



Yearly Status Report - 2018-2019

Part A

Data of the Institution

1. Name of the Institution		STATE COLLEGE OF TEACHER EDUCATION, KOHIMA, NAGALAND
Name of the head of the Institution		Shri Hekishe Sema
Designation		Principal (in-charge)
Does the Institution function from own campus		Yes
Phone no/Alternate Phone no.		03702260290
Mobile no.		9856071221
Registered Email		sctekohima@gmail.com
Alternate Email		iqacscte@gmail.com
Address		State College of Teacher Education Near SCERT-Kohima, High School Road
City/Town		Kohima
State/UT		Nagaland
Pincode		797001

2. Institutional Status	
Affiliated / Constituent	Affiliated
Type of Institution	Co-education
Location	Urban
Financial Status	state
Name of the IQAC co-ordinator/Director	Dr. Sandip Ratna
Phone no/Alternate Phone no.	03702260290
Mobile no.	9856950447
Registered Email	sandipncte@yahoo.in
Alternate Email	iqacscte@gmail.com

3. Website Address	
Web-link of the AQAR: (Previous Academic Year)	_https://sctek.online/wp-content/uploads/2023/02/2017-18-aqar.pdf
4. Whether Academic Calendar prepared during the year	Yes
if yes,whether it is uploaded in the institutional website: Weblink :	http://sctek.online/wp-content/uploads/2023/02/acc-calander-2019July Dec.jpg

5. Accrediation Details					
Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
1	B	2.52	2011	16-Sep-2011	15-Sep-2016

6. Date of Establishment of IQAC	05-Nov-2007
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7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
Conduct of End Semester	06-Oct-2019	116

Exam.	20	
Feedback analysis of Art & Drama.	18-May-2019 3	50
Development of Case study format for SCTE Student-Teachers.	07-Feb-2018 4	50
Scrutinizing, Recording and forwarding of API for faculty placement.	05-Sep-2018 6	5
View File		

8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
No Data Entered/Not Applicable!!!				
No Files Uploaded !!!				

9. Whether composition of IQAC as per latest NAAC guidelines:	Yes
Upload latest notification of formation of IQAC	View File
10. Number of IQAC meetings held during the year :	7
The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	No
Upload the minutes of meeting and action taken report	No Files Uploaded !!!
11. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No

12. Significant contributions made by IQAC during the current year(maximum five bullets)

Conduct of End Semester Exam.

Development of Feedback Form on Art Drama class and analysis of it.

Development of Case study format for SCTE Student-Teachers.

Scrutinizing, Recording and forwarding of API for faculty placement.

Conduct of Seminar on "Teachers: Transformational Leaders"

[View File](#)

13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achivements/Outcomes
To Conduct of End Semester Exam.	conducted successfully
Conduct Feedback on Art Drama class and analysis of it.	Corrective measures on feedback given are discussed among faculty
Development of Case Study format for SCTE Student Teachers.	Detailed explanation made to student teachers on its need significance, also supervised the study.
Conduct at least one Seminar	A Seminar conducted on the theme Teachers: Transformational Leaders

[View File](#)

14. Whether AQAR was placed before statutory body ?

No

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?

No

16. Whether institutional data submitted to AISHE:

Yes

Year of Submission

2019

Date of Submission

05-Dec-2019

17. Does the Institution have Management Information System ?

No

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

The curriculum for both B.Ed and M.Ed courses strictly complies with NCTE regulation 2014. Senior college members are also engaged in collaborating with Nagaland University during SPS(School of Professional Studies) meeting, which decides on the blueprint for curriculum planning and implementation in the state of Nagaland. The college also takes pride in conducting National and State seminar on topic of importance in the curriculum. The college is a hub

for innovation and courageous experimentation when it comes to developing education delivery system, as extensive study is carried out on the challenges and opportunities of education system of the state before any plan is finalized. The college also works in close collaboration with SCERT, and is a giant contributor and enabler with the activities of the department.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entrepreneurship	Skill Development
No Data Entered/Not Applicable !!!					

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
No Data Entered/Not Applicable !!!		
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1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
No Data Entered/Not Applicable !!!		

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
No Data Entered/Not Applicable !!!		

