



## YEARLY STATUS REPORT - 2022-2023

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	State College of Teacher Education
• Name of the Head of the institution	Dr Eizabeth Walling
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	03702260290
• Mobile No:	9436011595
• Registered e-mail ID (Principal)	sctekohima@gmail.com
• Alternate Email ID	iqacscte@gmail.com
• Address	State College of Teacher Education
• City/Town	Kohima
• State/UT	Nagaland
• Pin Code	797001
<b>2.Institutional status</b>	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	<b>Urban</b>												
• Financial Status	<b>UGC 2f and 12(B)</b>												
• Name of the Affiliating University	<b>Nagaland University</b>												
• Name of the IQAC Co-ordinator/Director	<b>Dr Sandip Ratna</b>												
• Phone No.	<b>03702260290</b>												
• Alternate phone No.(IQAC)	<b>9856950447</b>												
• Mobile (IQAC)	<b>9856950447</b>												
• IQAC e-mail address	<b>sandipncte@yahoo.in</b>												
• Alternate e-mail address (IQAC)	<b>iqacscte@gmail.com</b>												
<b>3.Website address</b>	<a href="https://sctek.online/">https://sctek.online/</a>												
• Web-link of the AQAR: (Previous Academic Year)	<a href="https://sctek.online/wp-content/uploads/2023/11/2021-22-AQAR-1.pdf">https://sctek.online/wp-content/uploads/2023/11/2021-22-AQAR-1.pdf</a>												
<b>4.Whether Academic Calendar prepared during the year?</b>	<b>Yes</b>												
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://sctek.online/wp-content/uploads/2023/02/2021-sept-acc-plan-1.pdf">https://sctek.online/wp-content/uploads/2023/02/2021-sept-acc-plan-1.pdf</a>												
<b>5.Accreditation Details</b>													
<table border="1"> <thead> <tr> <th>Cycle</th> <th>Grade</th> <th>CGPA</th> <th>Year of Accreditation</th> <th>Validity from</th> <th>Validity to</th> </tr> </thead> <tbody> <tr> <td><b>Cycle 1</b></td> <td><b>B</b></td> <td><b>2.52</b></td> <td><b>2011</b></td> <td><b>15/09/2011</b></td> <td><b>16/09/2016</b></td> </tr> </tbody> </table>		Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to	<b>Cycle 1</b>	<b>B</b>	<b>2.52</b>	<b>2011</b>	<b>15/09/2011</b>	<b>16/09/2016</b>
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<b>6.Date of Establishment of IQAC</b>	<b>05/11/2007</b>												
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.</b>													

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Dr Sandip Ratna	Women Technology Park (WTP) for Rural Tribal Women of North East through Technological Intervention	DST, New Delhi	03/12/2021	44,68,807
SCTE	PMKVY 4.0	NSDC, New Delhi	04/04/2023	8L+

<b>8. Whether composition of IQAC as per latest NAAC guidelines</b>	<b>Yes</b>			
<ul style="list-style-type: none"> <li>Upload latest notification of formation of IQAC</li> </ul>	<a href="#">View File</a>			
<b>9. No. of IQAC meetings held during the year</b>	<b>14</b>			
<ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>			
<ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>			
<b>10. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>			
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>				
<b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>				
# Introduction & Intra-stromal development the project WTP # Skill Training to the educated unemployed women of the state, 1 Batch of 16 women. # Conduct of SSS and analysis				

**12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).**

Plan of Action	Achievements/Outcomes
Introduction of Two Skills for BEd students	33 student-teachers received certificate
Introduction of Two Skills for educated unemployed women of the community	13 of them are certified
To conduct Poetry contest on 'Freedom Fighters of India'	The college conducted Poetry contest on 'Freedom Fighters of India' on the 19th July to mark the Birth Anniversary of Mangal Pandey.
To organise Cultural Day.	The Cultural Day was conducted on the 28th of September, 2022
To organize Seminar for student-teachers.	A seminar on "The Essence of Tribals in India" was organised on 14th November, 2022
To commemorate World Aids Day.	The Red Ribbon Club of the college in collaboration with NSACS organised a program to commemorate World Aids Day on the 28th November, 2022 (which is actually on 1st December).
To introduce Skill India Course	Introduced Skill India Course on "Small Mushroom Grower", Sewing Machine Instructor and Data Operator.
The College planned to organize an education tour for students-teachers	On May 20th, 2023, the students-teachers undertaking the Small Mushroom Grower Course under Skill India training provided under the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) took one-day trip to Dimapur.
To continue to observed important National and International day.	The college observed National and International days.

