

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

Institution Track ID: NLCOTE14485

Year: 1st Jan. 2012 – 31st Dec. 2012

The Annual Quality Assurance Report (AQAR) of the IQAC

Part – A

1. Details of the Institution

1.1 Name of the Institution

Nagaland College of Teacher Education

1.2 Address Line 1

Opposite SCERT-Kohima

Address Line 2

High School Area

City/Town

Kohima

State

Nagaland

Pin Code

797001

Institution e-mail address

nctekohima@gmail.com

Contact Nos.

+919436010668

Name of the Head of the Institution:

Dr. K. Punyu

Tel. No. with STD Code:

03702270442

Mobile:

+919436010668

Name of the IQAC Co-ordinator:

Mobile:

IQAC e-mail address:

1.3 NAAC Track ID (For ex. MHCOGN 18879)

1.4 NAAC Executive Committee No. & Date:
(For Example EC/32/A&A/143 dated 3-5-2004.
This EC no. is available in the right corner- bottom
of your institution's Accreditation Certificate)

1.5 Website address:

Web-link of the AQAR:

For ex. <http://www.ladykeanecollege.edu.in/AQAR2012-13.doc>

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 st Cycle	B	2.52	2011	5yrs.
2	2 nd Cycle				
3	3 rd Cycle				
4	4 th Cycle				

1.7 Date of Establishment of IQAC : DD/MM/YYYY

1.8 AQAR for the year (for example 2010-11)

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1.9 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC ((for example AQAR 2010-11 submitted to NAAC on 12-10-2011)

- i. AQAR Year: 1st Jan. 2012 – 31st Dec. 2012 Submitted (26/04/2017)
- ii. AQAR Not Submitted (DD/MM/YYYY)
- iii. AQAR Not Submitted (DD/MM/YYYY)
- iv. AQAR Not Submitted (DD/MM/YYYY)

1.10 Institutional Status

University State Central Deemed Private

Affiliated College Yes No

Constituent College Yes No

Autonomous college of UGC Yes No

Regulatory Agency approved Institution Yes No

(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution Co-education Men Women
 Urban Rural Tribal

Financial Status Grant-in-aid UGC 2(f) UGC 12B

Grant-in-aid + Self Financing Totally Self-financing

1.11 Type of Faculty/Programme

Arts Science Commerce Law PEI (Phys Edu)

TEI (Edu) Engineering Health Science Management

Others (Specify)

1.12 Name of the Affiliating University (for the Colleges)

1.13 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University

University with Potential for Excellence	<input type="text"/>	UGC-CPE	<input type="text"/>
DST Star Scheme	<input type="text"/>	UGC-CE	<input type="text"/>
UGC-Special Assistance Programme	<input type="text"/>	DST-FIST	<input type="text"/>
UGC-Innovative PG programmes	<input type="text"/>	Any other (<i>Specify</i>)	<input type="text" value="√ (CTE)"/>
UGC-COP Programmes	<input type="text"/>		

2. IQAC Composition and Activities

2.1 No. of Teachers	<input type="text" value="3"/>
2.2 No. of Administrative/Technical staff	<input type="text" value="1"/>
2.3 No. of students	<input type="text" value="1"/>
2.4 No. of Management representatives	<input type="text" value="--"/>
2.5 No. of Alumni	<input type="text" value="--"/>
2.6 No. of any other stakeholder and community representatives	<input type="text" value="--"/>
2.7 No. of Employers/ Industrialists	<input type="text" value="--"/>
2.8 No. of other External Experts	<input type="text" value="--"/>
2.9 Total No. of members	<input type="text" value="5"/>
2.10 No. of IQAC meetings held	<input type="text" value="3"/>
2.11 No. of meetings with various stakeholders:	No. <input type="text" value="1"/> Faculty <input type="text" value="3"/>
Non-Teaching Staff	<input type="text" value="NA"/>
Students	<input type="text" value="NA"/>
Alumni	<input type="text" value="NA"/>
Others	<input type="text" value="NA"/>
2.12 Has IQAC received any funding from UGC during the year?	Yes No
If yes, mention the amount	<input type="text"/> <input type="text"/> <input type="text" value="√"/>
2.13 Seminars and Conferences (only quality related)	

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos. International National State Institution Level

(ii) Themes

2.14 Significant Activities and contributions made by IQAC

- Inclusion of more institutional committees.
- Distribution of equal responsibilities among faculty.
- Opening of IQAC Account . (Ref: Meeting Minute. 21st March 2012)

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year *

Plan of Action	Achievements
Counselling for absentees	2 students resumed the course
Student Feedback for quality enhancement	<u>Student Feedback</u> <ul style="list-style-type: none">• Based on the feedback by students on classroom transaction, teacher educators adopted more suitable strategies.• INFLIBNET was introduced for online resources.• Photocopier installed in the library for students' use.