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
No Data Entered/Not Applicable !!!		
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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BEd	Teacher Education	103
MEd	Teacher education	18
View File		

1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	No

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution?
(maximum 500 words)

Feedback Obtained

The college collect feedbacks from different components of the college workforce like Teachers, students, alumni, parents and office staff by using Google forms which is administered , collected and analysed by the IQAC cell SCTE. In addition, the entry behaviour test are annually administered to each new batch of students which allow the college to wholistically deal with the demand and interest of each learner. Feedback from the faculty is a continuous exercise wherein they can report directly to the college IQAC cell or any of the faculty meeting regarding any issue of importance in the college. The office staff also strengthen the college functioning by adapting and improving themselves with any work the college is tasked with. The college have a strong and fruitful connection with the alumni as we have established alumni association which draws its executive member from every district. SCTE alumni has an active facebook, Instagram and WhatsApp account wherein information are shared. The college actively support the sharing of opinion and suggestions from the sister departments of the college. A grievances and suggestion box is also maintained in the college which allows any member of the college to put forward their ideas, problems and challenges in the college which are carefully deliberated upon by the grievances cell of the college.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BEd	Teacher Education	100	350	100
MEd	Teacher Education	50	53	18

[View File](#)

2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2018	100	18	12	5	2

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Numberof smart classrooms	E-resources and techniques used
19	2	3	5	0	4

[View File of ICT Tools and resources](#)

[View File of E-resources and techniques used](#)

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
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No Data Entered/Not Applicable !!!

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
19	19	0	0	2

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
2018	Not Available	Nil	Not Available

No file uploaded.

2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BEd	B. Ed.	Semester-IV	19/06/2018	20/09/2018
MEd	M. Ed.	Semester-IV	20/06/2018	18/09/2018

[View File](#)

2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

College carries out a series of internal assessments spread throughout the semester as planned. The college meticulously follow a continuous evaluation in all the course papers and practical activities. The college use the usual activities for Continuous Internal Evaluation, namely Paper Presentation using Power Point, Projects, Class Tests, Group Discussion, etc. Some reforms initiated were conduct of weekly Class Tests, making it mandatory for Student-teachers to carry out one activity from the suggested activities, as reflected in the course syllabus, in each course paper. Peer Teaching and Peer feedback were also carried out for effective continuous internal evaluation. To prepare the student teachers for the semester end university exam, model internal exam was also conducted.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

Before the close of the session, the Principal called for a faculty meeting to decide on the calendar of activities to be carried out in the next semester. The semester end exam is conducted by Nagaland University, and the schedule is also brought out accordingly by the university. However, in bringing out the

academic calendar, tentative dates for different activities were reflected keeping in view the semester end exam. The faculty strictly adhered to it while organising different activities workshops and seminars (Evaluation, Lesson Plan, Low cost No cost teaching aids, Chart - Making, Micro-Skills, etc.), class-test, paper presentation, Celebration of important days (Alumni Day, World Literary Day, Women's Day, World HIVAIDS Day, Girl Child Day, Earth Day, Environment Day etc.) Co-Curricular activities (Club Activities, Sports Week, Cultural Day etc.), Block Teaching, Observation of different phases of Internship for the Student-Teachers.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

<https://sctek.online/curriculum/>

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
BEd	BEd	Teacher Education	57	56	98
MEd	MEd	Teacher Education	20	17	85

[View File](#)

2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

No Data Entered/Not Applicable !!!

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
No Data Entered/Not Applicable !!!				
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3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
No Data Entered/Not Applicable !!!		

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
No Data Entered/Not Applicable !!!				
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3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
No Data Entered/Not Applicable !!!					
No file uploaded.					

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
No Data Entered/Not Applicable !!!		

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
Teacher Education	1

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
International	Teacher Education	2	4.46
View File			

3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
Teacher Education	2
View File	

3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
No Data Entered/Not Applicable !!!						
No file uploaded.						

3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
No Data Entered/Not Applicable !!!						
No file uploaded.						

3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	Nil	9	5	Nil

Resource persons	Nil	Nil	2	Nil
View File				

3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
No Data Entered/Not Applicable !!!			
No file uploaded.			

3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
No Data Entered/Not Applicable !!!			
No file uploaded.			

