

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 July 2015 – 30th June 2016
The Annual Quality Assurance Report (AQAR) of the IQAC

Part – A

I. Details of the Institution

1.1 Name of the Institution	State 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	principalscte50@gmail.com
Contact Nos.	+919612158158
Name of the Head of the Institution:	Dr. Bendangyapangla
Tel. No. with STD Code:	+919612158158
Mobile:	+919612158158

Name of the IQAC Co-ordinator:

Sandip Ratna

Mobile:

+919856950447

IQAC e-mail address:

sandipncte@yahoo.in

1.3 NAAC Track ID (For ex. MHC0GN 18879)

NLCOTE14485

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)

EC/56/A&A/129 dated 16-09-2011

1.5 Website address:

http://sctek.online

Web-link of the AQAR:

<http://sctek.online/wp-content/uploads/2017/05/aqar-July2015-June2016.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	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

November, 2007

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

1st July2015 – 30th June2016

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 Year: 1st Jan. 2013 – 31st Dec. 2013 Submitted (26/04/2017)
- iii. AQAR Year: 1st Jan.2014- 31st Dec.2014 Submitted (26/04/2017)
- iv. AQAR Year: 1st Jan.2015 - 31st June 2015 Submitted (26/04/2017)

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 UGC-CPE

DST Star Scheme UGC-CE

UGC-Special Assistance Programme DST-FIST

UGC-Innovative PG programmes Any other (*Specify*)

UGC-COP Programmes

2. IQAC Composition and Activities

2.1 No. of Teachers

2.2 No. of Administrative/Technical staff

2.3 No. of students

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

2.10 No. of IQAC meetings held

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

Non-Teaching Staff Students Alumni Others

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. International National State Institution Level

(ii) Themes

2.14 Significant Activities and contributions made by IQAC

1. Introduction to dissemination of **Paper Less Resource Material** through Social App.

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
<ul style="list-style-type: none">• Re-Construction of Institutional Web Page• Inter College Sports meet.• Social networking app for information dissemination.• Paper less Resource material dissemination.• Introduction of Uniform & Name tag for Faculty & Student Teachers.	<ul style="list-style-type: none">• Web page http://sctek.co.in Launched.• Three days sports meet held from• Subject wise Telegram app created by respective faculty for smooth, instant information dissemination.• Respective faculty successfully using Telegram app for resource material dissemination.• Uniform & Name tag for Faculty & Student Teachers Introduced .

* Attach the Academic Calendar of the year as **Annexure-II**.

2.15 Whether the AQAR was placed in statutory body Yes No

Management Syndicate Any other body

Provide the details of the action taken

Information awaited from the dept.

Part – B

Criterion – I

I. 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	1			
UG	1			
PG Diploma				
Advanced Diploma				
Diploma				
Certificate				
Others				
Total	2			
Interdisciplinary				
Innovative				

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

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	2
Trimester	
Annual	

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

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.

Yes, Course duration is made 2 years (4 semesters) along with structural changes in the curriculum.

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
	12	12	Nil	Nil	

2.2 No. of permanent faculty with Ph.D.

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
	--	5								

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		3	
Presented papers		3	
Resource Persons			

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

- Paper less Resource materials circulated by faculty to student teachers.
- Diary maintained by faculty to keep track of one's progress.
- Diary maintained by student teacher to keep track of daily classroom/Teaching Learning activities.
- Every Wednesday, professional development activities are conducted.

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

Content transaction	Workshops	Practice Teaching	CCA	Exam Days	Total working days
184	19		12	12	217

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

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

2.10 Average percentage of attendance of students

2.11 Course/Programme wise distribution of pass percentage :

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %

Note: Two years course begin from July 2015; therefore the 1st batch is yet to complete the course.

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

- Monthly record of attendance of the students is maintained in both Theory (80%) and Internship (90%).
- Conducts verbal Feedback wherever necessary.
- Engages Resource persons from various fields on special days, sports and as experts in curricular areas.

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	
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.	13
Others	

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	32	Nil		8
Technical Staff	3			

Criterion – III

3. Research, Consultancy and Extension

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

- The IQAC conducts regular meetings with the faculty and selects topics according to the needs and are distributed among faculty to conduct research work.
- The IQAC also suggests the college authorities and governing bodies to sanction leaves and necessary funds for the faculties who involve themselves in the research and publication related activities.
- Information received from various agencies regarding seminars, conferences etc. Are circulated among the faculty.

