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. 2013 – 31st Dec. 2013
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 to 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.

| +919436018426 |

Name of the Head of the Institution:

| Dr. Rukhono Khate Iralu |

Tel. No. with STD Code:

| |

Mobile:

| +919436010668 |

Name of the IQAC Co-ordinator: Alemla Longkumer

Mobile: +919436008795

IQAC e-mail address: sandipncte@yahoo.in

1.3 **NAAC Track ID** *(For ex. MHCOGN 18879)* NLCOTE14485

1.4 **NAAC Executive Committee No. & Date:** EC/56/A&A/129 dated 16-09-2011

(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: http://nctek.online

Web-link of the AQAR: http://sctek.online/wp-content/uploads/2017/05/aqar2013.pdf

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	1st Cycle	B	2.52	2011	5yrs.
2	2nd Cycle				
3	3rd Cycle				
4	4th Cycle				

1.7 Date of Establishment of IQAC : DD/MM/YYYY November, 2007

1.8 **AQAR for the year** *(for example 2010-11)* 1st Jan . 2013 – 31st Dec. 2013

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

   i.   AQAR ___Year: 1st Jan. 2012 – 31st Dec. 2012_ Submitted __ (26/04/2017)

   ii.   AQAR___ Year: 1st Jan. 2013 – 31st Dec. 2013 Submitted _ (26/04/2017)

   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)*   [Nagaland University]

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   [ ]   UGC-CPE   [ ]

DST Star Scheme   [ ]   UGC-CE   [ ]

UGC-Special Assistance Programme		DST-FIST	
UGC-Innovative PG programmes		Any other (*Specify*)	√ (CTE)
UGC-COP Programmes			

2. IQAC Composition and Activities

2.1 No. of Teachers — 3

2.2 No. of Administrative/Technical staff — 1

2.3 No. of students — 1

2.4 No. of Management representatives — -

2.5 No. of Alumni — -

2. 6 No. of any other stakeholder and community representatives — -

2.7 No. of Employers/ Industrialists — -

2.8 No. of other External Experts — -

2.9 Total No. of members — 5

2.10 No. of IQAC meetings held — 4

2.11 No. of meetings with various stakeholders: No. 1   Faculty 3

Non-Teaching Staff/ Students 1   Alumni NA   Others NA

2.12 Has IQAC received any funding from UGC during the year?   Yes ☐   No √

If yes, mention the amount

2.13 Seminars and Conferences (only quality related)

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

Total Nos. 1   International -   National -   State 1   Institution Level -

(ii) Themes   "Growing from Good to Great"

2.14 Significant Activities and contributions made by IQAC

- Replacement of old drinking Water facility for student teachers.
- Orientation to the student teachers on the use of e-services in daily life activities and use of online resources.

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	1 student resumed the course.
Orientation on use of e-services	Students opened new e-mail account for online services and expressed confidence in using it.
Orientation on use of INFLIBNET	Students used online material for completing assignment, project etc.

* Attached the 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

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

> Some aspects pertaining to minor addition and deletions in the new curriculum adopted in 2012 were initiated and suggested to the university.

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

> No

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of
permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
10	10		Nil	

2.2 No. of permanent faculty with Ph.D.

1

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
2	3								

2.4 No. of Guest and Visiting faculty and Temporary faculty

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended		13	
Presented papers		5	
Resource Persons			

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

- Student teachers and teacher educators are facilitated to procure study materials from INFLIBNET.

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

227

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

NA

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

2

2.10 Average percentage of attendance of students

91.27%

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.	66	0	87.88	6.06	--	93.93

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

- Monitors attendance of students month wise and counselling is given if necessary.
- Obtaining feedback from student-teachers on the transaction of curriculum and activities are conducted and modifications and changes are made if necessary.