To continue to scrutinize and verify the placement application of faculty to various stage	The IQAC committee members scrutinized and verified the placement application of the faculty to various stages on the 8th June, 2023
To continue Students Satisfaction Survey (SSS).	Student Satisfaction Survey (SSS) was taken for B.ed 4th semester student-teachers (2021-2023 batch)
To continue student-teachers mentoring system	Each Mentee met the Mentor to discuss the academic improvement of the Mentee. <a href="https://sctek.online/wp-content/uploads/2023/11/mentorship-2022-23.pdf">https://sctek.online/wp-content/uploads/2023/11/mentorship-2022-23.pdf</a>
NAAC webinar for Teacher Education Institutes of Nagaland	on 17th of May 2023, a webinar is conducted where Two eminent from NAAC resourced
Conduct remedial classes for necessary student-teachers.	After displaying the internal marks of the student-teachers, remedial classes were conducted for academically weak student-teachers till the 6th of June 2023.
Visit to Special schools and Inclusive schools.	On 26th October 2022, the 3rd semester student-teachers visited Special school and Inclusive school. They visited 6 schools in total in small groups. (Sept-Oct 2022 bi-bulletin) <a href="https://sctek.online/wp-content/uploads/2022/11/2022-Nov-bulletin-issue-6-.pdf">https://sctek.online/wp-content/uploads/2022/11/2022-Nov-bulletin-issue-6-.pdf</a>
<b>13. Whether the AQAR was placed before statutory body?</b>	No
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	
Name of the statutory body	Date of meeting(s)
Nil	Nil

**14. Whether institutional data submitted to AISHE**

Year	Date of Submission
2022-23	03/02/2023

**15. Multidisciplinary / interdisciplinary**

The institution, a government run college is under National Council for Teacher Education (NCTE) and Nagaland University (NU). When the government gives way, the college is ready to transform itself into a holistic multidisciplinary institution. The college is conducting research to find solution the societies most pressing issues and will continue to conduct more. Besides B.Ed program, the college had been offering M.Ed. However, for some technical reasons it was withdrawn in 2020. To retrieve the course, efforts are being made.

**16. Academic bank of credits (ABC):**

Our Institute is affilited under Nagaland University. So all the Mazor administrative dession is taken from there and Institution has no role to introduce ABC. We are hopeful to get it introduced in the near future.

**17. Skill development:**

Through the following scheme/projects B.Ed student teachers & Community members are given skill based training.

1. WTP
2. PMKVY 4.0

**18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)**

Efforts are made to integrate Indian knowledge system through Drama and Art which is a practical component of the course. Through the activities of Nai Talim and use of local language such as English, Nagamese, Tenydie, Ao, Sema etc. and examples during internship, Indian knowledge system is also integrated. No degree course is taught in Indian languages and bilingually in the institution except English. However, with directions on the implementation of the policy, this will be initiated. To promote Indian knowledge system, use of tribal language is encouraged, cultural day is observed and the college has identified Wednesday as Cultural Dress Day whereby all faculty and teacher trainees come in their own traditional dress. Activities are also conducted to identify medicinal plants

and traditional herbal medicines

**19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):**

Transformation of curriculum towards Outcome Based Education is not done.

The institution adopts blended learning by giving assignments, quizz and doing evaluation using technological tools such as Google classroom and other media.

**20.Distance education/online education:**

The institute does not offer any vocational courses online or in distance mode.

**Extended Profile**

**1.Student**

2.1 100

Number of students on roll during the year

File Description	Documents
Data Template	<a href="#">View File</a>

2.2 100

Number of seats sanctioned during the year

File Description	Documents
Data Template	<a href="#">View File</a>

2.3 2

Number of seats earmarked for reserved categories as per GOI/State Government during the year:

File Description	Documents
Data Template	<a href="#">View File</a>

2.4 50

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	<a href="#">View File</a>
2.5 Number of graduating students during the year	<b>46</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.6 Number of students enrolled during the year	<b>50</b>
File Description	Documents
Data Template	<a href="#">View File</a>
<b>2. Institution</b>	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	<b>260000</b>
4.2 Total number of computers on campus for academic purposes	<b>14</b>
<b>3. Teacher</b>	
5.1 Number of full-time teachers during the year:	<b>21</b>
File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	No File Uploaded
5.2 Number of sanctioned posts for the year:	<b>26</b>
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curriculum Planning</b>	

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

The College has a close collaboration with the Teacher Education Department and the Department of Education at Nagaland University. The University Board of Professional Studies extends an invitation to senior faculty members from the College, who are encouraged to participate in order to discuss and address the shared concerns of Teacher education. The educational industry consistently seeks novel challenges and breakthroughs within the scholastic and co-scholastic aspects and given the current focus on information and communication technology (ICT), it is expected that students pursuing a Bachelor of Education (B.Ed) degree will engage in the creation, curation, and advancement of electronic resources (E Resources), hence emphasis is given in this area like the usage of Google Classroom, Web Page learning. It was also a collective decision for the College to implement the custom of donning traditional attire every Wednesday with the aim of safeguarding the cultural heritage, upholding traditional values, and fostering a sense of unity among its faculty and student teachers.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	<a href="#">View File</a>
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
Any other relevant information	No File Uploaded