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	1			√
Outlay in Rs. Lakhs	7.50			

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	5	
Non-Peer Review Journals			
e-Journals			
Conference proceedings			

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	1.6	Social Welfare	7.5 Lak	7.5 Lak
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 : *NA*

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

3.9 For colleges
Does not Arise Autonomy CPE DBT Star Scheme
 INSPIRE CE Any Other (specify)

3.10 Revenue generated through consultancy

3.11 No. of conferences

organized by the Institution

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

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

3.13 No. of collaborations International National Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs :

From Funding agency From Management of University/College

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
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) : **Does not Arise**
JRF SRF Project Fellows Any other

3.21 No. of students Participated in NSS events: **Does not Arise**
University level State level
National level International level

3.22 No. of students participated in NCC events: **Does not Arise**
University level State level
National level International level

3.23 No. of Awards won in NSS: **Does Not Arise**
University level State level
National level International level

3.24 No. of Awards won in NCC: **Does not Arise**
University level State level
National level International level

3.25 No. of Extension activities organized : **Does not Arise**
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

- Orientation & Discussion for improvement of Teaching-Learning process with the different Schools.
- Tree Plantation around the campus under the theme *Green Campus*

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			
Class rooms	7			
Laboratories	4			
Seminar Halls	1			
No. of important equipments purchased (\geq 1-0 lakh) during the current year.		2(LCD Proj.)	Students fees	72,600
Value of the equipment purchased during the year (Rs. in Lakhs)				
Others (<i>Electric Heater</i>)		7		7

4.2 Computerization of administration and library

Administration— Under process
Library—Under process

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	8969		63		9032	
Reference Books						
e-Books						
Journals			2	8000	4	16000
e-Journals						
Digital Database						
CD & Video						
Others (specify) <i>News Paper</i>					4	6576

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	27	1	3	1	1	7	10	0
Added	3	0	0	0	0	5	4	0
Total	30	1	3	1	1	12	14	0

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

- Training to teachers on Computer Application: PPT, Excel and MS Access

4.6 Amount spent on maintenance in lakhs :

i) ICT	0.80
ii) Campus Infrastructure and facilities	0.80
iii) Equipments	--
iv) Others	0.60
Total :	2.20

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

- The IQAC organised regular meetings with the students to enhance their awareness about student support services which are available in the college.
- Information about available services are displayed on the display board of the college.

5.2 Efforts made by the institution for tracking the progression

- Report collection and analysis on assigned tasks to individuals/groups
- Students are made to present PPT on the completed tasks followed by discussion.

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
98	27		

(b) No. of students outside the state

Nil

(c) No. of international students

Nil

Men	No	%	Women	No	%
	51	40.8		74	59.2

Last Year						This Year					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
0	0	121	0	0	121	01	01	122	01	0	125
Demand ratio = 10:1 (<i>Pre-Service</i>)						Dropout % = 11					

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

No

No. of students beneficiaries

5.5 No. of students qualified in these examinations: **Does not arise**

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

2

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;
Resource: Mr. Pheluopfeli Kesiezie on 8th March 2016

5.9 Students Activities

5.9.1 No. of students participated in Sports, Games and other events: *Done at District level only. 14th to 16th April. 2016*

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: *(Inter College)*

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	34	3,44,964
Financial support from other sources		
Number of students who received International/ National recognitions		

5.11 Student organised / initiatives : (*Only Institutional level*)

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:

Grievances	Redressed
Bath room and water related	Renovated Bathroom and water Reservoir placed
Poor wi-fi connectivity	Better Connectivity restored.
Class duration of one hour is too lengthy.	One short break introduced in the Time Table.

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

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.

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

- Before beginning of new semesters the college initiates discussion on curriculum transaction with other STEIs to maintain uniformity.

6.3.2 Teaching and Learning

- Initiated adopting of new approach of Lesson plan (Constructivist Approach) with other STEIs .
- Maintaining Self appraisal diary by faculty.
- Screening of Educational documentaries and movies whenever time permits.
- Team teaching is done by Teacher Educators

6.3.3 Examination and Evaluation

- Student's performance in group work is monitored and assessed.
- Assignments/ projects given to the students are assessed for internal evaluation.
- Internal tests are spread out in daily time table instead of a separate time for the tests

6.3.4 Research and Development

- A numbers of Research papers contributed by faculty; and for this to be realised, constant support provided to faculty by providing required Tools, Software and information.