* Attached Academic Calendar of the year as **Annexure II**.

2.16 Whether the AQAR was placed in statutory body Yes No

Management Syndicate Any other body

Provide the details of the action taken

Part – B

Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD				
PG				
UG	1			
PG Diploma				
Advanced Diploma				
Diploma				
Certificate				
Others				
Total	1			
Interdisciplinary				
Innovative				

1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	1
Trimester	
Annual	

1.3 Feedback from stakeholders* Alumni Parents Employers Students
(On all aspects)

Mode of feedback : Online Manual Co-operating schools (for PEI)

**Please provide an analysis of the feedback in the Annexure (Report not maintained)*

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

Curriculum reviewed in 2011 and adopted from 2012

Salient aspects

- Annual to semester system.
- Enhancement of internal marks from 25 to 30.

1.5 Any new Department/Centre introduced during the year. If yes, give details.

NA

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
08	07	1	Nil	

2.2 No. of permanent faculty with Ph.D.

2

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
1	4								

2.4 No. of Guest and Visiting faculty and Temporary faculty

04

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	--		--
Presented papers	--	3	
Resource Persons	--	--	--

2.6 Innovative processes adopted by the institution in Teaching and Learning:

- Students are registered under INFLIBNET for procuring online resources.
- Students' are encouraged on class room seminar presentation via PPT.
- Sharing experiences of practice teaching along with peer members.

2.7 Total No. of actual teaching days during this academic year

224

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

None

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop

13*

(* All faculty participated at Salt Christian CTE for one day workshop on Constructivist approach)

2.10 Average percentage of attendance of students

89.23%

2.11 Course/Programme wise distribution of pass percentage :

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
B.Ed.	95	0	61.05	16.84	--	77.89

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes :

- Obtaining feedback from student-teachers on the transaction of curriculum and activities are conducted.
- The management along with the faculty members monitored and evaluated the teaching -learning processes.

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	1
UGC – Faculty Improvement Programme	
HRD programmes	
Orientation programmes	1
Faculty exchange programme	
Staff training conducted by the university	
Staff training conducted by other institutions	
Summer / Winter schools, Workshops, etc.	2
Others(Faculty development program)	1

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	25	Nil		6
Technical Staff	1			

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

Nil

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number				
Outlay in Rs. Lakhs				

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number				
Outlay in Rs. Lakhs				

3.4 Details on research publications

	International	National	Others
Peer Review Journals		1	
Non-Peer Review Journals			
e-Journals			
Conference proceedings			

3.5 Details on Impact factor of publications:

Range Average hi-index Nos. in SCOPUS

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects	NA	NA	NA	NA
Minor Projects				
Interdisciplinary Projects				
Industry sponsored				
Projects sponsored by the University/ College				
Students research projects <i>(other than compulsory by the University)</i>				
Any other(Specify)				
Total				

3.7 No. of books published i) With ISBN No. Chapters in Edited Books

ii) Without ISBN No.

3.8 No. of University Departments receiving funds from

UGC-SAP	NA	CAS	NA	DST-FIST	NA
DPE	NA			DBT Scheme/funds	NA

3.9 For colleges

Autonomy	Nil	CPE	Nil	DBT Star Scheme	Nil
INSPIRE	Nil	CE	Nil	Any Other (specify)	Nil

3.10 Revenue generated through consultancy

Nil

3.11 No. of conferences

organized by the Institution

Level	International	National	State	University	College
Number	NA	NA	NA	NA	NA
Sponsoring agencies					

3.12 No. of faculty served as experts, chairpersons or resource persons

Nil

3.13 No. of collaborations International

National

Any other

3

3.14 No. of linkages created during this year

1

3.15 Total budget for research for current year in lakhs:

From Funding agency

NA

From Management of University/College

NA

Total

3.16 No. of patents received this year

Type of Patent		Number
National	Applied	Nil
	Granted	Nil
International	Applied	Nil
	Granted	Nil
Commercialised	Applied	Nil
	Granted	Nil

3.17 No. of research awards/ recognitions received by faculty and research fellows of the institute in the year

Total	International	National	State	University	Dist	College

3.18 No. of faculty from the Institution who are Ph. D. Guides and students registered under them

3.19 No. of Ph.D. awarded by faculty from the Institution

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF SRF Project Fellows Any other

3.21 No. of students Participated in NSS events:

University level State level
National level International level

3.22 No. of students participated in NCC events:

University level State level
National level International level

3.23 No. of Awards won in NSS:

University level State level
National level International level

3.24 No. of Awards won in NCC:

University level State level
National level International level

3.25 No. of Extension activities organized

University forum College forum
NCC NSS Any other

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility:

- Two faculty members resourced at newly established STEI in another district.
- Two faculty deputed to the newly established STEI as experts.
- Two faculty members resourced at orientation of teachers at a rural practicing school.