**1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni**

C. Any 3 of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of persons who participated in the process of in-house curriculum planning	No File Uploaded
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View File</a>
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers**

**B. Any 3 of the Above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="https://www.bing.com/ck/a?!&amp;&amp;p=2aeb190f68534802JmltdHM9MTcwMTk5MzYwMCZpZ3VpZD0xM2ZkZTM3MC0zZGFmLTZlYzYtMmZhMS1mMTQ2M2M3ZDZmZjEmaW5zaWQ9NTIwMg&amp;ptn=3&amp;ver=2&amp;hsh=3&amp;fclid=13fde370-3daf-6ec6-2fa1-f1463c7d6ff1&amp;psq=sctek.online&amp;u=a1aHR0cHM6Ly9zY3Rlay5vbmxpbmUv&amp;ntb=1">https://www.bing.com/ck/a?!&amp;&amp;p=2aeb190f68534802JmltdHM9MTcwMTk5MzYwMCZpZ3VpZD0xM2ZkZTM3MC0zZGFmLTZlYzYtMmZhMS1mMTQ2M2M3ZDZmZjEmaW5zaWQ9NTIwMg&amp;ptn=3&amp;ver=2&amp;hsh=3&amp;fclid=13fde370-3daf-6ec6-2fa1-f1463c7d6ff1&amp;psq=sctek.online&amp;u=a1aHR0cHM6Ly9zY3Rlay5vbmxpbmUv&amp;ntb=1</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	No File Uploaded

**1.2 - Academic Flexibility****1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available****1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

6

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View File</a>
Any other relevant information	<a href="https://sctek.online/ Bed">https://sctek.online/ Bed</a>

**1.2.2 - Number of value-added courses offered during the year**

2

**1.2.2.1 - Number of value-added courses offered during the year**

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year**

94

**1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year**

94

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View File</a>
Course completion certificates	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance**

File Description	Documents
Data as per Data Template	No File Uploaded
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	No File Uploaded
Document showing teachers' mentoring and assistance to students to avail of self-study courses	No File Uploaded
Any other relevant information	No File Uploaded

**1.2.5 - Number of students who have completed self-study courses ( online /offline, beyond the curriculum) during the year**

0

**1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year**

0

File Description	Documents
Data as per Data Template	No File Uploaded
Certificates / evidences for completing the self-study course(s)	No File Uploaded
List of students enrolled and completed in self study course(s)	No File Uploaded
Any other relevant information	No File Uploaded

### 1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

Regular workshops are conducted to provide student teachers with valuable knowledge on different topics and subjects. The initial two semesters primarily consist of theoretical coursework. During these designated time frames, student teachers are allocated to engage in the observation of school activities, wherein subsequent discussion and commentary on their experiences play a significant role as a component of the semester's academic pursuits.

In addition, student teachers are made to attend different workshops aimed at enhancing their professional capacity, which serve to fully develop their abilities. In the last semester of their academic journey, student teachers partake in a sequence of seminars centred around the utilisation of cooperative learning strategies, the development of instructional materials, the implementation of micro-teaching techniques, the formulation of lesson plans, and the design of assessment tools. The college additionally has a Mentorship programme for the student teachers.

File Description	Documents
List of activities conducted in support of each of the above	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	<a href="#">View File</a>

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

In order to expose the student teachers to the various aspects of the Teacher Education Programme , they are sent to different types of schools such as rural and urban, government and private, and inclusive schools for their school internship. It also allows them to

- Functioning of various Boards of School Education: The student teachers are sent to NBSE and CBSE schools
- Functional differences among them: Student teachers were sent to rural and Urban schools, Government and private schools, and inclusive schools for their school internship .During this phase, they are required to closely examine the authentic classroom setting, the entire school atmosphere, and actively engage as regular teachers, participating in all the school events. This experience enables them to gain a comprehensive understanding of the school, including its philosophy, purposes, organization and management tools,
  - Assessment systems : The experience gained during the Internship allows the student teachers to learn more about the school curriculum and its implementation as well as the assessment of teaching and learning.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

The College facilitates student teachers engagement in diverse educational settings, providing opportunities for observation and exposure to various management and operational models, including government schools, private schools, inclusive schools, and others in the first two semesters. In their last semester various exercises encompassing a sequence of rigorous workshops focusing on various aspects such as teaching skill development, evaluation techniques, preparation of teaching aids, micro techniques and strategies, block teaching, and planning of a minimum of 40 lessons before they are sent for their Internship. Significant national and international events are also commemorated, and corresponding activities are done in conjunction with these events. These exercises aim to provide student teachers with the necessary knowledge and skills to fulfil their responsibilities as future teachers proficiently.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 1.4 - Feedback System