6.3.5 Library, ICT and physical infrastructure / instrumentation

- Journals subscribed
- Repairing of computer software and hardware.
- Physical exercise equipment purchased and installed

6.3.6 Human Resource Management

- Supporting staff are detailed work according to the requirements of the different sections, including the library.
- Among the B.Ed. Faculty, some are engaged in M.Ed. for maximum use of Resources.
- Faculty are deputed as experts to different departments based on their ability to contribute

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

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?

Nil

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

Does not arise

6.11 Activities and support from the Alumni Association

Nil

6.12 Activities and support from the Parent – Teacher Association

Does not arise

6.13 Development programmes for support staff

Any information received on such programmes are circulated among the support staff.

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

- Cleaning the campus was done two times.
- For rain water preservation two water reservoirs have been installed.
- Replacement of plastic pet bottles by glass tumblers
- As far as possible used papers are used for printing.
- Energy efficient bulbs are used
- There is observation of earth day / world environment day every year.

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.

- The theme “I love my College” introduced for more participation and contribution towards the development of the college
- Pre-counselling session for newly admitted students.
- Self reflection diaries and feedback booklets introduced.
- Certificate booklet distributed among the faculty to maintain API score

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

- Full place web site launched.
- All class rooms are fixed with LCD projectors.
- Inter college sports meet conducted.
- Social networking app like Telegram rigorously used for paperless resource material dissemination.
- Social work on 25th & 26th June 2015 conducted.
- Following days celebrated ---
 - World day against Trafficking in Person on 30th July. 2015.
 - World Humanitarian Day on 19th August. 2015.
 - International day of Democracy on 15th Sept. 2015.
 - International day for Girl Child on 8th Oct. 2015.
 - World Aids Day on 30th Nov. 2015.
- Synthesize talk on Election on 23rd sept. 2015.
- A teaching/Activity Diary of the Teachers introduced.

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

- Dissemination of Paper less Resource material through a social app.
- Diaries for self reflection and feedback, and API score for both student teachers and faculty.

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

7.4 Contribution to environmental awareness / protection

- Tree plantation in the campus was done
- Potted plants kept around the campus to be cared by staff and faculty

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 = Resources from alumni; Availability of ICT resources; Online Resources,
Linkage with NGOs.
W= Inadequate infrastructure
O= Provision for expansion of infrastructure.
T= Lack of coordination among related departments.

8. Plans of institution for next year

- Improving Quality Assurance monitoring technique.
- Encouraging more faculty to publish research based papers.
- Including M.Ed. Students to publish at least one paper a year.
- Request Management to provide fund for Research works.
- Take suggestions from Alumni for quality enhancement.
- More collaboration with NGOs.
- Purchase Research analysis software for M.Ed.

Name Mr. Sandip Ratna

Name Mr. Hekishe Sema

Signature of the Coordinator, IQAC

Signature of the Chairperson, IQAC

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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:

State College of Teacher Education, Kohima
Minutes of the Faculty Meeting
 At the SCTE-K, Auditorium

Date: 22nd May 2015

Faculty Members Present:

a. Mr Hekishe Sema	Vice- Principal
b. Ms Alemla Longkumer	Asst. Prof
c. Ms. Elizabeth Walling	Asst. Prof
d. Mr. Sandip Ratna	Asst Prof
e. Ms. Rose Mary Achumi	Asst. Prof
f. Ms. Thronlem Jorlem Konyak	Asst. Prof
g. Ms. Rokuonuo Usou	Asst. Prof
h. Ms. Temsutula Longkumer	Asst Prof

The Principal Dr. Bendangla welcomed all the faculty members.

Ms. Elizabeth in the devotion shared about the footsteps we take in our life. Basing on Ephesians 5:15 and Psalm 101:2 she encouraged the faculty members to walk carefully, to evaluate ourselves and ask God to guide and control us wherever we may be.

Review of Last Meeting Minutes

- a. Admission for both B. Ed and M.Ed to be conducted in the first week of June.(1st-5th June)
- b. Draft of the fee structure for M.Ed has already been requested from the Dept. of Higher Education.
- c. Prospectus- Since Prospectus for the Session 2015-16 had already been given out to the student trainees, the faculty decided not to issue a new Prospectus for this year. Instead information with regard to the new academic session will be printed in a small booklet form and distributed to them.