3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
International day for disaster reduction	Nagaland State Disaster Management Authority	Talk by Resource person	15	112
View File				

3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
No Data Entered/Not Applicable !!!			
No file uploaded.			

3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
Practice Teaching	Internship	List attached	25/03/2019	09/04/2019	100
View File					

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
No Data Entered/Not Applicable !!!			
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CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
No Data Entered/Not Applicable !!!	

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Campus Area	Existing
Class rooms	Existing
Laboratories	Existing
Seminar Halls	Existing
Classrooms with LCD facilities	Newly Added
Seminar halls with ICT facilities	Existing
View File	

4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of automation
Nill	Nill	Nill	2023

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	9403	1909288	83	56253	9486	1965541
Reference Books	370	150596	Nill	Nill	370	150596
Journals	1	1500	Nill	Nill	1	1500
Journals	2	3600	Nill	Nill	2	3600
View File						

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
No Data Entered/Not Applicable !!!			
No file uploaded.			

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/GBPS)	Others
Existing	51	23	2	0	0	7	15	2	6
Added	0	0	0	0	0	0	0	0	0
Total	51	23	2	0	0	7	15	2	6

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

2 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
telegram	https://docs.google.com/document/d/14vYli006AzjDg8Y2OCiAgd4fY_DvX4BqllcvezBN8Ho/edit?usp=sharing
telegram	https://docs.google.com/document/d/1xI25CiCLsWsRQZDBBvQlWCnXWBggAkzG7liMjwjsEE/edit?usp=sharing

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
No Data Entered/Not Applicable !!!			

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

• The maintenance and utilization of the physical, academic and support facilities of the College are effectively managed by the administrative head along with the faculty and non teaching staff of the Institute. • At the beginning of every academic session, proper availability of the needs of the classrooms, etc. is taken care of by the non-teaching staff under the supervision of the Vice-Principal. • The various college committees ensure smooth academic functioning and maintenance of physical facilities of the college. Important decisions are discussed and approved during Committee / faculty meetings. • The College has a well-equipped library and it is maintained by the concerned Library Committee. The student teachers are assisted if required, in accessing e-resources and searching for required books. • College has a Computer laboratory which is also used as Language lab, ICT class room and internet resource room to optimally utilize available infrastructure of the institution. • Smart board, supplied by the DHE and other ICT equipments are all maintained by the non-teaching staff under the supervision of IQAC. The DHE also inspects the upkeep of the above mentioned

equipments. UGC also provides seed money for upgrading ICT facilities which is done by the College Committee in charge of the maintenance and up-gradation. • CCTV is installed in the college premises at strategic locations. • The College has Bio Metric Machine installed. • The non-teaching staff looks after the sanitation and maintenance of the classrooms and offices. • The College has a night watchman/ chowkidar employed to maintain discipline and safety. • The college IQAC ensures that quality is maintained.

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Nil	Nil	Nil
Financial Support from Other Sources			
a) National	Nil	Nil	Nil
b) International	Nil	Nil	Nil
No file uploaded.			

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
Micro Skills and Transactional strategy	04/03/2019	100	SCTE-K
View File			

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
No Data Entered/Not Applicable !!!					
No file uploaded.					

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
No Data Entered/Not Applicable !!!		

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		

Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
No Data Entered/Not Applicable !!!					
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5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of programme admitted to
2019	5	B.Ed/M.Ed	Teacher Education	State College of Teacher Education/ Nagaland University	M.Ed/Ph.D
2018	7	B.Ed	Teacher Education	State College of Teacher Education- Kohima, Nagaland University	M.Ed/ Ph.D
View File					

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
NET	5
Any Other	2
View File	

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Annual Sports Meet	College level	242
Intercollege Sports Meet	State Level	204
View File		

5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ International	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
No Data Entered/Not Applicable !!!						
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5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