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	3000 Sq mts.	Nil		
Class rooms	5	Nil		
Laboratories	4	Nil		
Seminar Halls	1	Nil		
No. of important equipments purchased (≥ 1 -0 lakh) during the current year.		3		
Value of the equipment purchased during the year (Rs. in Lakhs)		1.50	UGC	
Others		Nil		

4.2 Computerization of administration and library

Administration—Not done
Library—Not Done

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	8463	Not Available	301	175831	8764	
Reference Books			29	18195		
e-Books						
Journals						
e-Journals						
Digital Database						
CD & Video						
Others (specify) <i>News Paper</i>	4				4	6576

4.4 Technology up gradation (overall)

	Total Computers	Computer & Language Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	20	1	2	1	1	3	5	0
Added	2	0	0	0	0	1	5	0
Total	20	1	1	0	1	4	10	0

4.5 Computer, Internet access, training to teachers and students and any other programme for technology up gradation (Networking, e-Governance etc.)

Nil

4.6 Amount spent on maintenance in lakhs :

i) ICT	2.50
ii) Campus Infrastructure and facilities	2.80
iii) Equipments	1.50
iv) Others	0.10
Total :	6.90

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

- Verbal reminders and notifying through notice board.

5.2 Efforts made by the institution for tracking the progression

- Through continuous feedback and time to time review of the services.

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
104	--		

(b) No. of students outside the state

--

(c) No. of international students

--

Men	No	%	Women	No	%
	54	51.92		50	48.08

Last Year						This Year					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
01	0	100	01	0	102	01	0	100	03	0	104

Demand ratio = 10:1 (*Pre-Service*)

Dropout % = 6

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

Nil

No. of students beneficiaries

Nil

5.5 No. of students qualified in these examinations :

NET	<input type="text"/>	SET/SLET	<input type="text"/>	GATE	<input type="text"/>	CAT	<input type="text"/>
IAS/IPS etc	<input type="text"/>	State PSC	<input type="text"/>	UPSC	<input type="text"/>	Others	<input type="text"/>

5.6 Details of student counselling and career guidance

- Counselling given to student teachers with problems or with tendencies to dropout from the course.

No. of students benefitted

3 Nos

5.7 Details of campus placement

	<i>On campus</i>	<i>Off Campus</i>	
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
Nil	Nil	Nil	Nil

5.8 Details of gender sensitization programmes

- International Women’s Day celebrated where Resource Person was invited to speak on.

5.9 Students Activities

5.9.1 No. of students participated in Sports, Games and other events:

State/ University level National level International level

No. of students participated in cultural events:

State/ University level National level International level

5.9.2 No. of medals /awards won by students in Sports, Games and other events Sports :

State/ University level National level International level

Cultural: State/ University level National level International level

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution		
Financial support from government	35	3,05,235
Financial support from other sources		
Number of students who received International/ National recognitions		

5.11 Student organised / initiatives

Fairs : State/ University level National level International level
 Exhibition: State/ University level National level International level

5.12 No. of social initiatives undertaken by the students

5.13 Major grievances of students (if any) redressed: Nil

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

Vision : We envisage Quality education for all by preparing teachers to be competent Human facilitators of learning, promoting research and extension service and providing leadership in the educational system.

Mission : To organize activities to develop:

- i) Understanding of the relationship between Philosophy and Education in the sociological perspective;
- ii) Teaching competencies; receptivity to new ideas;
- iii) Understanding of the nature and the need of the child and provide loving care and sustained interest and teaching-learning within the social, cultural and political context.
- iv) Skills of planning, management and evaluation of the school system.
- v) Sensitivity to the social concerns and the emerging demands of the educational system.
- vi) Skills of Research and extension services.
- vii) Leadership qualities.
- viii) Skills and appreciate values of living together (learning to live together).

6.2 Does the Institution has a management Information System

No

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

Not Done

6.3.2 Teaching and Learning

- Feedback on performance of teacher educators in the class is taken.
- Remedial teaching is done wherever necessary.
- Teachers are encouraged to share ideas and use innovative methods in teaching.

6.3.3 Examination and Evaluation

- Suggestion forwarded to BOPS about internal option on question paper setting.
- Test is conducted after the completion of every unit.
- Internal assessment of participation, regularity etc. is done continuously.
- Internal and External examinations are conducted.
- Remedial teaching and feedback are done.

