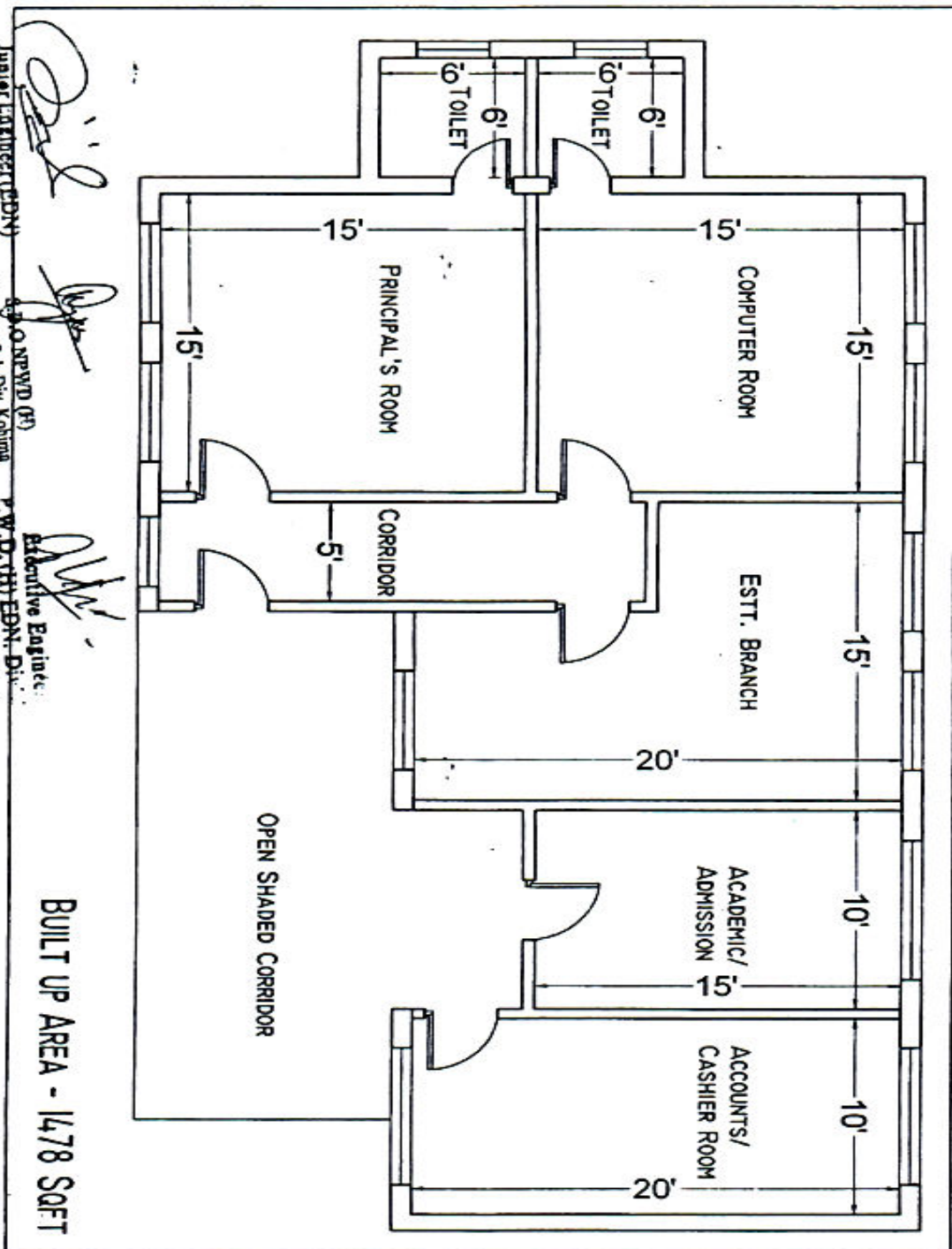
Total Mark: 50 Pass Mark: 20

Name	Roll no	Classroom Transaction							Personality Traits					Total Marks (20)		
		Classroom Management (5)	Communication Skill (5)	Facilitating individual differences (5)	Use of Resources (5)	Involvement of students	Techniques of Evaluation (5)	Total Marks (30)	Ability to adjust with colleagues and others (5)	Empathy (5)	Willingness to take up responsibility (5)	Punctuality (3)	Leadership Quality (3)			