2.13 Initiatives undertaken towards faculty development

Faculty / Staff Development Programmes	Number of faculty benefitted
Refresher courses	1
UGC – Faculty Improvement Programme	
HRD programmes	
Orientation programmes	
Faculty exchange programme	
Staff training conducted by the university	
Staff training conducted by other institutions	
Summer / Winter schools, Workshops, etc.	12
Others	2

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	28	nil		7
Technical Staff	1	2		

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	1			
Outlay in Rs. Lakhs	8.5			

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		2	

3.5 Details on Impact factor of publications:

Range [   ]   Average [√]   h-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 *(other than compulsory by the University)*				
Any other(Specify)				
Total				

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

ii) Without ISBN No. [1]

3.8 No. of University Departments receiving funds from: *Does not arise*

UGC-SAP [   ]   CAS [   ]   DST-FIST [   ]
DPE [   ]   DBT Scheme/funds [   ]

3.9 For colleges   Autonomy [   ]   CPE [   ]   DBT Star Scheme [   ]
INSPIRE [   ]   CE [   ]   Any Other (specify) [   ]

3.10 Revenue generated through consultancy

Nil

3.11 No. of conferences
   organized by the Institution

Level	International	National	State	University	College
Number		1			
Sponsoring agencies		N.U. & H.Edu			

3.12 No. of faculty served as experts, chairpersons or resource persons   11

3.13 No. of collaborations   International [ ]   National [1]   Any other [3]

3.14 No. of linkages created during this year [ ]

3.15 Total budget for research for current year in lakhs:

   From Funding agency [Nil]   From Management of University/College [Nil]
   Total [Nil]

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
Nil						

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 [NA]   State level [NA]
   National level [NA]   International level [NA]

3.22 No. of students participated in NCC events:
   University level [NA]   State level [NA]
   National level [NA]   International level [NA]

3.23 No. of Awards won in NSS:

University level   NA   State level   NA

National level   NA   International level   NA

3.24 No. of Awards won in NCC:

University level   NA   State level   NA

National level   NA   International level   NA

3.25 No. of Extension activities organized

University forum ☐   College forum ☐

NCC ☐   NSS ☐   Any other   2

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

- Orientation & Discussion for improvement of Teaching-Learning process with the different Schools.
- Orienting College teachers on methods of teaching.
- One faculty extended resource for Workshop on Educational Evaluation at an outstation STEI.

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.			
Class rooms	5			
Laboratories	4			
Seminar Halls	1	1	UGC	
No. of important equipments purchased (≥ 1-0 lakh) during the current year.		6	Students' fees	
Value of the equipment purchased during the year (Rs. in Lakhs)		0.51	State Govt.	
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	8764		147	35438	8911	
Reference Books						
e-Books						
Journals						
e-Journals						
Digital Database						
CD & Video						
Others (specify) *News Paper*	4				4	6576

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Depart-ments	Others
Existing	22	1	2	1	1	4	10	0
Added	2	0	0	0	0	2	0	0
Total	24	1	2	1	1	6	10	0

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

> Nil

4.6 Amount spent on maintenance in lakhs :

   i) ICT

   | 0.80 |

   ii) Campus Infrastructure and facilities

   | 1.50 |

   iii) Equipments

   | 0.51 |

   iv) Others

   | 0.10 |

   Total :

   | 2.91 |

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

> - Verbal notification and through noticeboard

5.2 Efforts made by the institution for tracking the progression

> - Online feedback collected from INFLIBNET in respect of users.
> - Maintenance of Entry Registers for utilisation of different services

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
74			

   (b) No. of students outside the state

   Nil

   (c) No. of international students

   Nil

Men

No	%
25	33.78

Women

No	%
49	66.22

	Last Year					This Year				
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
01	0	100	03	0	104	02	0	72	0	0	74

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: *Record not maintained*

NET		SET/SLET		GATE		CAT	

IAS/IPS etc		State PSC		UPSC		Others	

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   Nil

5.7 Details of campus placement:

On campus			*Off Campus*
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: *Does not arise*

    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	37	3,41,895
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   [Nil]

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

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

- Problems and errors in the curriculum has been forwarded to the University for necessary measures.

6.3.2 Teaching and Learning

- Feedback on teaching was taken and remedial teaching done wherever necessary.
- Teachers encouraged to share ideas and use innovative methods, tools and strategies in the process of teaching- learning.
- Resource materials shared among the faculty.

6.3.3 Examination and Evaluation

- Tests conducted after the completion of every unit
- Continuous evaluation done.
- Feedback based on performance of internal test conducted on 6th & 7th Dec. 2013.

6.3.4 Research and Development

- National Seminar in collaboration with Nagaland University was organised to encourage faculty for research work.
- Faculty deputed to attend Refresher course, Orientation and other trainings in and outside the state.

6.3.5 Library, ICT and physical infrastructure / instrumentation

- Copier machine facility made available for students' purpose at lower cost.
- ICT and Computer facilities upgraded.
- Multipurpose room was constructed.
- Two LCD projectors purchased for use in the classrooms.