6.3.4 Research and Development

- Opportunity was provided to two faculty members to attend RC & Summer school depending on the urgency of their needs.
- For the purpose of publication of papers, faculty are given time to work in the library by way of adjusting classes.

6.3.5 Library, ICT and physical infrastructure / instrumentation

- Copier machine facility is made available for students' purpose at lower cost.
- Laptops made available to all the departments and sections.

6.3.6 Human Resource Management

- The abilities of each faculty are identified and utilized.
- The requirements (subject areas and current trends) are addressed.
- There is a grievance Redressal cell for all faculty and staff.
- There is provision for medical reimbursement.
- Annual awards to best teacher and staff are given by the department.

6.3.7 Faculty and Staff recruitment

- Requirements of the institution are forwarded to the government.
- Recruitment is done by the Government (The Appointing Authority) in line with NCTE Norms.

6.3.8 Industry Interaction / Collaboration

None

6.3.9 Admission of Students

- 30% by Pre-service Candidate through Screening(Written test followed by Viva-Voice)
- Remaining 70% are Deputed by the Government.
- Certain seat are reserved for Backward Tribe / physical Impaired.

6.4 Welfare schemes for

Teaching	Loan Facility/ Medical Reimbursement/ Leave.
Non teaching	Loan Facility/ Medical Reimbursement/ Leave.
Students	Scholarship/ Medical Leave.

6.5 Total corpus fund generated

6.6 Whether annual financial audit has been done Yes No

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No		Yes	Faculty
Administrative	Yes	Deptt. HE	No	

6.8 Does the University/ Autonomous College declares results within 30 days?

For UG Programmes Yes No

For PG Programmes

Yes

No

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

NA

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

- The college is consulted by the University on all academic matters pertaining to Secondary Teacher Education in the state.

6.11 Activities and support from the Alumni Association

Nil

6.12 Activities and support from the Parent – Teacher Association

No PTA

6.13 Development programmes for support staff

The Government conducts development programmes for supporting staff.

6.14 Initiatives taken by the institution to make the campus eco-friendly

- Maintenance of potted plants throughout the year.
- Cleanliness drives are conducted three-four times a year.
- There is observation of Earth Day / World Environment Day.
- Rain water harvesting.

Criterion – VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

- Students are registered under INFLIBNET to procure online study materials.
- Criteria for internal assessment predetermined; a) Practicum=10 mrks, b) Class test/Seminar etc=10 mrks, c) Attendance = 5mrks, d) Assignments=5mrks.
- Team teaching is a part of curriculum transaction.
- Seminars, workshops and projects are regular activities.
- Different Clubs are engaged for conducting, celebrating important events throughout the year.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

- CTE, a NGO , Nagaland Chapter launched in the institute on 6th Feb 2012.
- A faculty in-charge is detailed against all the activities to be conducted during the year to ensure smooth conduct and organisation of the activities in due time.

The Professor In-charges.	
1. Entry Behaviour	- Mrs. Alemla and Mrs. Elizabeth
2. Induction-cum-Orientation	- Mrs. Runi and Miss. Asale
3. Routine	- Dr.R.K.Iralu
4. Election of Office Bearers	- Mr. Sandip and Ms. Anisha (Student I/c)
5. Sports week	- Mr. Hekishe
6. Orientation of new Curriculum	- Dr.R.K.Iralu
7. Faculty Dev. Programme	- Mrs. Alemla and Mr. Sandip
8. International Women's Day	- Mrs. Bendangla
9. Consumer Rights Day / ୧୨୮	- Mrs. Alemla and Mrs. Elizabeth
10. Publicity Officer	- Miss. Anisha
11. World Disabled Day & World Autism Day	- Miss. Dzuvimeno
12. Introduction to CCA	- Mr. Sandip
13. World Health Day & HIV & AIDS	- Mr.K. Nagi and Dr.R.K.Iralu
14. Anti-Narcotic Day and Anti-Tobacco Day	- Mr. Hekishe
15. Preparation on Low Cost Teaching Aids (4 th May)	- Mrs. Khriezono
16. Chart Making (5 th May)	- Mrs. Bendangla
Talk on Chart Making 30 th April	- ?
17. Criteria for Low-cost & Chart Making	- ?
CCA In-charges.	
1. Eco Club	- Mrs. Elizabeth
2. Aesthetic	- Mrs. Bendangla
3. Current Events	- Mrs. Alemla
4. History Club	- Ms. Asale
5. Science Club	- Ms. Dzuvimeno
6. Literary Club	- Ms. Anisha
7. Technology Club	- Mr. Sandip and Mr. Arhomo
8. Cultural Club	- Mr. Hekishe
18. Workshop on Evaluation	- Mr. Sandip and Ms. Asale

Ref: Meeting Minutes; dated: 2nd Dec. 2011

- Criteria for internal assessment predetermined; a) Practicum=10 mrks, b) Class test/Seminar etc=10 mrks, c) Attendance = 5mrks, d) Assignments=5mrks
- Internship report for School visit prepared and submitted by students.