Signature of Co-ordinator: \_\_\_\_\_

Date: \_\_\_\_\_

**Annexure-J  
Existing Building Plans**

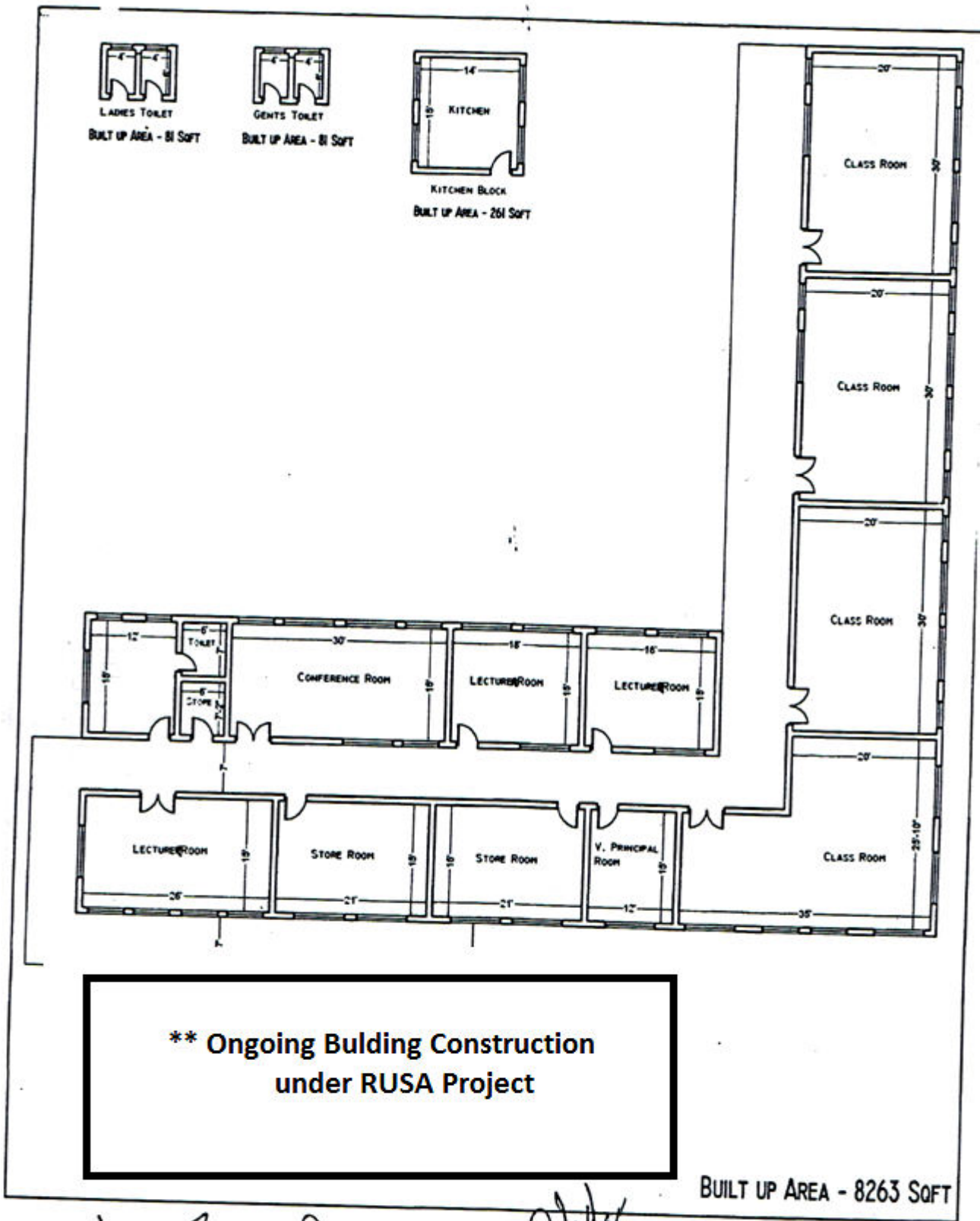


Junior Engineer (EDN)  
 Housing Div.,  
 Kohima

Education Sub-Div. Officer  
 Kohima, Nagaland

Executive Engineer  
 W.D. (H) EDN, Div.  
 Kohima : Nagaland

*Contd.-*

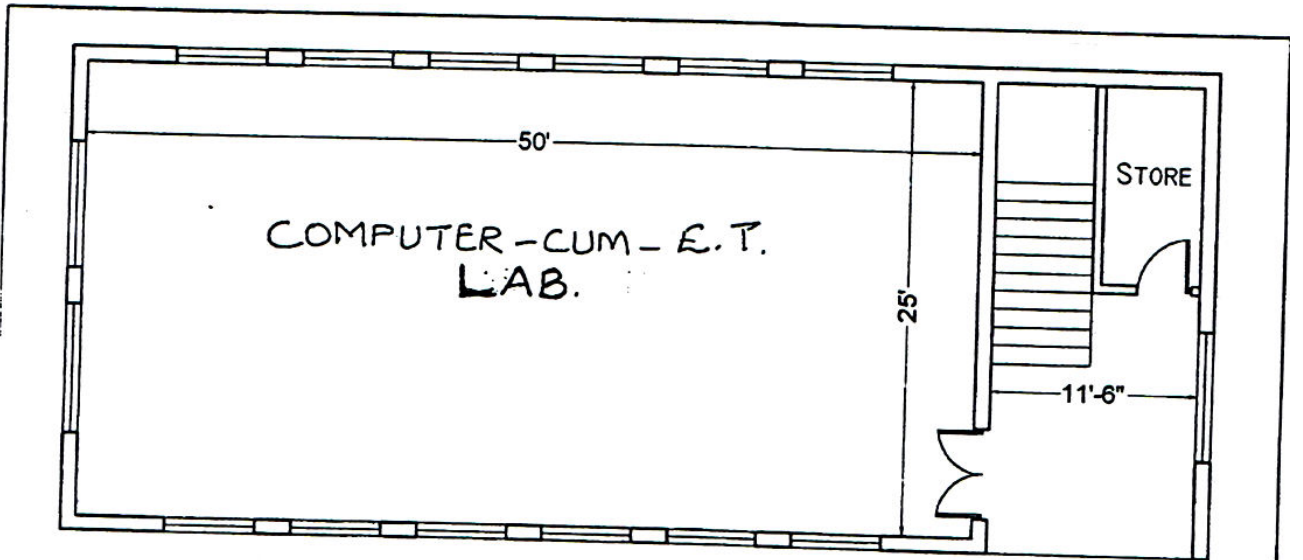


Junior Engineer (EDN)  
 Housing Div.  
 Kohima

S.D.O. (Furniture)  
 Estate Sub - Div. No-1  
 NPWD (Housing) : Kohima

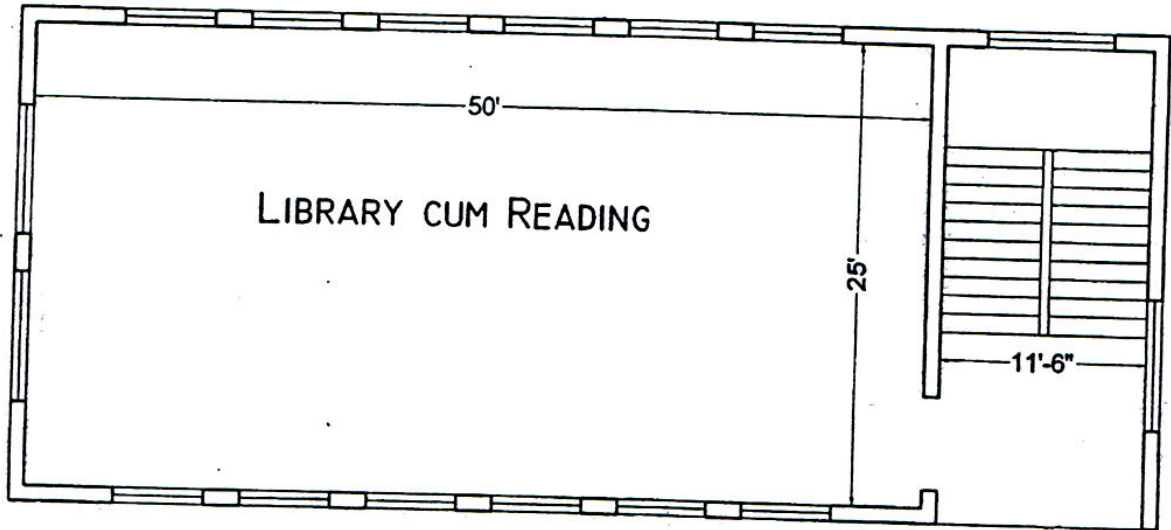
Executive Engineer  
 W.D. (H) EDN  
 Kohima : Nagaland

Contd/-



GROUND FLOOR PLAN

BUILT UP AREA - 1707SqFT



FIRST FLOOR PLAN

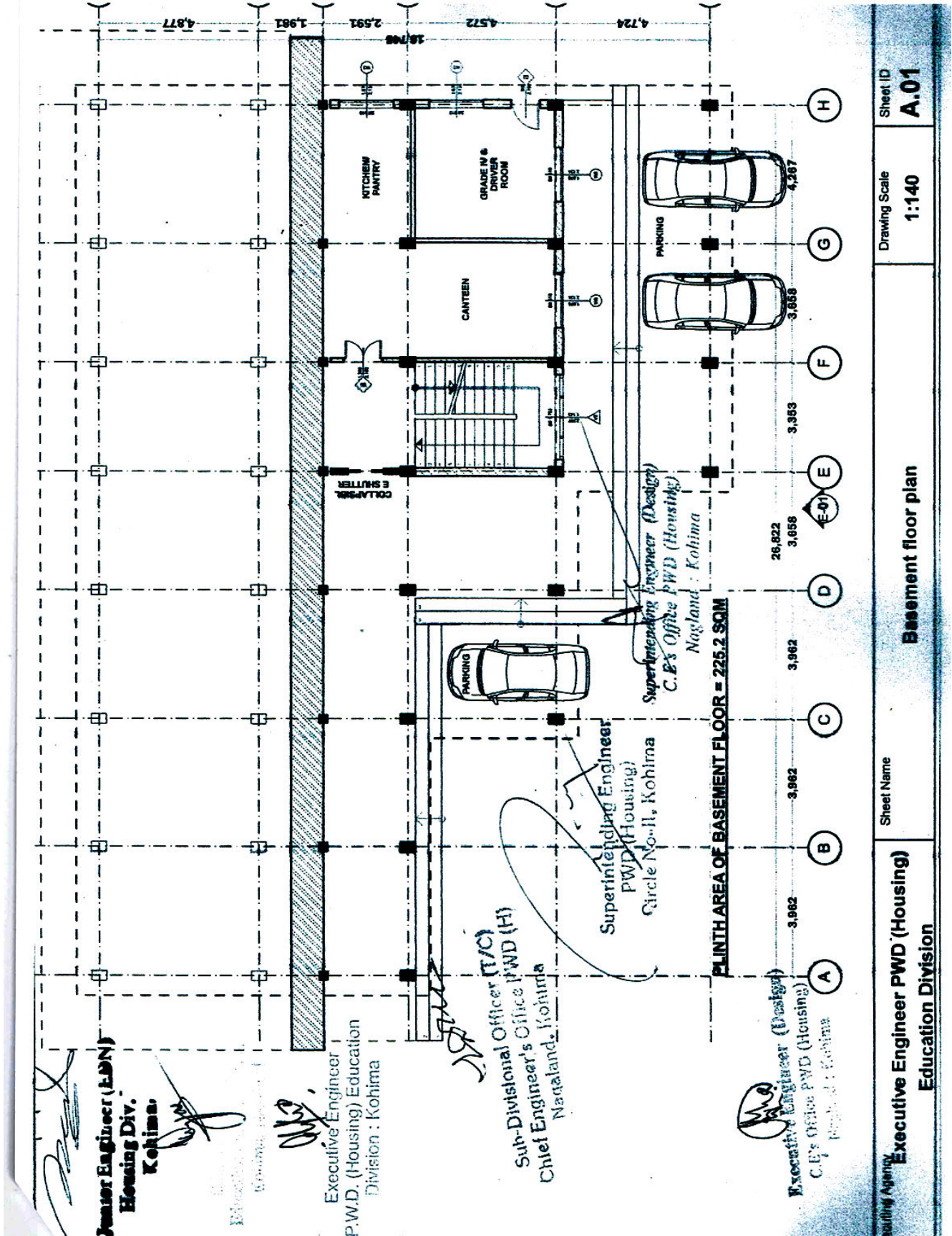
BUILT UP AREA - 1707SqFT

*[Signature]*  
 Junior Engineer (EDN)  
 Housing Div.  
 Kohima

*[Signature]*  
 S.D.O. (Furniture)  
 Estate Sub - Div. No-1  
 NPWD (Housing) : Kohima.