DISCUSSION

1. Admission for both B.Ed and M.Ed will be from June 1st to 5th. It was also decided to give 10 more days i.e till 15th June 2015 for the in-service teachers.
2. The following non teaching staff were selected to help during the admission process:
 - a. Asüle , Florence and Narola ----- B.Ed Admission
 - b. Novizo and Senuo ----- M.Ed Admission.
3. A Notice asking the student trainees to submit their Migration Certificate within 3 months from the day of their admission to be posted on the Notice Board.
4. Decided to write to the concerned Departments and inform them that no in service teacher trainees will be considered/entertained after the start of the session (1st July 2015).
5. Mr. Sandip Ratna will be in charge for the up gradation of the SCTE website.

Best Practice(1):

1. Title of the Practice.

Self-reflection and Feedback Diaries and Record Maintenance of Responsibilities and Assignments.

2. Objectives of the Practice.

- a. To enhance reflection and critical thinking.
- b. To reflect on one's shortcomings and strengths.
- c. To encourage student-teachers to become reflective practitioners in their future fields.
- d. To facilitate self-assessment of individual growth.
- e. To help the faculty realize their strengths and shortcomings through the feedbacks of the student-teachers and develop accordingly.
- f. To maintain track record of one's assignments/responsibilities and contributions to the College and beyond.
- g. To assist in maintaining records for future API scoring of the faculty.
- h. To promote professional growth.

Underlying Principles/Concepts

Professional education involves not only developing one's competencies in content knowledge and professional attitudes but also provides opportunities for student-teachers and faculty to reflect on their experiences and practices in order that they might see how their practices can be improved. Thus, maintenance of Diaries and Records provide opportunities for the student-teachers as well as the faculty for reflection. This practice not only facilitates reflection on the learning activities to explicitly and purposefully identify what they have learned, taught and done, but more importantly helps relate to their practices, evaluate and formulate plans for improvement.

3. The Context

Reflection is important for one's growth and development. Diaries for self-reflections and feedbacks were introduced for both the student-teachers and faculty, where they have to record their everyday activities, observations and reflections. It was felt that reflections and feedbacks were necessary to assimilate the new information/concept. Reflective writing can also facilitate reflection, critical thinking and allow the student- teachers to express feelings regarding their observations and their educational experiences.

As professionals, it is necessary to constantly upgrade one's competencies. Maintenance of such diaries helps to reflect on one's shortcomings and strengths. It also throws light on the dominant

modes of transaction and reminds the teachers of using different modes of transaction and approaches which in turn will help the student-teachers to develop competencies in using different approaches in their teaching.

Teachers' responsibilities are not only confined to classroom discourse alone but they also have to play multifarious roles both in and outside their regular assignments. Such tasks enhance their growth as professionals. Maintenance of evidential proof of such responsibilities helps to assess one's self-worth and develop upon it. Moreover, the Guidelines of UGC require the Faculty to maintain their API scores. But all too often there is a tendency to forget and keep track of one's contribution and performance. The College, therefore, felt it necessary and important for the Faculty to maintain records of their assignments and responsibilities and thus, this Record Maintenance practice was introduced.

4. The Practice.

Use of diaries for self-reflection and feedback was introduced for the student-teachers where they have to record their everyday activities and observations. A prescribed format of the diary was provided and the student-teachers were given the freedom to title their diaries in order to let them discover their creativity and individuality. The diary was divided into two categories-

- a. Observation and Reflection on classroom transaction which have the following areas- Week/ No. of Classes, Unit, Topic, Mode of Transaction, Reflection and Comments .At the end of each Unit they will assess out of 10 points on the following areas- Communication Skill, Use of ICT, Learner's Engagement, Content Mastery and the Overall Performance of the teacher.
- b. Observation and Reflection on Activities with the following areas- Date/ Day, Title of Activity, Nature of Engagement, Reflection, Comments

It was felt that their feedbacks will help in the overall development of the College in general and the teaching faculty in particular. It will also help the student-teachers to realize that no one is perfect and that teaching-learning is a continuous process. These diaries are submitted to the faculty so that the latter can make an overall assessment of the attitude, reflection and their estimate of the faculty.