**1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI**

Two of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following**

Feedback collected, analyzed, action taken and available on website

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

## TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

#### 2.1.1 - Enrolment of students during the year

100

##### 2.1.1.1 - Number of students enrolled during the year

50

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Document relating to sanction of intake from university	No File Uploaded
Approval letter of NCTE for intake of all programs	<a href="#">View File</a>
Approved admission list year-wise/ program-wise	No File Uploaded
Any other relevant information	No File Uploaded

**2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year**

50

**2.1.2.1 - Number of students enrolled from the reserved categories during the year**

50

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	<a href="#">View File</a>
Final admission list published by the HEI	No File Uploaded
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	No File Uploaded
Any other relevant information	No File Uploaded

**2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year**

2

**2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year**

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	<a href="#">View File</a>
List of students enrolled from EWS and Divyangjan	No File Uploaded
Any other relevant information	<a href="#">View File</a>

**2.2 - Honoring Student Diversity**

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

The college follows the culture of administering an entry behaviour test to the freshly inducted students on the first day of the new session. The test items cover a wide range to assess their knowledge on process of classroom teaching, how to get the attention of pupils, interrelation between school and community, teachers' responsibilities, desirable behaviour of teachers, classroom interaction, pupils' involvement in teaching-learning process, discipline, evaluation, co-curricular activities. Their responses are analysed, interpreted and recorded. The findings helped the teacher educators to plan academic and other co-curricular activities taking into consideration the varying needs and interest of the students. The overall programme of the college is enriched with variety of learning experiences to cater to different learning needs of the learners.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Documents showing the performance of students at the entry level	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs**

Four/Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>
Reports with seal and signature of Principal	<a href="#">View File</a>
Photographs with caption and date, if any	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity**

**Two of the above**

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View File</a>
Reports with seal and signature of the Principal	<b>No File Uploaded</b>
Photographs with caption and date	<b>No File Uploaded</b>
Any other relevant information	<a href="#">View File</a>

**2.2.4 - Student-Mentor ratio for the academic year**

**8 : 1**

**2.2.4.1 - Number of mentors in the Institution**

**14**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

Multiple mode approach to Teaching Learning is adopted by teacher educators which includes experiential learning, participative learning, brainstorming, group discussion etc. to enhance students' learning. Team teaching and peer teaching are also used. Student teachers also carried out school based activities pertaining to different areas covered in the course papers. For example: In Course 10, Creating an Inclusive Classroom, the student teachers were made to visit Special and Inclusive schools to collect data through observation of regular teachers and from administrators/principals through interview etc. Also in Course 11 namely Guidance and Counselling, the student teachers were also sent to different schools to find out the availability of guidance services and the kind of guidance services given by the schools to the students, Then basing on the data collected and observation made, they write reports and submit them to the course papers' faculty. Also in all the course papers, Paper presentation were made followed by in depth discussion by the students on the topic presented. So instead of merely listening to class lecture, the focus is on hands-on experience, concrete learning, reflective thinking, generating deeper understanding of different concepts/topics taught.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with

**Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year**

14

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="https://sctek.online/online-resources/">https://sctek.online/online-resources/</a>
Any other relevant information	No File Uploaded

**2.3.3 - Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, during the academic year**

100

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Programme wise list of students using ICT support	No File Uploaded
Documentary evidence in support of the claim	<a href="#">View File</a>
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	No File Uploaded

**2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports**

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	No File Uploaded
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	<a href="https://sctek.online/online-resources/">https://sctek.online/online-resources/</a>
Any other relevant information	<a href="#">View File</a>

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

Mentorship was introduced with the aim to ensure quality performance of the students in academics as well as in their professional aspects too. The student teachers were divided into 13 groups, each group comprising of 7 to 8 mentees under a mentor. The mentor provides support and guidance to the mentees whenever there is need. Also, there is timely group meeting where different topics like How to face an interview, Community service and the like, that will help the personal and professional development of the student teachers. Besides, there are also personal meeting of mentors and the mentees whenever needarises.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education-**

Two of the above

**from local to regional to national to global**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students

The College strongly emphasizes on nurturing creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. through teaching learning process. As such, the faculty follow the same in their teaching and attempt to impact the student teachers through different course papers, Nai Talim and EPCs.

Case 1. Classroom teaching always focuses on giving opportunity to the student teachers to apply their different thinking skills viz.: creative, critical, reflective and the like, through Questioning, practical activity, experiential learning and participative learning.