*[Signature]*  
 Executive Engineer  
 W.D. (H) EDN. Division  
 Kohima

**\*\* Ongoing Building Construction under RUSA Project:**



Chief Engineer (P.W.D.)  
Housing Div.  
Kohima

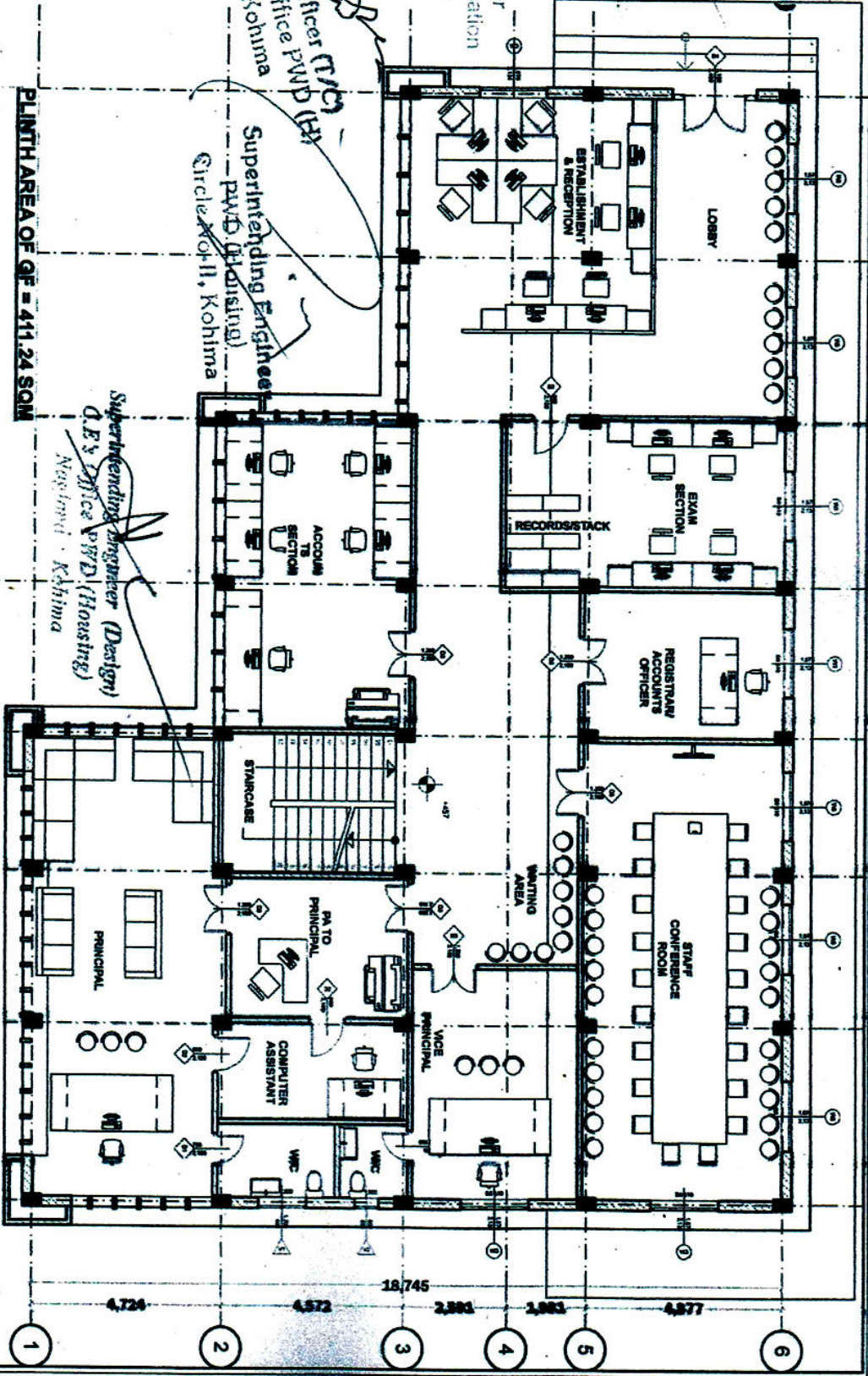
Executive Engineer  
W.D. (Housing) Education  
Division : Kohima

Sub-Divisional Officer (P.W.D.)  
Chief Engineer's Office P.W.D. (Housing)  
Nagaaland, Kohima

Superintending Engineer  
P.W.D. (Housing)  
Circle, Kohima

Superintending Engineer (Design)  
D.E.'s Office P.W.D. (Housing)  
Nagaaland, Kohima

Executive Engineer (Design)  
D.E.'s Office P.W.D. (Housing)  
Nagaaland, Kohima



PLINTH AREA OF GF = 411.24 SQM

Executive Engineer PWD (Housing)

Sheet Name

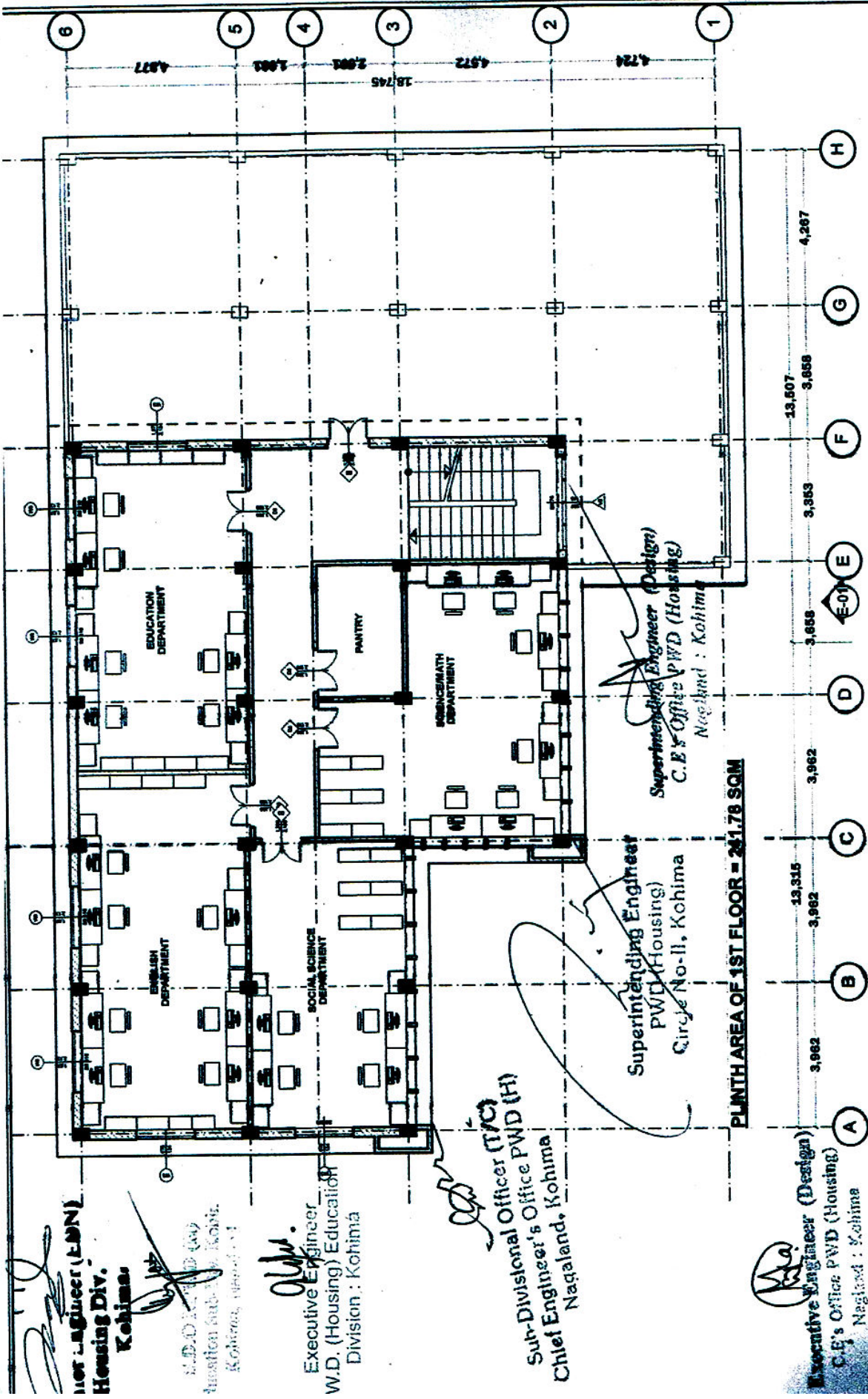
Ground/Plinth Floor

Drawing Scale

Sheet ID

A	3.982	B	3.982	C	3.982	D	26.822	E-01	3.658	F	3.353	G	3.658	H	4.267
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1	4.724	2	4.572	3	18.745	4	2.991	5	2.983	6	4.977
---	-------	---	-------	---	--------	---	-------	---	-------	---	-------



Sheet ID  
**A.03**

Drawing Scale  
**1:140**

Sheet Name  
**First Floor Plan**

Agency  
**Executive Engineer PWD (Housing)**  
Education Division

Dr. J. S. Agreer (EDN)