The student body consists of 7 members headed by a General Secretary who is usually elected/selected from B. Ed 3rd Semester and M. Ed 3rd Semester. The main purpose of constituting a student body is for the smooth conduct and transaction of various events under State College of Teacher Education, Kohima. The student body, under no circumstances, are allowed to over exercise his/her portfolio without consulting the concern faculty or without bringing the matter to the knowledge of the Principal/vice principal/students in-charges. The portfolio of the executive members of the student body is as followed- 1. General Secretary 2. Assistant General Secretary 3. Sports Secretary 4. Assistant Sports Secretary 5. Literary Secretary 6. Assistant Literary Secretary 7. Information and publicity Secretary Some of the activities that they are involved in are College Sports events which maybe inter collegiate or within the college itself, this is usually taken care by the Sports Secretary and Assistant Sports Secretary. The Literary Secretary and Assistant Literary Secretary works alongside the Magazine committee in bringing out the annual College Magazine which is titled Edmax. The Information and Publicity Secretary disseminates information about various events to local newspapers. Sports secretary keeps a track of all the college sports equipment. The inter-collegiate sports meet that was held on the 5th and 6th March had a total of 204 participants from the college. It was the student body executives who coordinated with the in-charges for college participation and the smooth functioning of the events.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

29

5.4.3 – Alumni contribution during the year (in Rupees) :

6000

5.4.4 – Meetings/activities organized by Alumni Association :

No Data Entered/Not Applicable !!!

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

The Principal is assisted in administrative matters by a team of assistants under the H.A. and responsibilities are assigned as per competency and rational distribution of work. The senior faculty are, also, delegated with certain administrative responsibilities whenever need arises. Structure and functioning: 1. Principal - Administration. 2. Vice-Principal/HOD - Academic Head. 3. H.A - Maintenance of files, correspondence, recording of Information received and Supervision of supporting staff. 4. UDAs - Student admission, examination, dispatching letters. 5. LDA/Computer Assistant - Receipt and dispatch store maintenance, Management of ICT. 6. Cashier - Preparation and distribution of salary. 7. Projector Operator - Handling of video still cameras, PA system etc. 8. Laboratory Assistant Demonstrator - Assisting Teacher Educators in science, computer and Language Laboratories. 9. Librarian - Library Management.

6.1.2 – Does the institution have a Management Information System (MIS)?

No

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Curriculum Development	: The Principal as the institutional head and vice- principal as the academic head coordinates with the University on matters pertaining to the curriculum.
Teaching and Learning	: Use of team teaching whenever feasible, especially during the transaction of most of the core areas viz. Micro-teaching session, Evaluation, Lesson planning, Introduction to core aspects of community work, certain Methods areas etc. Use of seminar, workshop, discussion, project etc. by concern teacher-educators in respective papers.
Examination and Evaluation	: External examination in the theory papers is conducted by the University for 70 per cent and internal examination for 30 per cent is conducted by respective teacher-educators throughout the year in the form of assignments, project work, group activities, test, seminars, workshops etc. A sound feedback system both for teachers and students are maintained. The institution develop and use of feedback Performa during demonstration by teacher educators, use record books and assessment sheets during skill development, send students for counseling who showed a low score in readiness to learn, maintain self appraisal chart on college activities.
Research and Development	: The College motivates and encourages faculty to do research related activities and undergo courses on professional development.
Library, ICT and Physical Infrastructure / Instrumentation	The library has computer with internet connectivity and required e-resource which can be accessed from INFLIBNET and other sources. Faculty and students are encouraged to use LCD Projectors, Social networking apps like WhatsApp, telegram, emails, internet etc. for dissemination of information and teaching-learning resources. Construction of multipurpose hall and installation of yoga and gym

	facilities.
Human Resource Management	The requirement of faculty in subject areas, professional development and current trends in teacher education are taken in account. For non-teaching staff any related skill and management training programs are considered as per the need arises.
Industry Interaction / Collaboration	Nil
Admission of Students	: A written test is conducted under different Pedagogy, General Knowledge and Language Competency. The shortlisted students in written test are called for oral test. Admission is given to students on the basis of merit.

6.2.2 – Implementation of e-governance in areas of operations:

E-governance area	Details
No Data Entered/Not Applicable !!!	

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
No Data Entered/Not Applicable !!!				
No file uploaded.				