Case 2. Nai Talim emphasised on creativity and development of skills. Through it, student teachers learned different skills like basket weaving, jewellery making, crocheting and others life skills. Also it help them in developing creative thinking and innovativeness.

Case 2. In EPC 1 Understanding Self, for every activity the teacher educators give a brief introduction to the topic and activity, then the student teachers are asked to do individual reflective thinking for sometime followed by writing of whatever they could recall or concluded upon. For some activity, they required to have group discussion and need to work in group followed by group write up. All these activities help in the development life skills such as thinking skills, empathy, effective communication, self-awareness, interpersonal relationship skills, decision making skills etc.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.4 - Competency and Skill Development

**2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities with video graphic support wherever possibl	No File Uploaded
Any other relevant information	<a href="#">View File</a>

**2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement**

Ten/All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports and photographs / videos of the activities	No File Uploaded
Attendance sheets of the workshops / activities with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of each selected activity	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	No File Uploaded
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View File</a>
Report of the events organized	No File Uploaded
Photographs with caption and date, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

**2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	No File Uploaded
Any other relevant information	<a href="#">View File</a>

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

For the internship, faculty-in-charges were identified. First of all, they will make a list of the schools to be used for the programme. Then they will visit the schools and request the Administrators/Principals/Headmasters/Headmistresses of the schools. After getting confirmation, necessary preparations were carried in both the college and the schools. The college invite Principals/Coordinators of the practising schools to a Coordinators' Meeting. There the attendees were informed and oriented with their responsibilities in overseeing the student teachers. Also necessary documents and formats to be used were handed to them. The student teachers were also oriented with the details of internship; classes to be taken, how and what to observe their peers' classes, number

ofclass to observed. They were made to visit their practising schools to meet the regular subject teachers to collect the lessons to be taken and then were made to plan minimum 40 lessons to be transacted during their internship period. The teacher-educators were also given clear instruction as well as reminded of their roles in the internship and how to use the formats provided for observation and supervision of the internees' classes and activities in the practicing schools.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4.9 - Number of students attached to each school for internship during the academic year**

**2.4.9.1 - Number of final year students during the academic year**

46

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	No File Uploaded
Any other relevant information	No File Uploaded

**2.4.10 - Nature of internee engagement during internship consists of Classroom teaching  
Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests  
Organizing academic and cultural events  
Maintaining documents Administrative responsibilities- experience/exposure  
Preparation of progress reports**

One/Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sample copies for each of selected activities claimed	<a href="#">View File</a>
School-wise internship reports showing student engagement in activities claimed	<a href="#">View File</a>
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	<a href="#">View File</a>

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

There are different monitoring and evaluation mechanism for the different subjects involved in the internship programme. Once the arrangements were made between the college and the schools, the principals/coordinators were invited to the college for Internship coordinators meet where they were oriented how to monitor the internees, what to observe of their class, what teaching behaviour to evaluate, what responsibilities to assigned them. They are also given the necessary formats for evaluation and in maintaining the daily attendance of the internees. After the student teachers are sent to their individual practising school for internship, the teacher educators go to the practising schools and using the format meant for them, they supervise, observe and evaluate the internees class and provide feedback wherever, whenever necessary. The teacher educator will take turn in visiting the different practicing schools daily. The student teachers were also required to observe their peers' class and note down their observation which submitted to the college once internship period is over.

File Description	Documents
Documentary evidence in support of the response	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such**

Three of the above

as Self Peers (fellow interns) Teachers /  
School\* Teachers Principal / School\* Principal  
B. Ed Students / School\* Students (\* 'Schools'  
to be read as "TEIs" for PG programmes)

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View File</a>
Two filled in sample observation formats for each of the claimed assessors	No File Uploaded
Any other relevant information	<a href="#">View File</a>

**2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness**

Five of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	No File Uploaded
Any other relevant information	<a href="#">View File</a>

## 2.5 - Teacher Profile and Quality

### 2.5.1 - Number of fulltime teachers against sanctioned posts during the year

21

File Description	Documents
Data as per Data Template	No File Uploaded
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	No File Uploaded
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	No File Uploaded

### 2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

8

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 2.5.3 - Number of teaching experience of full time teachers for the during the year

10

#### 2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year

218

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

The college organised a State Level Webinar on New Accreditation Framework for Teacher Education Institution on 17th May 2023 with Dr. Sujata P. Shanbhaj, Adviser National Assessment & Accreditation

Council (NAAC) and Dr. Priya Narayanan, Assistant Adviser, National Assessment & Accreditation Council (NAAC) as Resource Persons. The talk by the resource persons was followed by a thorough and detailed in house discussion among the teacher educators and principals of the Secondary Teacher education Institutions on the various aspects of the new accreditation framework for teacher education institutions. The webinar really helped the teacher educators in updating them professionally.