Housing Div.  
Kohima

S.D. O. Nagaland (ED)  
Education Sub-Div. Kohima  
Kohima, Nagaland

Executive Engineer  
P.W.D. (Housing) Education  
Division : Kohima

Sub-Divisional Officer (H)  
Chief Engineer's Office PWD (H)  
Nagaland, Kohima

Executive Engineer (Designer)  
C.E.'s Office PWD (Housing)  
Nagaland : Kohima

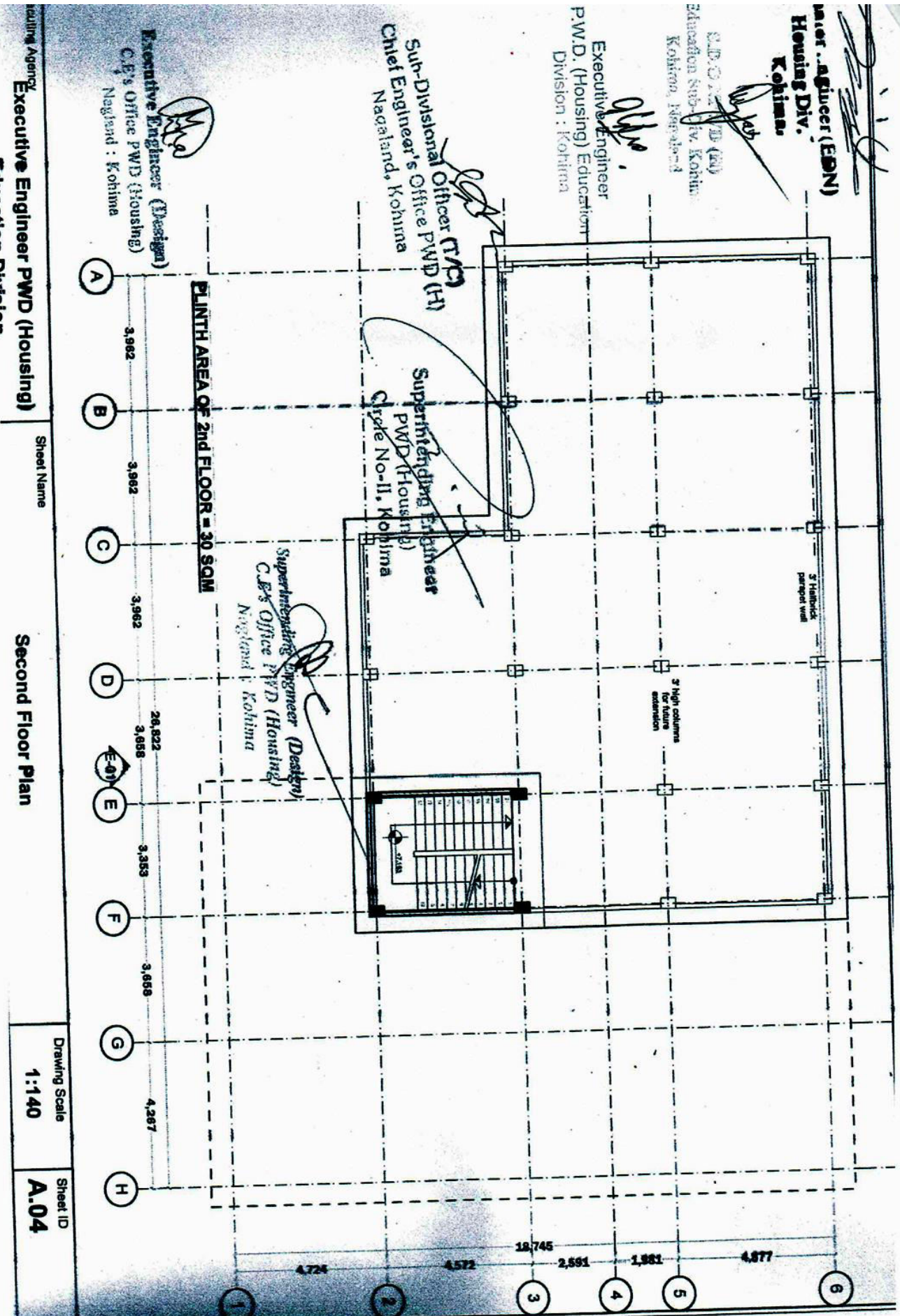
Executive Engineer PWD (Housing)

Sheet Name

Second Floor Plan

Drawing Scale  
1:140

Sheet ID  
A.04





Annexure-K  
B.Ed. Result: 2014-16



**NAGALAND UNIVERSITY**  
(A Central University Estd. by the Act of Parliament No. 35 of 1993)  
HEADQUARTERS-LUMAMI

No.NU/ EXAM/B.ED-RESL-03/13

Dated Lumami, the 13<sup>th</sup> Jan.2015

**NOTIFICATION**

The Vice-Chancellor, Nagaland University is pleased to declare the Provisional Result of B.Ed Degree 1<sup>st</sup> Semester Examinations held in June 2014. The result published herewith should be verified and confirmed with the mark sheet issued for the same. Errors, if any, will be rectified as per rules of the University as and when detected.

**Regular**

**State College of Teacher Education, Kohima.**

Total Appeared : 98  
Total Cleared : 90

Roll Nos: BE140001, 0002, 0003, 0004, 0005, 0006, 0007, 0008, 0009, 0010,  
0011, 0012, 0013, 0014, 0015, 0016, 0017, 0018, 0019, 0020, 0021, 0022,  
0023, 0024, 0025, 0026, 0027, 0028, 0030, 0031, 0032, 0033, 0036, 0037,  
0039, 0040, 0042, 0044, 0045, 0046, 0047, 0048, 0049, 0050, 0051, 0052,  
0053, 0055, 0056, 0057, 0058, 0059, 0060, 0061, 0062, 0063, 0064, 0065,  
0066, 0067, 0068, 0069, 0070, 0071, 0072, 0073, 0074, 0075, 0076, 0077,  
0078, 0079, 0080, 0081, 0082, 0083, 0084, 0085, 0087, 0088, 0089, 0090,  
0091, 0092, 0093, 0094, 0095, 0096, 0097, 0098.

**Modern Institute of Teacher Education, Kohima.**

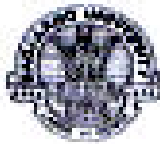
Total Appeared : 96  
Total Cleared : 90

Roll Nos: BE140110, 0111, 0112, 0113, 0114, 0115, 0116, 0117, 0118, 0119,  
0120, 0121, 0122, 0124, 0125, 0126, 0127, 0128, 0129, 0130, 0131, 0132,  
0133, 0134, 0136, 0137, 0138, 0139, 0140, 0141, 0142, 0143, 0144, 0145,  
0146, 0147, 0148, 0151, 0152, 0153, 0154, 0155, 0156, 0157, 0158, 0159,  
0160, 0161, 0163, 0164, 0165, 0166, 0167, 0168, 0169, 0170, 0171, 0172,  
0173, 0174, 0175, 0176, 0177, 0178, 0180, 0181, 0182, 0183, 0184, 0186,  
0187, 0188, 0190, 0191, 0192, 0193, 0194, 0195, 0196, 0197, 0198, 0199,  
0100, 0101, 0102, 0103, 0104, 0105, 0106, 0107.

**Suzolie College of Teacher Education, Phezu, Jotsoma.**

Total Appeared : 70  
Total Cleared : 57

Roll Nos: BE140220, 0224, 0225, 0227, 0228, 0229, 0231, 0232, 0233, 0234,  
0235, 0237, 0238, 0239, 0240, 0242, 0244, 0247, 0248, 0249, 0253, 0254,  
0255, 0256, 0257, 0258, 0259, 0260, 0262, 0263, 0264, 0265, 0267, 0268,  
0269, 0270, 0271, 0272, 0273, 0274, 0275, 0276, 0277, 0278, 0279, 0280,  
0281, 0282, 0283, 0284, 0285, 0286, 0287, 0288, 0291, 0292, 0294.



# NAGALAND UNIVERSITY

(A Central University Est. by the Act of Parliament No. 35 of 1983)  
HISADO QUARTERS- LUMAMBI

NA-NU/ EXAM/ B.ED-RESL-03/13- 1179

Dated Lumambi, the 4th July 2016

The Provisional Result of B.Ed. 1<sup>st</sup> Semester Examinations held in December 2015 is indicated as below. The result published herewith should be verified and confirmed with the mark sheet issued for the same. Errors, if any, will be rectified as per rules of the University as and when detected. Date for Issue of Mark sheets will be notified later.

### Result

#### 1. State College of Teacher Education, Kohima

Total Appeared : 90

Total Cleared : 53

#### Roll Nos:

BE1520001	BE1520002	BE1520004	BE1520006	BE1520007	BE1520010	BE1520011
BE1520012	BE1520015	BE1520017	BE1520018	BE1520019	BE1520021	BE1520023
BE1520024	BE1520025	BE1520026	BE1520027	BE1520029	BE1520050	BE1520032
BE1520033	BE1520034	BE1520035	BE1520036	BE1520037	BE1520038	BE1520039
BE1520040	BE1520042	BE1520043	BE1520044	BE1520049	BE1520050	BE1520053
BE1520056	BE1520067	BE1520059	BE1520060	BE1520061	BE1520064	BE1520065
BE1520066	BE1520067	BE1520068	BE1520069	BE1520072	BE1520076	BE1520078
BE1520082	BE1520085	BE1520067	BE1520089			

#### 2. Modern Institute of Teacher Education, Kohima

Total Appeared : 68

Total Cleared : 33

#### Roll Nos:

BE1520104	BE1520110	BE1520111	BE1520112	BE1520114	BE1520115	BE1520118
BE1520121	BE1520124	BE1520130	BE1520132	BE1520133	BE1520134	BE1520135
BE1520136	BE1520137	BE1520138	BE1520139	BE1520140	BE1520142	BE1520143
BE1520146	BE1520147	BE1520148	BE1520149	BE1520150	BE1520154	BE1520155
BE1520156	BE1520160	BE1520162	BE1520163	BE1520167		

#### 3. Ura College of Teacher Education, Kohima

Total Appeared : 30

Total Cleared : 08

#### Roll Nos:

BE1520206	BE1520215	BE1520219	BE1520221	BE1520222	BE1520223	BE1520227
BE1520229						

#### 4. Sanki College of Teacher Education, Phosha-Jotsoma

Total Appeared : 22

Total Cleared : 19

#### Roll Nos:

BE1520302	BE1520304	BE1520307	BE1520309	BE1520311	BE1520312	BE1520313
BE1520319	BE1520320	BE1520321				

#### 5. Basa College of Teacher Education, Dimapur

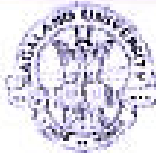
Total Appeared : 50

Total Cleared : 29

#### Roll Nos:

BE1520402	BE1520403	BE1520404	BE1520406	BE1520407	BE1520409	BE1520410
BE1520412	BE1520414	BE1520415	BE1520417	BE1520419	BE1520422	BE1520423
BE1520424	BE1520425	BE1520427	BE1520428	BE1520429	BE1520432	BE1520433
BE1520434	BE1520436	BE1520438	BE1520439	BE1520440	BE1520442	BE1520445
BE1520450						

#### 6. Unity College of Teacher Education, Dimapur



# NAGALAND UNIVERSITY

(A Central University Estd. by the Act of Parliament No. 35 of 1982)

HEADQUARTERS, LHMAMI

No. NU/ EXAM/ B.ED-RESL-03/13- 230

Dated LHMAMI, the 30<sup>th</sup> Nov' 2016

The Provisional Result of B.Ed 2<sup>nd</sup> Semester Examinations held in June 2016 is indicated as below. The result published herewith should be verified and confirmed with the mark sheet issued for the same. Errors, if any, will be rectified as per rules of the University as and when detected. Mark sheets will be issued from 1<sup>st</sup> of February 2017. Last date for filling up of Re-evaluation forms will be 23rd of February after which no forms will be accepted.