6.3.6 Human Resource Management

- There is a Grievance Redressal cell for all faculty and staff.
- Loan Facility is available for the employees of the College.
- The requirements of the faculty and staff are addressed as far as possible by the College administration before forwarding it to the government.

6.3.7 Faculty and Staff recruitment

- Done by the Government as it is the Appointing Authority in line with NCTE Norms.

6.3.8 Industry Interaction / Collaboration

Does not arise

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.
- One seat each is reserved for BT/Differently abled.

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   Nil

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?

[ ]

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

[ ]

6.11 Activities and support from the Alumni Association

[ ]

6.12 Activities and support from the Parent – Teacher Association

Does not arise

6.13 Development programmes for support staff

Development programmes for supporting staff is organized by the State Government and College deputes according to the requirements of the staff.

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

- Cleanliness drives are conducted four times a year.
- There is observation of Earth Day / World Environment Day.
- Student teachers are sensitized on the importance of ecology through workshop/ seminars.
- Filament bulbs are replaced by CFL bulbs.
- Student teachers and staff discouraged using polythene materials in the campus.

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.

- Registered students under INFLIBNET are facilitated in ICT room to procure online study materials which reduced the expenditure on paper.

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

- Two LCD projectors with screen purchased for use in the classroom.
- More Desktops and software added to the Language Lab.
- National Seminar organised on 12th & 13th Sept. 2013.
- Students visited Shillong, Tura and Majuli for educational tour.
- Two students dropped for not reaching minimum attendance percentage.

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

- Projects carried out on environmental problems and issues such as pollution and indigenous medicinal plants.
- Streaming/screening of movies, documentaries and other videos for review and discussion.

Provided the details in ANNEXURE-III(annexure need to be numbered as i, ii,iii)

7.4 Contribution to environmental awareness / protection

- Made paper bags with old newspapers and distributed them among shops in the locality.

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; Online Resources
W= Lack of research work and publications; Inadequate infrastructure
O= Provision for expansion of infrastructure; Utilisation of resources from alumni; Linkage with other professional institutes and community
T= Poor funding ; Indifferent attitude of the Department towards the needs of the College.

8. **Plans of institution for next year**

- To start M.Ed Programme by 2014.
- Expansion of infrastructure.
- Enhancing faculty strength.
- Reform in the present Lesson plan Format.
- Expansion of IQAC.
- To shift IGNOU general study centre to facilitate availability of more rooms.

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

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ACADEMIC CALENDAR (2013)
(1st Semester)
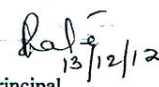
1.	Admission	-	21st Jan – 25th Jan 2013
			28th-31st (waiting list candidates)
2.	Entry-Behaviour Testing	-	1st Feb. (Opening day)
			In-charge : 1. Mrs. Alemla
			2. Mrs. Elizabeth
3.	Induction	-	2nd Feb. In-charge :
			1. Ms. Anisha
			2. Ms. Asale
4.	Orientation to the courses	-	4th Feb. In-charge : Vice Principal
5.	Election of Office bearers & Club formation -		7th Feb. In-charge :
			1. Mr. Sandip
			2. Ms. Anisha
6.	Faculty Development Program	-	26th Feb
7.	International Women's Day	-	8th March In-charge :
			1. Mr. Hekishe
8.	Sports week.	-	20th – 22nd March In-charge :
			1. Dr. Bendangla
			2. Mrs. Dzüvimenuo
9.	Picnic	-	23rd March
10.	World consumer's Day & World Disabled Day (Talk)	-	16th March In-charge :
			1. Mrs. Khriezonuo
			2. Mrs. Runi
11.	World health day; Talk on HIV/AIDS	-	6th April In-charge :
	Cancer awareness *Tina / Philip.*		1. Mrs. Elizabeth
			2. Ms. Anisha
12.	Workshop on work Experience	-	25th-26th April I/c Dr. Bendangla
13.	Workshop on low cost teaching aid & chart making	-	3rd-4th May In-charge : Mrs. Khonuo