Besides this, the teacher educators who attended other professional development programmes, after the completion of the programmes shared information of whatever they learned with their colleagues on different areas of education such as National Education Policy 2020, MOOCs, Blended Learning, Concepts and Tools and the like.

File Description	Documents
Documentary evidence to support the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

Continuous Internal Evaluation in the institution are carried out in different ways. It is done through the usual paper presentation, class test, writing of assignment, suggested activities, homework on the topics taken. Besides, practical project and activity on different concepts covered in the course paper are also conducted. In those kind of activities/projects, the student teachers are made to go to observe schools or collect data in different aspects of teaching learning process. Also the student teachers' overall behaviour such as sincerity, politeness, punctuality, team spirit, willingness and promptness in classroom interaction, their depth of understanding while sharing their opinion on the topic under discussion etc are also assessed continuously by every teacher educators respectively.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually**

Four of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	<a href="#">View File</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View File</a>
Details of provisions for improvement and bi-lingual answering	No File Uploaded
Documentary evidence for remedial support provided	<a href="#">View File</a>
Any other relevant information	No File Uploaded

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

The college has put in place a well organised mechanism for redressal of examination and other teaching-learning related matters, a cell under Staff and students welfare committee. The students can approach the teachers and express verbally or it can be put in written which can be dropped into the Grievance Redressal box which is redressed from time to time. The grievance specifically related to the internal marks allotted to them by the concerned subject teachers are made transparent by displaying their marks on the Notice Board for students to see. In casewhere any student feels that the marks awarded to him/her is not fair enough, and want to seek clarification, will write formally to the principal for

redressal of his/her grievance. The Principal, Vice-principal and the Internal Moderation board have a sitting to discuss for redressal of the grievances and the outcome of the decision is made known to the aggrieved student(s).

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

The academic calendar is prepared in adhering to the NCTE Rules & Regulations 2014 and also to guide the college as a whole in organising and carrying out the different activities. Therefore, it being a condition stated by NCTE, the adherence to the academic calendar is a mandatory condition for the college in the conduct of Internal Evaluation. Accordingly it is referred to in every faculty meeting so as to ensure that the different activities which comes under the purview of Internal Evaluation in the institute and which were reflected on the calendar were taken up on time and to maintain that the calendar is adhered to.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

**.Teaching Through Nonconventional Modes: Evolving a system of education which enhances the potential of every learner to acquire, retain and transform knowledge leading to wisdom society through creative, experiential and joyful modes of learning. Critical Thinking: Analysis of Curriculum, construction of blue print, selecting appropriate teaching strategies according to needs of students and conducting action research to solve classroom problems.**

**Effective Communication:** Presenting seminar before peer students and teachers and practicing communication skills through various linguistic activities and applying it for better classroom communication. **Sensitivity Towards Inclusion:** Identifying the diversities and dealing it in inclusive classrooms environment, guidance and counselling programmes for disabled students. **Content Analysis:** Analyze the text-books and syllabus. **Effective Citizen Ethics:** Understand different values, morality, social service and accept responsibility for the society. **Self-directed Learning:** Preparing scripts for seminars, lesson plans and online content. **Social Resilience:** Understand about social entities and enable to tolerate absorb, cope up with adverse conditions of life. **Physical Development:** Practice yoga, self-defence, sports and scouting-guiding. **2 Team Work:** Enable to work as a member or leader in diverse teams and in multidisciplinary settings by following the principles of collaborative learning, cooperative learning and team teaching.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Result sheet for each year received from the Affiliating University	<a href="#">View File</a>
Certified report from the Head of the Institution indicating pass percentage of students program-wise	<a href="#">View File</a>
Any other relevant information	No File Uploaded

2.7.3 - The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

Keeping in view the PLOs and CLOs, the college are organises programmes both scholastic and co-scholastics to achieve maximum learning outcomes. Following are the General objectives of the two years B.Ed programme. The student-teachers will: 1. Integrate the study on the elective subject and pedagogical knowledge into practical classroom

situation. 2. Use communication skill to communicate with students in the school. 3. Promote capabilities for inculcating national values and goals as mentioned in the Constitution of India. 4. Act as an agent of social change as per demand of the society. 5. Become competent and committed professionals willing to perform assigned tasks. 6. Use competencies and skills needed for becoming an effective teacher in a normal setup and in an inclusive setup. 7. Understand, develop and apply holistic, 360-degree approach of evaluation for students. 8. Use appropriate tools for evaluation for scholastic and co-scholastic areas for students' evaluation. 9. Sensitise student-teachers about emerging issues such as environment, population, gender equality, legal literacy, critical understanding of ICT, yoga education, etc. 10. Promote social cohesion, international understanding and protection of human rights and rights of the child. 11. Inculcate rational thinking and scientific temper among the student-teachers. 13 Develop critical awareness about the social realities. 14. Use managerial and organizational skills. 15. Develop scientific temperament towards solving problem. 16. Enhance professional capacities like reading and reflecting on texts, understanding of self, understanding the use of drama and art in education, etc.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### **2.7.4 - Performance of outgoing students in internal assessment**