**Regular**

**1. State College of Teacher Education, Kohima**

Total Appeared : 87

Total Cleared : 57

**Roll Nos:**

BE1520001	BE1520002	BE1520003	BE1520004	BE1520006	BE1520007	BE1520009
BE1520010	BE1520012	BE1520013	BE1520014	BE1520016	BE1520017	BE1520018
BE1520019	<del>BE1520023</del>	BE1520024	BE1520025	BE1520027	BE1520030	BE1520031
BE1520032	BE1520033	BE1520034	BE1520035	BE1520038	BE1520039	BE1520040
BE1520041	BE1520042	BE1520044	BE1520046	BE1520048	BE1520049	BE1520050
BE1520051	BE1520053	BE1520054	BE1520056	BE1520057	BE1520059	BE1520060
BE1520061	BE1520064	BE1520065	BE1520066	BE1520069	BE1520070	BE1520076
BE1520078	BE1520079	BE1520081	BE1520082	BE1520085	BE1520086	BE1520087
BE1520090						

**2. Modern Institute of Teacher Education, Kohima**

Total Appeared : 66

Total Cleared : 42

**Roll Nos:**

BE1520104	BE1520110	BE1520111	BE1520112	BE1520113	BE1520114	BE1520115
BE1520118	BE1520119	BE1520120	BE1520123	BE1520124	BE1520127	BE1520129
BE1520130	BE1520131	BE1520132	BE1520133	BE1520134	BE1520135	BE1520136
BE1520137	BE1520140	BE1520141	BE1520142	BE1520143	BE1520144	BE1520145
BE1520146	BE1520147	BE1520150	BE1520154	BE1520155	BE1520156	BE1520157
BE1520159	BE1520160	BE1520161	BE1520162	BE1520163	BE1520165	BE1520167

**3. Uri College of Teacher Education, Kohima**

Total Appeared : 25

Total Cleared : 19

**Roll Nos:**

BE1520201	BE1520202	BE1520205	BE1520206	BE1520207	BE1520211	BE1520212
BE1520214	BE1520215	BE1520216	BE1520217	BE1520218	BE1520219	BE1520222
BE1520223	BE1520225	BE1520227	BE1520228	BE1520229		

**4. Sazelle College of Teacher Education, Phezu, Jotsoma**

Total Appeared : 22

Total Cleared : 13

**Roll Nos:**

BE1520302	BE1520304	BE1520305	BE1520307	BE1520308	BE1520309	BE1520311
BE1520312	BE1520313	BE1520317	BE1520319	BE1520321	BE1520322	

Annexure-L  
NCTE Recognition Order: B.Ed Course

**TO BE PUBLISHED IN GAZETTE OF INDIA PART – III, SECTION 4**

**National Council for Teacher Education**

**Eastern Regional Committee**

**(A Statutory Body of the Govt. of India)**

**15, Neelakantha Nagar, Nayapalli, Bhubaneswar – 751012**

**Phone-(0674) 2562793, 2563252, 2543154, Fax: (0674) 2564873**

F. ERC/NCTE/(NA-5/E-1/94)/B.Ed.(Revised Order)/2015/31792

Date: 20/05/2015

**ORDER**

**WHEREAS**, in exercise of the powers conferred by sub-section (2) of Section 32 of the National Council for Teacher Education Act, 1993 (73 of 1993), and in supersession of the National Council for Teacher Education [Recognition Norms and Procedure] Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 01.12.2014.

2. **AND WHEREAS** the institution viz. **State College of Teacher Education, [Formerly Nagaland College of Teacher Education] Kohima, Nagaland-797001** was granted recognition for conduct of B.Ed. course of one year duration with an annual intake of 100 from the academic session 1997-98 vide ERC order no. F. No./ERC/2799(12), Dt. 11.02.1997.

3. **AND WHEREAS**, the institution viz. **State College of Teacher Education, [Formerly Nagaland College of Teacher Education] Kohima, Nagaland-797001** has by affidavit dated **04.02.2015** consented to come under New Regulations 2014 and sought for **Two Basic Units in B.Ed. course** which require additional facilities.

4. **AND WHEREAS**, it has been decided to permit the institution to have **Two Basic Units** of 50 students each subject to fulfilling following conditions namely,

- (i) The institution shall create additional facilities that include (a) additional built-up area, (b) additional infrastructure, (c) additional fund, (d) adhere to staff norms as per Regulations, 2014 and inform Regional Committee with required documents by October 31, 2015.
- (ii) The applicant-institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC) and the Building Plan (BP) in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building Completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting Team at the time of inspection.



Contd...2

- (iii) The Regional Committee shall arrange for verification of documents, inspection of these premises and check adherence to these conditions by 20 Feb, 2016. If it is found by the Regional Committee that the Institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.

5. **Now therefore**, in the light of the above and in terms of Section 14(3) (a) of NCTE Act and in accordance with the Regulations, 2014, the Eastern Regional Committee, NCTE hereby grants recognition to **State College of Teacher Education, [Formerly Nagaland College of Teacher Education] Kohima, Nagaland-797001** for conducting **B.Ed. Programme of two years duration with an annual intake of 100 for Two Basic Units of 50 students each** from the academic session **2015-2016** subject to fulfilment of the conditions mentioned herein before 31.10.2015.

6. Further, the recognition is subject to fulfilment of other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/ Body, the State Government etc. as applicable.

7. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a Chartered Accountant.

8. The institutions shall maintain & update its web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure:-

- a) Sanctioned programmes along with annual intake in the institution;
- b) Name of faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
- c) Name of faculty members who left or joined during the last quarter;
- d) Names of Students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.;
- e) Fee charged from students;
- f) Available Infrastructural facilities;
- g) Facilities added during the last quarter;
- h) Number of books in the library, journals subscribed to and additions, if any, in the last quarter;
- i) The affidavit with enclosure submitted along with application.
- j) The institution shall be free to post additional relevant information, if it so desires.



Contd...3

- k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

If the institution Contravenes any of the above conditions of the provision of the NCTE Act, Rules, Regulations and Orders made and issued there under, the institution will render itself liable to adverse action including withdrawal of recognition by the Regional Committee under the provisions of Section 17 (1) of the NCTE Act.

By Order.

**Regional Director**

The Manager  
Government of India Press  
Department of Publications (Gazette Section)  
Civil Lines, New Delhi – 110054

To

**The Principal**  
State College of Teacher Education,  
[Formerly Nagaland College of Teacher Education]  
Kohima, Nagaland-797001

Copy to:

1. The Commissioner & Secretary, Higher Education, Govt. of Nagaland, Civil Secretariate, Kohima, Nagaland - 797001.
2. The Registrar, Nagaland University, P.B.-341, Lumami, Kohima, Nagaland - 797001.
3. The Director, Higher Education, Govt. of Nagaland, Kohima, Nagaland - 797001.
4. The Secretary, Dept. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi - 110001.
5. The Under Secretary (CS) National Council for Teacher Education, Hans Bhawan, Wing-II, 1, Bahadurshah Zafar, New Delhi - 110002.
6. Office Order file/ Institution file.

  
**Regional Director**

Annexure-M  
NCTE Recognition Order: M.Ed Course

**TO BE PUBLISHED IN GAZETTE OF INDIA PART-III, SECTION 4**

National Council for Teacher Education

Eastern Regional Committee

(A Statutory Body of the Govt. of India)

15, Heelakanilha Nagar, Nayapalli, Bhubaneswar - 751012

Phone-(0674) 2562793, 2563252, 2563156, Fax: (0674) 2564873

1. ERC/NCTE/APP1419/M.Ed. (Additional Course)(Revised Order)/2015/31791

Date: 20/05/2015

**ORDER**

WHEREAS, in exercise of the powers conferred by sub-section (2) of Section 32 of the National Council for Teacher Education Act, 1993 (73 of 1993), and in supersession of the National Council for Teacher Education [Recognition Norms and Procedure] Regulations, 2009, the National Council for teacher Education has notified the Regulations, 2014 on 01.12.2014,

2. AND WHEREAS the institution viz. State College of Teacher Education, Plot No.-067, P.O.-Kohima, Tehsil/ Taluka-Kohima, Town/City-Kohima, Dist.- Kohima, Nagland-797001 was granted recognition for conduct of M.Ed. (Additional Course) course of one year duration with an annual intake of 35 from the academic session 2014-2015 vide ERC order no. ERC/ 7-163.4.5/ NCTE/ M.Ed-Additional Course/ 2013/ 21793 dt.08.11.2013,

3. AND WHEREAS, the institution viz. State College of Teacher Education, Plot No.-067, P.O.-Kohima, Tehsil/ Taluka-Kohima, Town/City-Kohima, Dist.- Kohima, Nagland-797001 has by affidavit dated 24.02.2015 consented to come under New Regulations 2014 and sought for one basic unit in M.Ed. (Additional Course) course which require additional facilities.

4. AND WHEREAS, it has been decided to permit the institution to have one basic unit of 50 students subject to fulfilling following conditions namely,

- (i) The institution shall create additional facilities that include (a) additional built-up area, (b) additional infrastructure, (c) additional fund, (d) adhere to staff norms as per Regulations, 2014 and inform Regional Committee with required documents by October 31, 2015.
- (ii) The applicant-institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC) and the Building Plan (BP) in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building Completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting Team at the time of inspection.
- (iii) The Regional Committee shall arrange for verification of documents, inspection of these premises and check adherence to these conditions by 20 Feb, 2016. If it is found by the Regional Committee



Contd...2

that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.