Ref: Meeting Minutes; dated: 27th Feb. 2012

- State Level Orientation-cum-Workshop for Teacher Educators: 14th -18th Feb. 2012 was conducted and Outcome are as follows:

1. To clarify and decide the minimum grade in the 1st semester as eligibility criteria for enrolling in the 2nd semester.
2. Community work : The instructions /talk/Introduction to community work can be given at the end of the 1st semester and the trainees can do the community work during the semester break.
3. A suggestion is made to the University to evaluate the B.Ed. answer scripts within the state and declare the B.Ed. result on time to avoid situations like last year's B.Ed. result declaration (low pass percentage); the 2nd semester can also start on time.
4. There must be no copying/duplication of theory assignments. If it so happens, the minimum grade/marks will be given.
5. Micro skill : In the skill acquisition class, there will be a 'raw demonstration' class by a teacher educator followed by skill description and 'skill demonstration' class by another teacher-educator. (Two teacher – educators will be demonstrating the same skill). The 'raw demonstration' class will be held before the talk/Introduction to the skill.
ie. Raw demonstration → Introduction/discussion of the skill → skill demonstration class.
6. Out of the 40 Lesson Plan, the teacher-trainees will teach 10 Lesson Plans in simulated situation and the 30 Lesson Plans in the practicing schools.
7. The Peer Observation schedule will be modified and made uniform for all the B.Ed. Colleges. Copies will be sent to all the colleges. The format will incorporate the elements of the new Lesson Plan.
8. To suggest Nagaland University to examine and change the External Question Paper pattern. (application oriented and options).

- Workshop on Constructivist approach attended by all faculty members on 28th April. 2012.
- Concerned Faculty resourced in IGNOU, B.Ed. Workshop from 1st & 2nd week of July. 2012.
- School Co-ordinator meeting held on 17th Aug. 2012 and were oriented on changes in the curriculum.
- Educational tour to the School of Agricultural Sciences and Rural Development (SASRD), Medziphema, 17th May. 2012
- An International NGO, CTE Nagaland Chapter established on 6th Feb. 2012.
- Following are some more dates indicating certain activities conducted during the period:

1. Micro Teaching	- 24 th July to 2 nd Aug'12
2. Lesson Planning	- 6 th – 7 th Aug'12
3. Block Teaching	- 8 th , 9 th , 11 th , 13 th , 14 th 'Aug'12
4. Work Experience	- 10 th – 11 th Sept'12.
5. 1 st Phase Practice Teaching	- 21 st – 30 th Aug'12
6. Club Activities Day	- 7 th Sept'12
7. 2 nd Phase Practice Teaching	- 17 th – 26 th Sept'12.

7.3 Give two Best Practices of the institution (please see the format in the NAAC Self-study Manuals)

- Educational tour to agricultural School to create awareness on different practices of farming to provide guidance to school children on locally relevant career opportunities.
- Evaluation of all activities organised and facilities provided by the Institution.

Ref: Meeting Minutes; dated: 28th Aug. 2012

*** Details in Annexure III**

7.4 Contribution to environmental awareness / protection

- Cleanliness programme conducted in different areas of the town.

7.5 Whether environmental audit was conducted? Yes No

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

S = Efficient management; Availability of ICT resources; Efficient Feedback mechanism and Good linkage and trust established with the University.

W= No fund for research projects; Inadequate infrastructure and Poor financing.

O= Provision for expansion of infrastructure; Utilisation of resources from alumni; Linkage with other professional institutes and community.

T= Quality assurance practice; Research works and publications and Lack of Governmental

8. Plans of institution for next year

- Installation of two fixed projectors 1. Main Lecturer Hall and 2. Conference Hall.
- To conduct Evaluation on Student teachers (Scholastic & Non-scholastic areas).
- Procure more Desktops for the language lab.

Ref: Meeting Minutes; dated: 2nd Nov. 2012.

- To organise a National seminar in 2013.
- Attendance will be strictly monitored and action will be taken where ever necessary.
- Educational tour will be organised for student teachers.