6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2019	One day seminar on Teachers: Transformational Leaders	Nil	05/04/2019	05/04/2019	40	Nil
View File						

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
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Faculty Development Programme on "Nai Talim, Work Edn., Exp. Learning Community Engmt.	2	26/11/2018	30/11/2018	3
47th UGC, Sponsored Orientation Programme	1	18/02/2019	19/03/2019	29
Refresher Course	1	01/11/2018	28/02/2019	119
View File				

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
No Data Entered/Not Applicable !!!			

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
Medical reimbursement facility is available from the government. Casual leave of 12 days, restricted leave of 3 days per year, as per government rules, are available. Earned leave, medical leave, study leave and maternity leave (female faculty) can be availed as and when required.	The College provides interest free loans which are reimbursed in monthly instalments. Loan and Medical reimbursement facilities are available from the government. Casual leave of 12 days, restricted leave of 3 days per year, as per government rules, are available. Earned leave, medical leave and maternity leave (female faculty) can be availed as and when required	Nil

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

Internal Academic Administrative Audit (AAA) is done every year by audit Committee. External Academic Administrative Audit (AAA) is done by the Accountant Generals Office once in three years.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
No Data Entered/Not Applicable !!!		
No file uploaded.		

6.4.3 – Total corpus fund generated

No Data Entered/Not Applicable !!!

6.5 – Internal Quality Assurance System

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	Higher Education	Yes	Vice-Principal and IQAC
Administrative	Yes	Higher Education	Yes	Principal and IQAC

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

No Data Entered/Not Applicable !!!

6.5.3 – Development programmes for support staff (at least three)

1. Training on Accounts and Budgeting. 2. Office Procedures and Accounts. 3. Training on National Pension System.

6.5.4 – Post Accreditation initiative(s) (mention at least three)

1. The faculty, staff and the student - teachers of the Institution are constantly reminded of the Vision and Mission of the college. Keeping the Vision and Mission in mind the college worked towards it under certain themes such as Punctuality (2012-2013) and I Love My College (2016-2017). 2. Research studies are taken up in the areas of social concerns. 3. Initiatives for the professional development of faculty are taken up. 4. Move for creation of faculty positions according to the new regulation of NCTE 5. Redeployment of staff as per line of expertise.

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b) Participation in NIRF	No
c) ISO certification	No
d) NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
Nil	Conduct of End Semester Exam.	06/10/2019	06/10/2019	25/10/2019	116
Nil	Feedback analysis of Art Drama.	18/05/2019	18/05/2019	18/05/2019	50
Nil	Development of Case study format for SCTE Student-	07/02/2018	07/02/2018	07/02/2018	50

No Data Entered/Not Applicable !!!

No file uploaded.

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
Rules Regulations/code of conduct	03/02/2014	Keeping in view the aims and aspirations of state college of Teacher Education, Kohima certain rules and regulations have been framed to be followed by the student-teachers. These rules have been formulated not to bind the student-teachers within the premises but to make them understand the value and standard of discipline, which when followed meticulously, will help them to emerge into more determined, matured and knowledgeable individuals. A full-hearted support from our student-teachers is thus solicited.

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
No Data Entered/Not Applicable !!!			
No file uploaded.			

7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

1. On World Environment Day, plant saplings were planted.
2. Cleanliness drive is conducted every now and then.
3. Trees and plants are maintained around the campus.
4. Waste from the college are disposed off carefully with the help of community sanitation programme and services.
5. College partially uses paperless office and maintains it.

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

BEST PRACTICES 1 Title of the Practice: Team/Collaborative Teaching introduced at M.Ed. level. Objectives of the Practice: 1. To make the best use of expertise and resources available. 2. To improve the quality of instruction. 3. To maintain co-ordination among Teacher-Educators teaching at the M.Ed. level. 4. To enrich the learning of the Student-Teachers. Underlying principles/concepts of the practice: Team Teaching is based on the assumption that no single teacher possesses the expertness to do full justice to the entire course. It is intended to provide Student-Teachers an opportunity to face more than one specialist, thereby, getting the benefit of acquiring

specialized knowledge. It also provides opportunity to (fresh and junior) teachers to observe the teaching of other members of the team (experts and seniors) which helps in improving their instruction too. Both teachers and students get opportunity to interact with experts, thereby learning is enriched. The context: The transaction of the course is crucial for improving the overall quality of education in general and teacher education in particular. With the introduction of M.Ed. course for the first time in the State, the college faculty had to handle both M.Ed. as well as B.Ed. courses.