5. **Now therefore**, in the light of the above and in terms of Section 14(3) (a) of NCTE Act and in accordance with the Regulations, 2014, the Eastern Regional Committee, NCTE hereby grants recognition to **State College of Teacher Education, Plot No.-047, P.O.-Kohima, Tehsil/ Taluka-Kohima, Town/City-Kohima, Dist.- Kohima, Nagland-797001** for conducting **M.Ed. (Additional Course)** Programme of **two years** duration with an intake of **50** students from the academic session **2015-2016** subject to fulfilment of the conditions mentioned herein before 31.10.2015.

6. Further, the recognition is subject to fulfilment of other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/ Body, the State Government etc. as applicable.

7. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a Chartered Accountant.

8. The institutions shall maintain & update its web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure:-

- a) Sanctioned programmes along with annual intake in the institution;
- b) Name of faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
- c) Name of faculty members who left or joined during the last quarter;
- d) Names of Students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.;
- e) Fee charged from students;
- f) Available infrastructural facilities;
- g) Facilities added during the last quarter;
- h) Number of books in the library, journals subscribed to and additions, if any, in the last quarter;
- i) The affidavit with enclosure submitted along with application,
- ii) The institution shall be free to post additional relevant information, if it so desires.
- k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.



Contd...3



If the institution contravenes any of the above conditions of the provision of the NCTE Act, Rules, Regulations and Orders made and issued there under, the institution will render itself liable to adverse action including withdrawal of recognition by the Regional Committee under the provisions of Section 17 (1) of the NCTE Act.

By Order,

  
Regional Director

The Manager  
Government of India Press  
Department of Publications (Gazette Section)  
Civil Lines, New Delhi - 110054

To

**The Principal**  
State College of Teacher Education,  
Plot No.-067, P.O.-Kohima,  
Tehsil/ Taluka-Kohima, Town/City-Kohima,  
Dist.- Kohima, Nagaland-797001

Copy to:

1. The Secretary, Higher Education, Govt. of Nagaland, Civil Secretariate, Kohima, Nagaland - 797001.
2. The Registrar, Nagaland University, P.B.-341, Lumami, Dist - Zunheboto, Nagaland - 798627
3. The Director, Higher Education, Govt. of Nagaland, Kohima, Nagaland - 797001.
4. The Secretary, Dept. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi - 110001.
5. The Under Secretary (CS) National Council for Teacher Education, Hans Bhawan, Wing-II, 1, Bahadurshah Zafar, New Delhi - 110002.
6. Office Order file/ Institution file.

  
Regional Director

Annexure-N  
Last Audit Report by AG

OFFICE OF THE ACCOUNTANT GENERAL (AUDIT)  
NAGALAND : : KOHIMA

NO. OAD/6-627/2013-14/2276

Dated: 16-05-2014



The State College Teachers,  
Kohima, Nagaland.

**Sub: Inspection Report on the accounts of the State College Teachers Kohima, Nagaland for the period from 01.09.2008 to 31.12.2013**

Sir,

I am to forward herewith the above mentioned Inspection Report/Audit Notes arising out of the Local Audit conducted during 27.01.2014 to 30.01.2014 by the Audit party of this office.

It is requested that replies to the observation arises in the Inspection Report/Audit Notes be communicated to this office within a period of four weeks from the date of receipt of the report.

Yours faithfully,

Asstt. Audit Officer (OAD/HQ) —

Asstt. Audit Officer  
Office of the Accountant General (Audit)  
Nagaland : Kohima

Meren  
Rahim  
29/5/14



Office of the Accountant General (Audit),  
Nagaland, Kohima-797001

Phone: 91-360-262000, 262001, 262002  
Fax: 91-360-262003, 262004, 262005

No. OAD/61-39/PROG/4th Div/2013-14/ 1093

Date : 11.12.2013

To,

The Principal,  
Nagaland College of  
Teacher Education,  
Kohima

Subject: Inspection/Audit Intimation.

Sir,

The Local Audit/Inspection of the accounts of your establishment will be taken up by an Audit Party deputed by the Accountant General (Audit), Nagaland, Kohima from 25.12.2013 onwards.

You are therefore, requested to arrange all records ready for inspection and render all possible help to the Party in so far as Audit/Inspection is concerned. It is also requested to arrange accommodation for the party during the period of Audit/Inspection. Request for cancellation/deferment will not be entertained unless it comes from the Government level on a valid ground.

**1. Broad Objectives of Audit**

**Compliance audit**

- (i) To confirm whether the activities of Government/public sector entities are in accordance with the relevant laws, regulations and authorities that govern such entities. More specifically, it may involve examining to what extent the audited entity follows rules, laws and regulation, budgetary resolutions, economy instructions, policy, established codes, or agreed upon terms, such as the terms of a contract or the terms of a funding agreement;
- (ii) System of internal control and internal audit in relation to budgetary assumption, financial statements, compliance and financial reporting;
- (iii) To audit transparency and competitiveness in contracts and procurements;
- (iv) To examine and report upon propriety in expenditure that has a significant bearing on mandate/operations and budgetary grants of the organization/entity;
- (v) Value for money derived from individual or a set of material transactions;
- (vi) To examine the stores and stock accounts, where applicable;
- (vii) Banking and cash management issues
- (viii) Audit the IT applications, etc.

**2. Financial Audit**

- (a) Financial Statements are prepared in accordance with acceptable accounting standards/rules;
- (b) Financial statements are presented with due consideration to the circumstances of the audited entity;
- (c) Sufficient disclosures are presented about various elements of financial statements;

Annexure-O  
Change of Nomenclature of the Institute

**GOVERNMENT OF NAGALAND  
DEPARTMENT OF HIGHER AND TECHNICAL EDUCATION  
NAGALAND : KOHIMA**

**NOTIFICATION:**

Dated Kohima, the 16<sup>th</sup> May '2013.

NO.HTE/HE/7-21/2013          *///*          In the interest of the Public Service, the Governor of Nagaland is pleased to change the nomenclature of Nagaland College of Teachers Education (NCTE) Kohima to State College of Teacher Education with immediate effect.

**Sd/- F.P. SOLO**

Commissioner & Secretary to the Govt. of Nagaland.

:Dated Kohima, the 16<sup>th</sup> May '2013.

NO.HTE/HE/7-21/2013

Copy to :-

1. The Commissioner & Secretary to the Governor of Nagaland, Raj Bhawan, Kohima.
2. The OSD to Chief Secretary, Nagaland, Kohima.
3. The Addl. Chief Secretary/Principal Secretary/Commr.& Secretary/Secretary/Addl. Secretary.
4. The Accountant General, Nagaland, Kohima
5. The Director, Higher Education, Nagaland, Kohima.
6. Regional Director, ERC, NCTE.
7. All Principals of Govt. Colleges.
8. Office Copy.



( A. WOPENLOTHA )

Addl. Secretary to the Govt. of Nagaland.

*Register OSD (R)  
Publish in paper & circulate  
to all principals.*

*(Signature)  
5/7/15/12*

*(Signature)  
18/05/13*

*(Signature)  
16/05/2013*

**Annexure-P**  
**University Affiliation**

NAGALAND UNIVERSITY  
HEADQUARTERS: LUNAMI: CAMPUS: KOHIMA

NO. NU/AC/C-8/95-1702 Dated: Kohima, the 9th Oct. '98.

To,


✓ The Principal,  
Nagaland College of Teachers Education,  
Nagaland : Kohima.

Sub:- GRANT OF PERMANENT AFFILIATION.

Sir/Madam,

I am directed to inform you that the Vice-Chancellor, Nagaland University is pleased to grant Permanent Affiliation to your College at B.Ed. level in consideration with the recommendation of the Affiliation Committee and also the recognition of the College by National Council of Teachers Education, Eastern Regional Committee, Bhubaneswar vide letter NO. 2799 (12) dated 11.2.97. The Permanent Affiliation is granted to the College with effect from 13th August, '98.

Yours faithfully,


  
( DR. KIYASETUO )  
Deputy Registrar (Acad).

Copy to :-

1. The P.S to the Registrar, Nagaland University, Kohima for information.
2. The O.S.D (Exams), Nagaland University, Kohima for information.
3. The Director, Higher & Technical Education, Kohima for information.
4. Guard file.
5. Office copy.


✓  
( DR. KIYASETUO )  
Deputy Registrar (Acad).

**Annexure-Q:  
Latest Grant**



**SPEED POST**

एन-डिपार विभाग



सत्यमेव जयते

**University Grants Commission,**  
(मानव संसाधन विकास मंत्रालय, भारत सरकार)  
(Ministry of Human Resource Development, Govt. of India)  
पूर्वोत्तर क्षेत्रीय कार्यालय/North Eastern Regional Office  
हाउसफेड परिसर/Housefed Complex  
बेलतला- बशिष्ठ रोड / Beltola- Bashistha Road  
गुवाहाटी/Guwahati-781006  
Phone: 0361- 2267721 (O) Fax: 0361-2267056  
Website:[www.ugc.ac.in](http://www.ugc.ac.in) E-mail :[ugcnero@gmail.com](mailto:ugcnero@gmail.com)

FD Diary No. \_\_\_\_\_

Dated : \_\_\_\_\_

No. F.8-15/2012(NERO)/765

Date 18 MAR 2016

The Drawing & Disbursing Officer,  
University Grants Commission,  
North Eastern Regional Office,  
Housefed Complex,  
Dispur, Guwahati (Assam) – 781006

**Subject :-**Release of Grants-in-aid to Nagaland College of Teacher Education, Kohima-797 001, Nagaland (Affiliated to Nagaland University, HQ: Lumami - 798 627, Dist: Zunheboto, Nagaland) for the year 2015-16 under Plan in respect of General Development Assistance (GDA) in Colleges for XII Plan period.