Name Mr. Sandip Ratna

Name Mr. Hekishe Sema

Signature of the Coordinator, IQAC

Signature of the Chairperson, IQAC

_____*_*_*_____

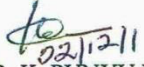
Abbreviations:

CAS	-	Career Advanced Scheme
CAT	-	Common Admission Test
CBCS	-	Choice Based Credit System
CE	-	Centre for Excellence
COP	-	Career Oriented Programme
CPE	-	College with Potential for Excellence
DPE	-	Department with Potential for Excellence
GATE	-	Graduate Aptitude Test
NET	-	National Eligibility Test
PEI	-	Physical Education Institution
SAP	-	Special Assistance Programme
SF	-	Self Financing
SLET	-	State Level Eligibility Test
TEI	-	Teacher Education Institution
UPE	-	University with Potential Excellence
UPSC	-	Union Public Service Commission

Academic Calendar

(i)

1. Re-opening of the College - 1st Feb'12
2. Testing of Entry Behaviour - 1st Feb'12
3. During Admission, the students to be notified in written to be present on the first working day.
4. Introduction cum Orientation Day 2nd Feb'12. Orientation schedule to be brought out by the Vice Principal.
5. Election of Office-bearers 20th Feb'12. (3rd Saturday)
6. Orientation Programme for the New Syllabus will be held on the 17th Dec'11 at 10:00 a.m.
7. Educational Evaluation to be conducted towards the end of first semester.
8. Faculty Development Programme from 14th - 18th Feb'12
9. Sports Week from 29th Feb'12 - 2nd March'12 and 3rd March'12 Picnic.
10. International Women Day & International Literacy Day 8th March'12.
11. World Disabled Day - 21st March'12. *In-charge?*
12. Consumers Rights Day & RTI - 15th March'12.
13. World Disabled Day & Autism Day - 2nd April'12.
14. World Health Day & HIV/AIDS Day - 4th April'12.
15. The Clubs for 2012
 1. Aesthetic Club
 2. Cultural Club
 3. Current Events Club
 4. Eco. Club
 5. Literary Club
 6. Medicinal Club
 7. Science Club
 8. Technology Club.
16. Sports Week in-charge - Mr. Hekishe
17. Attendance to be worked out by each Professor before 5th of each month and Mr. Arhomo will calculate the over-all percentage before the 10th of every month.
18. Anti-Tobacco Day & Anti-Narcotic Day - 28th May'12.
19. Low-Cost Teaching Aids - 4th & 5th May'12.
20. Talk on Low-Cost Teaching Aids will be given by Mrs. Khriezono and on Chart Making by Mrs. Bendangla on the 30th of April'12
21. Mrs. Alemla and Mrs. Bendangla will review the Handbook on Educational Workshop.
22. Workshop on Educational Evaluation will be held towards the last part of May'12


 (DR. K. PUNYU)
 Principal,
 Nagaland College of Teacher Education,
 Kohima.

Copy!

Mrs. BENDANGLA

2ND SEMESTER ACADEMIC CALENDAR, 2012

Ann-1

- | | |
|--|--|
| 1. Micro Teaching | - 24 th July to 2 nd Aug'12 |
| 2. Lesson Planning | - 6 th - 7 th Aug'12 |
| 3. Block Teaching | - 8 th , 9 th , 11 th , 13 th , 14 th 'Aug'12 |
| 4. Work Experience | - 10 th - 11 th Sept'12. |
| 5. 1 st Phase Practice Teaching | - 21 st - 30 th Aug'12 |
| 6. Club Activities Day | - 7 th Sept'12 |
| 7. 2 nd Phase Practice Teaching | - 17 th - 26 th Sept'12. |

* 5 L/P to be completed in Block Teachy.

* 1st phase - 12 L/P.

* 2nd phase - 13 L/P.

[Signature]
 (DR. K. PUNYU)
 Principal,
 Nagaland College of Teacher Education,
 Kohima

Copy to : _____

Best Practice

(i)

Title of the Practice: Educational Tour to School of Agricultural Sciences and Rural Development (SASRD) and Indian Council of Agricultural Research (ICAR) to create awareness on locally relevant types of farming practices.

Objectives of Practice:

To help student teachers:

1. To create awareness on the various forms of farming and see how Science is applied for human welfare.
2. Know the scientific facts and principles involved in various types of farming which are locally relevant.
3. Understand the use of various tools and equipments in farming.
4. Learn the appropriate use and preparation of food for animals, use of pesticides, and other medicines for maintenance of health of farm animals and horticultural crops.
5. Guide school children opt for career selection in agro-based farming.
6. Develop interest in farming as a hobby.