This required extra effort from the faculty. With no new appointment of permanent/temporary faculty for the M.Ed. level, the qualified faculty teaching the B.Ed. level took up the responsibility of teaching the M.Ed. course too. The faculty, therefore, collaborated the resources, abilities and experiences in transacting the course. (Experts/resource persons were also invited from Nagaland University to take up some contents.) The practice: The effectiveness of Team Teaching/Collaborative Teaching demands total co-operation and understanding of the teachers involved and the proper assigning of duties to all the team members according to their interest, aptitude, efficiency and specialization. On the basis of this, some topics from the syllabus were transacted through workshop mode. The tasks were equally assigned among the team members, whereby, a team of 2-3 teachers shared and transacted the topics. Supplementary points were contributed by the other members in a non-judgmental manner. Multiple viewpoints from all the members were taken, which otherwise individual teacher could not have done independently. There was healthy exchange of ideas which benefited not only the Student-Teachers but also the Teacher-Educators. Each member had the opportunity to observe how others teach and also to be observed by other teachers. Thus, facilitating continuous appraisal and mutual constructive feedback to gain more insights into ones strengths and weaknesses, which in turn helped improve the instructional process. Evidence of success: Problems encountered and Resources required: The learning outcome of some Student-Teachers was very effective and satisfactory. However, for some of them, too much variety and conflicting opinions hindered their understanding and confused them. This shows that the Teacher-Educators should discuss and update the information and also have better co-ordination among them before transacting the topics. This demanded a lot of time and energy from the team members. Although the team members were willing to meet and have thorough discussions, yet being involved in transacting the B.Ed. course, was draining. It was also difficult to adjust the workshop sessions with the daily B.Ed. class routine of the team members involved. BEST PRACTICES

2 1. TITLE OF THE PRACTICE PROJECTS ON ENVIRONMENTAL PROBLEMS AND ISSUES. 2.

OBJECTIVES OF THE PRACTICE. 1. To orient student teachers with planning, designing and conducting of environmental awareness projects, activities, and case studies in local contexts. 2. To expose student teachers to different kinds of community projects in the locality. 3. To build and disseminate awareness of environmental issues at local level. 4. To develop relevant skills and attitudes towards environmental concerns among student teachers and the community. 5. To promote awareness about the harmful effects of the use of non-biodegradable substances on the environment. 6. To encourage Recycling and Reuse of waste material and Reduce consumption. Underlying Principles/Concepts Of The Practice. 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. 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.

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 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. located in the college campus that receives a lot of direct sunlight to help keep the compost pit A spot was have the right temperature. 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. Study of Medicinal Plants And Its Conservation In And Around Kohima. The scientific names, plant parts used and medicinal uses/ information were recorded and exhibited by the student trainees in the college. Awareness Drive On

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

<https://sctek.online/best-practice/>

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

Introduction of Certificate Course in Physical Education (CCPE) The college introduced the CCPE course in collaboration with the Youth Resources Development department, government of Nagaland making itself distinct from any other Teacher Education Institutions. This course is very helpful for student teachers who would be working in schools. One of the most important and popular cocurricular activities in the schools is games and sports and teachers are required to organize and carry out the program in their school. The curriculum for the course was designed and finalized by the college in consultation with experts from the Youth Resources Development. With an objective that the knowledge of physical measurements of playfield, rules and regulations attached to different games and sports and theoretical knowledge help contribute to an efficient conduct of the games sports program. The course in CCPE has two components: The theory and the practical. Student teachers are first given a through orientation on physical education in the theory classes and followed by their practical classes. The practical activities are conducted in the Indira Gandhi Stadium located near the college (about 2 kms). This is done with proper collaboration with Youth Resources Development department and approval from the management of the stadium. For the entire program the college engages a qualified parttime faculty having Master in Physical Education (M.P.Ed.) with NET.

Provide the weblink of the institution

<https://sctek.online/best-practice/>

8.Future Plans of Actions for Next Academic Year

To upgrade Fitness Studio To start aerobic class To organize an educational tour for CCPE student teachers enrolled for the course.