Sir/Madam,

I am directed to convey the sanction of the University Grants Commission for payment of grant of ₹12,90,000/- (Rupees Twelve Lakhs Ninety Thousand) only towards General Development Assistance (GDA) in Colleges for XII Plan period to the Principal, Nagaland College of Teacher Education, Kohima-797 001, Nagaland for the Plan expenditure to be incurred during 2015-16.

Auth. : Vide UGC, H.O. Letter No. F.4-8/2014 (GDA/NERO/RO) dated 14.3.2014.

Purpose of Grant	Head of Account 3(D)2 [2552.00.131.02.01.31 & 35]	XII Plan Allocation (₹)	Grants Already Released (₹)	Present Sanction (₹)	Balance (₹)
General Development Assistance (Plan Block Grant)	3(D)2552.00.131.02.01.31&35- General 3(E)2552.00.789.02.03.31&35 - SC 3(F)2552.00.796.05.03.31&35 - ST	32,24,000/-	12,90,000/-	12,90,000/-	6,44,000/-

**The college is requested to note:**

- A. General District : General – 77.5%, SC – 15%, ST – 7.5%.
- B. SC District : General – 62.5%, SC – 30%, ST – 7.5%
- C. ST District : General – 55%, SC-15%, ST – 30%.
- D. No photocopy of bills/vouchers or the originals and detailed list of purchase should be sent with the accounts submitted unless specifically called for.

2. The sanctioned amount is debitable to the General Development Assistance (GDA) in Colleges for XII Plan period Head 1B(i)band is valid for payment during the current financial year.

## **Annexure-R Best Practices**

**A.**

**1. Title of the Practice:** Dissemination of Paperless Resource material through a social app (Telegram).

**2. Objectives of the Practice:**

Objectives/ intended outcomes are:

1. Instant dissemination of Information to the targeted student group.
2. Reduce the usage of paper for environmental concern.
3. Supply of editable Resource material to the target group.
4. Creating awareness among the students about usage of social media for educational purposes.
5. Providing a platform on social media for group discussion and sharing resource materials.
6. Facilitate two-way (Teacher to Student and student to Teacher) transaction of assignments/materials.

**3. The Context**

Social media is a fundamental part of daily life for most people. Schools and colleges are no exception. Recently, many schools and colleges have started tapping social media to provide better service and assistance to teachers and students.

The most common social media sites/apps nowadays are Facebook, Twitter, LinkedIn, whatsapp, Telegram etc. These sites/apps are not only easy to use and easy to access but are also accessible to all. However, the use of these sites/apps for educational purposes is unexplored by many faculty and students.

For the purpose of achieving the above cited objectives a convenient social app (*Telegram app.*) has been selected and a number of groups have been created on the basis of different papers as per the B.Ed. and M.Ed. programmes. Through the app students are provided with the study material in advance so that they can come prepared and have more purposeful classroom discussion. The material provided to them can be downloaded in the cell phone, tablet or PC/Laptop, which may be edited whenever necessary and used.

The Target student group can have discussion among the members or along with the concerned faculty in their convenient time and irrespective of place (Other than Class room), allowing a wide range of user friendly environment for study.

Through this app students can submit assignments/project reports to the concerned faculty giving flexibility in evaluation, providing instant feedback and preserving required information.

#### 4. The Practice

Social media is also a platform where students, teachers, and administrators share insights with one another. Commenting, sharing, posting, etc. can be fun and educative. There are a lot of articles online that can be linked and shared. Posting students' projects, such as art works, performances, and other activities online can, also, boost the confidence of students. Knowing that a lot of people have viewed and appreciated their work can boost their confidence and motivate them to perform better.

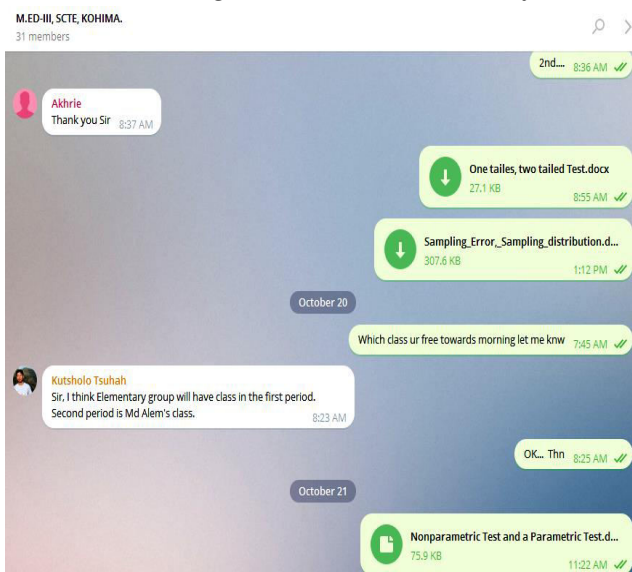
Through this App students can submit assignments/project reports to the concerned faculty giving a flexibility in evaluating, providing instant feedback and preserving the work.

Prompt dissemination and retrieving of information is possible, after correction students can re-submit easily, students' progress can be recorded, maintained and preserved in economical ways as compared to the traditional methods.

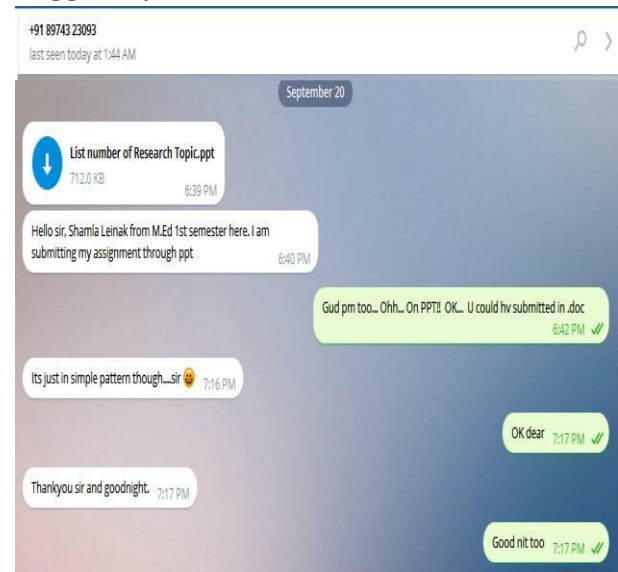
All the above mentioned objectives can be easily achieved by any institute, college or university. This means may be very helpful for higher education to manage, disseminate and retrieve information smoothly and promptly allowing for an eco-friendly environment, saving paper resources with economy of time and money in a user friendly environment.

**5. Evidence of Success:** Following are some of the observations;

- *Student teachers have expressed that they are comfortable with the use of the App.*
- *Student teachers conveniently share unlimited number of study materials amongst themselves.*
- *They are found participating in group discussions.*
- *Some of the student teachers submitted their assignments and project works through the app to the respective faculty.*
- *Following are some screen shots forwarded in support of the evidence:*



*Fig1 : Resource sharing and information dissemination*



*Fig2: A student submitting Assignment*



## **6. Problems Encountered and Resources Required**

Following are the problems encountered:

- In the beginning students were hesitant to use the App since the practice was new to them.
- Some students did not have personal smart phones, tablets or PCs/Laptops.
- Many faculty and student are more comfortable with the traditional means of information dissemination and resource material sharing.

Following are the resource material required:

- Students and faculty should have personal smart phones, tablets or PCs/Laptops with the App installed.
- A group need to be created with the faculty concerned and the target student teachers.
- Student teachers and faculty must have minimum understanding and knowledge of the use of social networking and procuring of online resource materials.

## **7. Notes:**

This is very helpful for students and faculty of any higher educational institution as social networking is an important aspect of every one's life. Such practice will encourage use of social networking for the purpose of educational development and management. This practice contributes towards reducing use of paper for environmental conservation purposes.

## **B.**

### **1. TITLE OF THE PRACTICE**

***PROJECTS ON ENVIRONMENTAL PROBLEMS AND ISSUES.***

### **2. OBJECTIVES OF THE PRACTICE.**

1. To orient student teachers with planning, designing and conducting of environmental awareness projects, activities, and case studies in local contexts.
2. To expose student teachers to different kinds of community projects in the locality.
3. To build and disseminate awareness of environmental issues at local level.
4. To develop relevant skills and attitudes towards environmental concerns among student teachers and the community.
5. To promote awareness about the harmful effects of the use of non-biodegradable substances on the environment.
6. To encourage Recycling and Reuse of waste material and Reduce consumption.

### **Underlying Principles/Concepts Of The Practice.**

One of the main principles of the practice was to produce learning outcomes which include environmental consciousness, and also the commitment and capacity to act on environmental matters among the community. The practice was carried out to work toward long-term sustainability through the integration of education and communication capacities within local community and also recognise the complexity of environmental issues and the need to develop solutions collectively, in processes where everyone had something to learn and something to contribute. It also aimed at building networks of environmental education and stimulating environmentally positive practises by organizing workshops, seminars and group discussions in schools, colleges, churches, village, town, and undertaking of awareness drives in various locations.