##### **2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year**

43

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	<a href="#">View File</a>
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	<a href="#">View File</a>
Any other relevant information	No File Uploaded

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

Curriculum which has multi-faceted dimensions provides ample opportunity for student-teachers to acquire both theoretical knowledge and skills which are embedded in the course. Teacher educators make conscious efforts using multi-teachinglearning approaches to cater to the different learning needs of students. The programme allows students to go through different experiential learning and thereby enhance their performances. The fresh graduates and post- graduates who enter into teacher education course have very little knowledge related to the psychological connections between the teacher and the students, and also the importance of effective communication skills involved in the teaching-learning process. Example. Initially, Fresh students find difficulty in writing good assignments, preparing reports, not participative in group or classroom discussion, etc. They also lack confidence in sharing their views in big groups and presentations seminar paper but with in due course of time with constant guidance from the teacher educators, the freshers gradually become more open to interaction as well as participation in various activities and hence showing improvement in various performances.

File Description	Documents
Documentary evidence in respect to claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.8 - Student Satisfaction Survey

### 2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://sctek.online/wp-content/uploads/2023/02/2021-22-sss-analysis.pdf>

## RESEARCH AND OUTREACH ACTIVITIES

### 3.1 - Resource Mobilization for Research

#### 3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letter from the funding agency	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

**3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research**

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document detailing scheme of incentives	<a href="#">View File</a>
Sanction letters of award of incentives	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	No File Uploaded
Any other relevant information	No File Uploaded

**3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports**

Three of the above

File Description	Documents
Documentary evidences in support of the claims	<a href="#">View File</a>
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

### 3.2 - Research Publications

**3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year**

5

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
First page of the article/journals with seal and signature of the Principal	<a href="#">View File</a>
E-copies of outer jacket/contents page of the journals in which articles are published	No File Uploaded
Any other relevant information	No File Uploaded

### 3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
• First page of the published book/chapter with seal and signature of the Principal	<a href="#">View File</a>
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	No File Uploaded
Any other relevant information	No File Uploaded

### 3.3 - Outreach Activities

#### 3.3.1 - Number of outreach activities organized by the institution during the year

##### 3.3.1.1 - Total number of outreach activities organized by the institution during the year

6

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 3.3.2 - Number of students participating in outreach activities organized by the institution during the year

#### 3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

98

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View File</a>
Report of each outreach activity with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

### 3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

98

#### 3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

98

File Description	Documents
Data as per Data Template	No File Uploaded
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View File</a>
Any other relevant information	No File Uploaded

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

Student teachers, while visiting practicing schools have conducted student sensitization activities on environmental cleanliness. The students were given awareness to clean their compounds, toilets and drainage regularly, to empty or drain water stored on tires or other unused cans, and to cover all barrels to prevent mosquito breeding and other insects. To make proper use of the dustbins which are provided by the municipal council and village panchayats and handle waste disposal in an environmentally friendly manner and not to litter waste here and there: non-biodegradable waste such as glass to be disposed of in the yellow dustbin, plastic waste in the blue dustbin, the most hazardous waste in the red dustbin and metal wastes in the grey dustbin. Biodegradable waste like kitchen waste, vegetables, flowers, etc. to be decomposed in the green dustbin.

Since mid-day meals are also provided in the schools, Hygienic hand washing was also taught to the students. The student teachers have also participated in parent-teacher meetings to discuss issues related to students and teaching learning problems. Also, constructive feedback is shared with both the parents and teachers.

File Description	Documents
Relevant documentary evidence for the claim	<a href="#">View File</a>
Report of each outreach activity signed by the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year**

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Appropriate certificates from the awarding agency	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**3.4 - Collaboration and Linkages****3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year**

0

**3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year**

0

File Description	Documents
Data as per Data Template	No File Uploaded
List of teachers/students benefited by linkage – exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	No File Uploaded

**3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year**

0

File Description	Documents
Data as per Data Template	No File Uploaded
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
Any other relevant information	No File Uploaded

**3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation**

One/Two of the above

Clinics Linkages with general colleges	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

  