The context:

Nagaland is a non-industrial state. Therefore, there is a need for focussing on locally relevant small scale industries and domestic farming. The unemployment problem becomes more serious every passing year but people are yet to realize that one could do farming successfully and become self-employed and earn their livelihood. Although many student teachers had a faint idea of how poultry, piggery or any other horticultural crops are raised, they expressed inadequacy of knowledge in many areas of farming. They, especially the in- service teachers were also not fully equipped to guide children in various types of farming. The production of bio-fertilizers, maintenance of nurseries, disease management, identification of suitable crops for growing in the environmental conditions of the state, the technicalities involved in rearing of farm animals etc. were some of the areas where the student teachers lacked knowledge. This called for an educational tour for up-gradation of knowledge in the areas.

The practice:

For many years the college, through financial help from Department of Higher Education arranged excursions to various parts of India. However, it was realized that local educational tours (An educational tour to North –East Agri Expo in 2006 being one of them) to relevant destinations on relevant themes would be more beneficial to the student teachers to enable them to apply their knowledge in day to day life, guide the community to increase productivity as well as the school children in choosing a career.

In Indian education system it is often found that courses offered lack relevance and utility to learners in different contexts. Such field based activities will help connect content with relevant practices and make education locally viable. Therefore, such a practice in teacher education curriculum provides for opportunities to gain awareness among student teachers on state/local relevant farming practices.

The biggest problem in continuing with the practice is the financial source. The institution being a government run college depends on the financial assistance from the concerned department. Thus, timeliness to certain events is missed out while waiting for the release of money from the department. The trip to the University Departments in the School of Agriculture and Indian Council Agricultural Research greatly impressed the student teachers and they expressed that it would encourage the young people to take up such courses. As far as possible all the practice fields such as *rabbit rearing farm, piggery, poultry, cashew plantation, passion fruit, rubber plantation*, and other aspects such *rain gauge, barometer, vermi compost, wind direction gadgets were seen*.

However, the number of student teachers being close to 100 formed a crowd whenever explanation on different aspects of farming was delivered.

Evidence of success:

The success of the tour was evident from the attendance of the student teachers. All except one or two could not join on health grounds. The enthusiasm shown by the student teachers while visiting the different sites of farming noting down points was one indicator while wanting to try out certain operations such as Vermi compost, feeding of animals themselves with the guidance of the professor in-charge was another. The activity of the post tour was types of farming-wise discussion and report writing in group. At this stage, the student teachers were given freedom to choose the area they wanted to work on.

Problems encountered and Resources required:

Arrangement for transportation of the whole group was difficult as the college was looking for the cheapest mode of transport. To spare 3 buses to the college by the Department of transport on a working day was difficult but understanding the need and importance of the trip, arrangement could be made.

The group being large, it was difficult to accommodate all in a particular unit leading to management problem.

Learning about so many different farming methods at a time may be confusing specially so when scientific/ technical terms are involved. Therefore, it will be more worthwhile if only a few selected type of farming is taken up based on the interest of the students and educational tours conducted for different groups at different timings. For regular conduct of such tours a regular allotment of fund is necessary.

The number of days for such a programme should also be enhanced.

Notes:

Similar activities may be taken up by the other institutions linking it with career guidance programmes.

BEST PRACTICE: II

TITLE: EVALUATION OF ACTIVITIES ORGANISED AND FACILITIES PROVIDED BY THE COLLEGE AT ACADEMIC YEAR END.

OBJECTIVES:

1. To avail feedback of student teachers on the activities organized, and facilities provided by the college during the academic year;
2. To assess the relevance and effectiveness of activities, both academic and co-curricular, organized by the college;
3. To determine the student teachers' satisfaction of the facilities provided by the college;
4. To plan for activities and facilities to be provided in the forth-coming year based on the feedback received.

Rationale: The change-over from the Annual to Semester System during the current academic session, with updations in the Curriculum, necessitated consequent changes in the organization of the various academic and co-curricular activities spread over the two semesters. Being the first year of implementation and also being the first course under the University to switch over to this system, the programmes for the Course were planned out without much guidelines, on an experimental basis. It was therefore felt necessary to avail sufficient feedback from the student teachers, to guide effective and meaningful planning of programmes for the future.

THE CONTEXT:

The Nagaland University, in keeping with the directives of the UGC and the NCTE had decided to adopt the Semester system at all levels of Higher Education. Consequently, the B.Ed. programme was the first course to adopt the system, under the University. This also necessitated structural changes in the Curriculum. Being a Professional Course, the University was unable to provide a detailed guideline with regard to the scheduling and nature of activities to be organized through the two semesters of the course. The B.Ed. course being composed of numerous Practical Activities, both academic and co-curricular, in keeping with the objectives of the Course, programmes and activities needed to be planned out at different stages, taking into consideration, the relevance, viability and meaningful organization of activities.