14.	Workshop on Educational Evaluation & CCE	-	20th-24th May	In-charge :
				1. Mrs. Alemla
				2. Mrs. Dzüvi
15.	No Tobacco day; talk on Drug abuse and Human trafficking	-	31st May	In-charge :
				1. Mr. Sandip
				2. Ms. Asale
16.	World Environment Day	-	5th June	I/c Ms. Asale
17.	School Coordinators meet	-	6th June	(Practice teaching i/c)
18.	Introduction to community work	-	7th June	I/c Mrs. Khriezonuo
19.	First Semester Examination	-	June	
20.	Summer vacation	-	June	

ACADEMIC CALENDAR
(2nd Semester)

1.	Re-opening	-	1st July 2013	
2.	Micro-Teaching	-	2nd – 13th July	In-charge : Mr. Hekishe
3.	Lesson Planning	-	15th – 17th July	I/c (Methodology Professors)
4.	Block Teaching	-	22nd – 23rd July	I/c Mr. Hekishe
5.	Practice Teaching	-	August – September	
6.	Teacher's Day	-	5th September	
7.	Final Practice Teaching	-	October	
8.	World Education Day	-	11th Nov.	I/c Mrs. Runi
9.	Final Examination	-	December	

13/12/12

Principal
Nagaland College of Teacher Education
Kohima.

(ii)

BEST PRACTICE(1)

1. TITLE OF THE PRACTICE

PROJECTS ON ENVIRONMENTAL PROBLEMS AND ISSUES.

2. OJECTIVES 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.

TITLE

Streaming/ Screening of movies, documentaries and other videos for Review, Discussion, and Reflection

OBJECTIVES OF THE PRACTICE

This practice has been introduced with a two pronged objective to support understanding of the theoretical concepts featured in the curriculum and develop a sense of responsibility towards the teaching profession.

 THE CONTEXT

The relationship between theory and practice can never be severed. It is found that, all too often, there is a wide gap between the theoretical understanding of concepts and practice. Further, certain philosophical concepts like Behaviourism, Constructivism and Cognitivism need supplementation from sources who are experts in these fields. Therefore, to bridge these gaps such a practice has been adopted.

There were a few challenges that had to be resolved before the practice was put into action:

1. The concepts to be supplemented by documentaries/ videos had to be sorted out and finding the relevant videos posed some difficulties.
2. Retrieving videos and documentaries from the net was time consuming, especially so due to poor internet connectivity.
3. Since completion of the syllabus was an issue, a time had to be adjusted for screening and discussion. Although the purpose was served during the regular period of the respective subject, more periods had to be allotted to the latter which affected the daily time table.

THE PRACTICE

Relevant documentaries were screened, the student-teachers, who were divided into groups of 5-6, were given pre-arranged questions for discussion. These questions, apart from being content based, were thought provoking and test the comprehension of the student-teachers. At the end of the discussion each small group reported the outcome to the whole group. Sometimes, snowballing technique was used.

Movies that depicted commitment of teachers were screened, not only to motivate but also to bring about a realisation of the hard work, accountability, respect for the profession that a teacher needs to be equipped with. Self- reflection exercises followed the screening.

UNIQUENESS & APPLICABILITY IN HIGHER EDUCATION: The practice in teaching learning process that is followed in the colleges across the country has not changed much. The traditional Lecture Method is still the companion of most of the college teachers. The skills associated with the delivery of a lesson through the lecture method are still alien to most. As such, the objectives/learning outcomes, critical thinking, self-evaluation etc. are neglected.

Students surrender to the knowledge 'given' by the lecturer(s), make their own judgements and interpretation. The scope for learning together is absent in such an environment. Therefore, the practice of bringing in media into the classroom not only enhances learning outcome but also adds vividness to the learning experiences of the students.

CHALLENGE: While such practices have a positive impact on the teaching-learning process, the challenge lies in the class size vis-a-vis the duration of the period in the time table. A class period of one hour is hardly sufficient for effective discussion and reflection.

EVIDENCE OF SUCCESS

The success of this practice was evident from the positive feedback received from the student-teachers who expressed appreciation about the unique way in which classes were conducted. Student teachers developed clear understandings of the concepts, theories, which were evident during classroom discussions.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:

Since the college was yet to set up LCD projector permanently in the classroom, setting up of the same was time consuming and delayed commencement of classes. There was also a dearth of necessary paraphernalia for effective screening. Similarly, grouping the student-teachers was time taking. Procuring the relevant documentaries and movies required a lot of time and patience since it entailed a good connectivity which was mostly intermittent. The concerned teacher had to first watch, analyse what was to be screened and develop questions for discussion; these preparations demanded utmost commitment and content mastery.