### **3. THE CONTEXT.**

Educational institutions are the places where the contact with the society is more, and thereby bring remarkable changes in the mindset of the public. Moreover education in general and the teacher education in particular have a special role to play in building awareness of sustainable development

among the prospective teachers. Teacher's knowledge and understanding of environment and developmental issue and level of commitment, attitude and devotion could determine the future of the society and its development.

Though teaching and learning must begin to reflect environmental issues, there is an emerging consensus that institutions must also model sustainable practices. Such education contributes strongly to sustainable development by training and expanding prospective teachers' minds in researching solutions to the environmental challenges. After completing their training course, the student teachers can become environmentally literate and disseminate knowledge to the masses and as they get dispersed from the institute into their specific career, they take with them not only the theoretical aspect but the practical applications, the green practices and approaches they were involved with at the institution and take initiatives in stimulating and guiding the sustainable use of natural resources. Therefore with this view, the student teachers undertook different activities and projects towards reviving and inculcating the essence of "save environment" for the local community. Its aims and objectives were to create awareness to the communities in the field of pollution, conservation and recycling, use and propagating environmental education by highlighting on environmental issues and problems to bring about considerable change on environmental issues and problems.

#### **4. THE PRACTICE.**

The teacher educator-in-charge assigned the student teachers to look carefully at the environment in and around Kohima, and make a list of factors that negatively affect its environment and sustainability. Problem areas were identified from the local context and according to their area of interest the student teachers selected different themes for the practical work.

##### *Pollution*

To understand how pollution impacts an ecosystem, the student trainees selected a stream in the neighbourhood (Secretariat Area) Kohima. Through this study it was found that the sewage-contaminated water caused eutrophication, and consequently affected the aquatic life in the stream.

The main features covered in this survey were:

*Name of the pollutants:* oil, unwanted items, car parts, fuel containers, paint cans, detergents lead, sewage water, toxic waste etc.

*Possible source of the pollutants:* automobile repair shops, garbage or rubbish and domestic sewage dumped by the people in the neighbourhood.

*Control and prevention of water pollution:* The student teachers gave awareness to the community on the effects and prevention of water pollution specifically stressing on how it affects aquatic organisms.

## **Recycling**

### **Compost Heap For College Vegetable Garden And Potted Plants.**

This was a project carried out collectively by the faculty and the student teachers. A spot was located in the college campus that receives a lot of direct sunlight to help keep the compost pit have the right temperature. A hole was dug in the ground outside the science lab away from the classrooms to avoid emission of unpleasant smell as it decomposed. Over time, throw away materials like vegetable scraps, fruit wastes and grains, grass clippings, leaves, vegetable stalks and seeds, used magazines and newspapers, etc were added. Scraps from the College and SCERT canteen and nearby shops were also collected from waste bins distributed to them. Once the organic scraps to the compost pit were added, the pit was backfilled with soil. The pile was turned every 3 weeks, watered regularly for about 3 months and the compost was reused as a nutritious supplement for the vegetable and potted plants in the college. This method came at no cost. With very little effort and little extra labour for digging, it was a truly remarkable experience. This project helped highlight the benefits of viewing organic residuals as resources rather than waste.

### **Making and distribution of Paper Bags to nearby shops.**

Making of paper bags was undertaken to reduce the impacts of the waste that community produce. A good number of paper bags were made with old newspapers and distributed to the grocery shops. The student teachers also highlighted the problems and the harms of using plastic bags in depth.

### **Making of Doormats**

The student teachers collected pieces of fabric from tailoring shops in and around Kohima and made different designs of doormats by recycling the pieces of fabric with the objective to protect the environment. They were also given awareness on how they could minimise their contribution towards environmental pollution and how effects of climate can be reduced by avoiding burning of waste cloth which releases carbon dioxide into the air.

## **CONSERVATION**

### **Conservation of Trees.**

The student trainees as part of their practicum on Environmental Education conducted a small survey of firewood and its consumption which was carried out in few households in Kohima. Households to be surveyed were randomly selected. It was found that maximum of the population surveyed depended wholly on firewood for cooking. Awareness on sustainable management and for reduction of wood consumption, consequences of small-scale tree cutting and tree planting and also precautions to be taken to economize firewood consumption were given.

### **Study on Conservation of Wild Life in Chizami Village, Nagaland.**

With an objective to educate the local people and encourage responsible community participation in conservation initiatives, some student teachers conducted a study and investigated various aspects of hunting practices in Chizami Village, Nagaland. The study recommended the need for legislation and implementation by the village elders, to take initiatives to stand for conservation and education, build awareness and creation of livelihood options for hunters in the village. It pointed the need to reconcile hunting with wildlife conservation, to see the engagement of local communities in alternate livelihoods and in particular measures to assist the hunters in their profession.

*Study of Medicinal Plants And Its Conservation In And Around Kohima.*

The student teachers conducted a survey of medicinal plants through discussion and informal interviews by interviewing local healers, village elders, and farmers. Different people provided vast information regarding medicines and traditional health care practiced by them.

With their help the student teachers identified a total of 24 (twenty four) species of medicinal plants used by the locals in and around Kohima. Through this study it was found that the prescriptions were orally administered or locally applied. The scientific names, plant parts used and medicinal uses/ information were recorded and exhibited by the student trainees in the college.

*Awareness Drive On Dangers of Consuming Smoked Meat.*

Consumption of smoked meat has been linked to high prevalence of NPC (Nasopharyngeal Cancer). In a study done in 47 known cases in Nagaland, smoked meat was found to be a risk factor for NPC. As a part of an environmental education project, the student teachers armed with this knowledge, carried out a study in a few households in Kohima. The goal was to obtain information on the quantity of smoked meat consumed per household per month and how the hazards caused by it can affect the health of the local consumers. The study found that each household consume about 20 to 30 kgs of meat per month which is rather high. It was also found that only few people understood that eating smoked meat can cause cancer. Therefore awareness on the dangers and risks of consumption of smoked meat was also highlighted.

*Constraints/Limitations of the practice.*

While there were significant and positive improvements in environmental awareness and education among the people, there were considerable challenges. Time, money and resources were the main constraints of the practice.

## **5. EVIDENCE OF SUCCESS.**

There was positive feedback from the student teachers and community members. Further the community also got involved and even urged the village council particularly in Chizami to propose

environmentally sustainable and beneficial projects. Through this practice a number of environmental and sustainable practice issues which were unrealized earlier came to light.

## **6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED.**

Some of the problems encountered and resources required in carrying out the different projects was that local interest and capacity to address environmental problems, specifically more locally driven environmental strategies were lacking. There was not much local initiatives, including perhaps how best to define environmental problems and issues in the local context. Some of the projects were too difficult or too expensive to monitor well enough to support the programs initiated. The availability of time and capacity of some student teachers limited the programmes, projects and campaigns that could have been implemented. The student teachers' understanding of environmental issues was limited and as a result they were unable to envision the many ways in which their understanding could have been related to an environmental framework. This situation existed because teacher training and assistance were minimal, and very few materials had been collected to aid or inspire teachers. Other important factors that affected the project success were that there was a lack of insight into the effectiveness of the specific programmes and it was difficult to determine where they have been successful in achieving the desired impact. In addition to that, many people particularly at the local level had little or no knowledge about sustainability of environmental resources. For instance, when the shopkeepers were asked whether they agreed that plastic bags caused environmental pollution, they replied with a positive note. But when their effort towards the environment was asked, they were speechless. Consequently, all these factors limited the impact of the projects carried out. There is therefore, a significant need for an environmental awareness, education and training impact study to assess effectiveness and make recommendations for improvements.

## **7. NOTES.**

As environmental sustainability is becoming an increasingly important issue for the world, the role of educational institutions in relation to environmental sustainability is more prevalent. Given the influence that a teacher has over the future generations, Teacher education institutions in particular should invest in greener campuses, greener curricula, and ways of engaging staff, students and community. Educational institutions should come up with innovative ways of harnessing the energy of their students and resources of the communities in which they are located and effective Environmental Management Systems (EMSs) must be adopted so as to manage and assess an institution's impacts on the environment.

## Abbreviations:

A&A	-	Assessment and Accreditation
B.Ed.	-	Bachelor of Education
BoS	-	Board of Studies
CABE	-	Central Advisory Board on Education
CD	-	Compact Diskette
CGPA	-	Cumulative Grade Point Average
COL	-	Commonwealth of Learning
CR-GPA-		Criterion-Wise Grade Point Average
CTE	-	College of Teacher Education
D.Ed.	-	Diploma in Education
DELNET-		Developing Library Network
DVD	-	Digital Versatile Diskette
DSA	-	Department of Special Assistance of UGC
DSERT-		Directorate of State Educational Research and Training
EFA	-	Education for All
EMRC-		Educational Medial Research Centre
ET	-	Educational Technology
GATS	-	General Agreement on Trade in Services
GMAT-		Graduate Management Aptitude Test
GOs	-	Governmental Organizations
GPA	-	Grade Point Average
HEI	-	Higher Education Institution
IAS	-	Indian Administrative Services
IASE	-	Institute of Advanced Studies in Education
ICT	-	Information and Communication Technology
IEQA	-	Institutional Eligibility for Quality Assessment
INFLIBNET-		Information and Library Network
IQAC	-	Internal Quality Assurance Cell
IT	-	Information Technology
IUC	-	Inter University Centre
KA	-	Key Aspect
LoI	-	Letter of Intent
M.Ed.	-	Master of Education
M.Phil	-	Master of Philosophy
MDGs	-	Millennium Development Goals
MIR	-	Minimum Institutional Requirement
MIS	-	Management Information System