It was also felt necessary to determine the satisfaction of student teachers of the facilities provided by the college, based on the feedback given by student teachers of the previous batch, to ensure continuous efforts at development.

THE PRACTICE:

Although feedback sessions on some important academic activities were held throughout the academic year, it was felt that a comprehensive feedback on all the academic and co-curricular activities carried out during the two semesters needed to be availed. This was felt important as the different activities had to be related to the objectives of the different theory papers in the two semesters, while also maintaining cohesiveness and logical organization in terms of sequence and continuity. In addition, feedback on the facilities made available to the student teachers, as per the newly introduced curriculum and shift to the semester system was desirable.

Hence, after the completion of all the practical activities of the academic year, a day was identified on which the Feedback session was to be held, in which all teacher educators along with student teachers participated. However, feedback was availed only from the student teachers. The

areas for feedback were classified into academic activities, co-curricular activities and facilities provided. The Academic activities comprised of areas such as Micro, Block and Practice/Macro Teaching, Workshops conducted on Evaluation, Low Cost Teaching-Learning Aids, Practicum conducted, and Classroom Transactional Processes. The aspects on Co-curricular activities composed of Observation of various Important days throughout the year, Seminars on important themes of social importance, Club activities, etc. On the facilities provided, aspects such as Admission process, Library and Laboratory facilities, Sanitation, Hostel, Canteen facility, problems of In-service and Pre-service student teachers, were included.

At the very beginning, a faculty member highlighted the necessity of such a feedback session, encouraging the student teachers to give their frank opinions, which would positively contribute to qualitative improvement of the programme as well as help in the continuous development of the functioning of the institution. The student teachers were divided into groups of 4s and 5s to ensure greater participation and that each member's feedback was elicited. This would also ensure anonymity of persons who may have inhibitions to freely share their honest opinions. The groups were given time to discuss and collect the views of each member, which were listed by the group leader. On completion of the discussions, each group was given time to present their views. Two faculty members were engaged in noting down all the feedback collected from the groups. In this context, it may be emphasized that although only written feedback could also have been availed, it was felt that verbally sharing the feedback of all could also enlighten all members of the varied opinions and at the same time initiate discussions where necessary.

EVIDENCE OF SUCCESS:

It was found that student teachers enthusiastically participated in the group discussions as well as in the discussions that followed the presentations of each group. Opinions were freely expressed, and faculty members restrained from giving any justifications even when necessary, which encouraged the student teachers to speak out their opinions without inhibitions. On the contrary, the views expressed were taken in with appreciation which further motivated the student teachers. The fact that the opinions of the student teachers were treasured and appreciated also boosted their self-image. A positive and vibrant atmosphere prevailed throughout the day-long session. In the days that followed, student teachers expressed their appreciation for the exercise conducted and also commented that the most positive aspect of the institution was in the way teacher educators and the authority were open and receptive to the student teachers' feedbacks and how this formed a tradition/culture of the college. Some even expressed their desire to adopt the same practice in their schools in the future.

This feedback session proved to be an eye-opener both for the administration as well as the faculty. It threw light on the shortfalls in some programmes organized, the time of conducting the activities, which needed to be reconsidered, loopholes in information dissemination, improvements required in some of the facilities provided and also created awareness of the various problems and challenges faced by the student teachers in the course of the programme. This would help the college decide on the plans for the ensuing academic session as well as make future plans keeping in mind the feedback received.

PROBLEMS ENCOUNTERED & RESOURCES REQUIRED:

There were no problems encountered in conducting the Feedback Session, apart from the fact that there were initial inhibitions among the student teachers to freely share their views and opinions. However, with the assurance of the teacher educators on the importance and need for availing their true opinions and with their encouragement and appreciation of views shared, the inhibitions were overcome.

The practice does not require any resources apart from dedicating a single working day for the purpose.

IMPORTANT NOTE:

It is often noted that institutions, including teachers do not have the practice of encouraging feedback from stakeholders, particularly the students, which stagnate their growth and progress. The students being the most important stakeholders as well as the direct beneficiaries of the institutional programmes, it is felt that their continuous feedback on all aspects of the institution which contribute to the effectiveness of courses offered and have an impact on their development and achievement, is of paramount importance. Teachers in particular are intolerant to any form of assessment and feedback from the students, which, in turn, tell on their professional development. Understanding of the importance of such feedback mechanism should therefore be given to teachers as well as institutions, and the practice encouraged, if qualitative and quantitative growth and development in educational institutions is to be realized.