The teaching faculty also maintain such kind of diaries. Their reflection was done on the following areas- Date/Day, Period/ Class/ Unit, Topic, Mode of Transaction & Activities, Remarks/ Reflection

Along with the self reflection diary, the teaching faculty also maintained and kept records of assignments and responsibilities both within and outside the College. They have to record whether they were In charge, Participant or Resource Person of a programme and also mention the date, year and name of the Programme. These records are then countersigned by the Principal of the College.

5. Evidence of Success

This best practice was beneficial for everyone. The special strength of maintaining such records are the quality of feedbacks provided by the student-teachers which have helped the teaching faculty to change in their approaches, strategies and dealing with the student-teachers.

One major feedback given by the student-teachers was their desire for the faculty to use Power Point Presentations during classroom transaction. Thus, an In –House Workshop was organised for the faculty and hands-on training was given on how to prepare and use Power Point. The fruit of this Workshop was that, the teaching faculty have started using Power Point Presentations in their classrooms.

Moreover, the maintenance of records of responsibilities and assignments which are countersigned by the Principal assist in maintaining the records for future API scoring which in turn will help in the career advancement of the faculty.

6. Problems encountered and Resources required

The problems encountered were:-

- a. Lack of uniformity amongst the faculty in maintaining the Diary.
- b. Many of the student-teachers were unwilling to honestly disclose their real perspectives and reflections.
- c. The feedbacks and reflections of the students-teachers were not often immediately looked into for one reason or the other.
- d. In their Reflective Diaries, the student-teachers mostly reflected on the co-curricular aspects. Less importance/reflection was made on classroom transaction.
- e. Since verbal feedbacks were taken from the student-teachers every now and then, it was felt not very necessary to maintain diaries by the faculty.
- f. Deep reflection is a difficult task. It takes time and concentration to develop such important professional skills.
- g. Student-teachers were not comfortable in writing down their reflections because issues of trust and confidentiality were involved.
- h. Inability of the faculty to constantly monitor/ read the reflections of the student-teachers due to time constraints.

Resources Required

- a. Reflective Journal provided to the student-teachers by the College.
- b. Diary for the teaching faculty.
- c. Certificates for the teaching faculty

Best Practice(2):

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:*

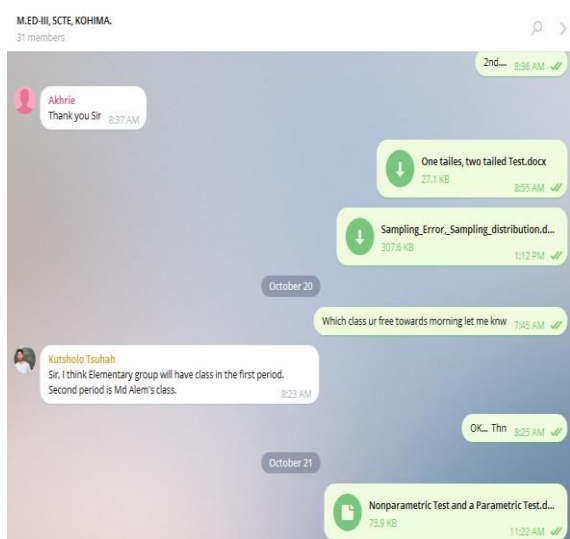


Fig1 : Resource sharing and information dissemination

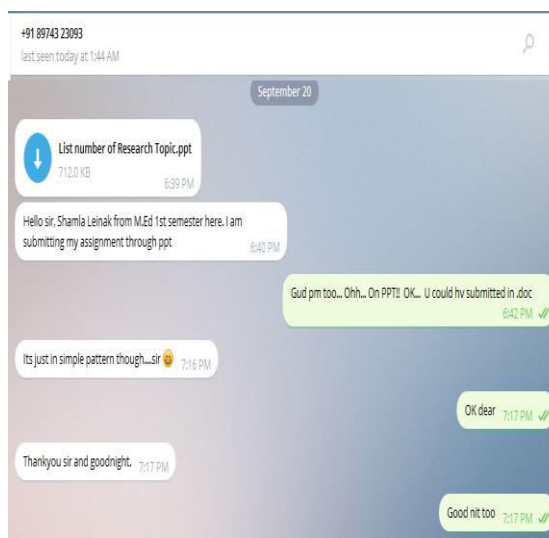


Fig2: A student submitting Assignment

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.