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

**Campus area:** The college building was constructed in the early 1970 and the total land area of the institution is approximately 1.075acres. It includes the administrative building, classrooms, library, and multipurpose hall. In addition to the old infrastructure, the College has come up with a new administrative building which was constructed under RUSA Project which has 10 rooms attached with washrooms. **Classrooms:** There are twelve(12) classrooms in the college equipped with LCD projectors for effective teaching-learning experiences **Seminar Hall:** All kinds of meetings like College IQAC meetings, Faculty meetings, staff meetings etc. are held in the Multi-purpose Hall along with other activities. **Laboratories:** The College has the following laboratories namely Science and Mathematics Lab which is used for class room interaction and video viewing; Computer Lab is also used as Language lab, ICT classroom and internet resource room. The equipments are maintained by the concerned faculty. **MultipurposeHall:** Seminar hall is equipped with LCD projector and can accommodate more than 150 individuals. All formal functions, cultural programmes events of the college are conducted in the hall. The facilities mentioned above are adequately used for enhancing all curricular and co-curricular activities of SCTE-K.

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.

##### 4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities

12

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Link to relevant page on the Institutional website	<a href="https://sctek.online/learning-resources/">https://sctek.online/learning-resources/</a>
Any other relevant information	No File Uploaded

#### 4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

0.37 lakh

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	No File Uploaded
Any other relevant information	<a href="#">View File</a>

## 4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

SCTE-K library consists of more than 9,861 textbooks, 370 reference books, e-resources and journals. The process of automation started

in the year 2022 and is at the initial stage so library activities are being done simultaneously with manual operation. The Integrated Library Management system used is Koha Version 21.11.14 , which is still in the trial version. The areas of automation are in Circulation, Acquisition, Patron’s creation, and Report generation.

The features of library automation in SCTE-K library are:

- The newly acquired books and resources are recorded in the integrated library management system software where searching and retrieval of the books are more efficient.
- Check-in and check-out of books will be done with the help of the barcode scanner instead of doing it manually.
- Late submission of books is also monitored by the automation software
- Library cards of the students and teachers are also done through the integrated library management software

Automation of library services is still not fully functional.

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	<a href="https://sctek.online/learning-resources/">https://sctek.online/learning-resources/</a>
Any other relevant information	No File Uploaded

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

The institution does not have remote access to the SCTE-K library resources at present, however, students can have access to e-resources through the N list.

File Description	Documents
Landing page of the remote access webpage	<a href="#">View File</a>
Details of users and details of visits/downloads	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

4.2.3 - Institution has subscription for e-

Four of the above

**resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases**

File Description	Documents
Data as per Data template	<a href="#">View File</a>
Receipts of subscription /membership to e-resources	<a href="#">View File</a>
E-copy of the letter of subscription /member ship in the name of institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### **4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)**

SCTE-K received 83 Books from the Department of Higher Education, Govt. of Nagaland on 21st April 2023.

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	No File Uploaded
Any other relevant information	<a href="#">View File</a>

#### **4.2.5 - Per day usage of library by teachers and students during the academic year**

##### **4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year**

09

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	<a href="#">View File</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	No File Uploaded

**4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College**

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

The College's existing ICT facilities including Wi-Fi are maintained in a judicious and optimal manner. The institution as planned has installed and connected JioNet to provide easy access for students and teachers alike to be digitally up-to-date in accessing information and knowledge and encourage lifelong learning. The effort is envisioned to aid in better accessibility in teaching and learning experiences as well as in administrative-related work.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**4.3.2 - Student – Computer ratio during the academic year****50 : 23**

File Description	Documents
Data as per data template	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	No File Uploaded
Any other relevant information	No File Uploaded

**4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:****C. 250 MBPS - 500MBPS**

File Description	Documents
Receipt for connection indicating bandwidth	<a href="#">View File</a>
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	No File Uploaded
Any other relevant Information	<a href="#">View File</a>

**4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit****One of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	<a href="https://sctek.online/online-resources/">https://sctek.online/online-resources/</a>
Any other relevant information	No File Uploaded

#### 4.4 - Maintenance of Campus and Infrastructure

##### 4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

3 lakhs

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	No File Uploaded
Any other relevant information	<a href="#">View File</a>

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

The College has an effective mechanism for the maintenance and utilization of the facilities.

The Principal, Vice-Principal and various College Committees consisting of faculty, carry out overall supervision for smooth functioning and utilization of physical, academic, and support facilities with regular maintenance. The Principal is the overall head of the institution looking after all activities. Vice-Principal is in charge of the academic activities looking after various academic activities and programmes. The cleanliness work is mostly carried out by non-teaching staff assigned for the work under the

supervision of the Principal and Head assistant. The College has a night watchman/ chowkidar to provide security and maintain safety on the campus. The librarian looks after the College library which operates with the help of a library card system, where students borrow books under certain conditions. Laboratories in the College are maintained and looked after by the lab assistant and the faculty incharge.

Firefighting system has been installed and the State Fire Department has issued Fire Safety certificate after inspection. Efforts are being made to install 3 DCP of 3kgs. capacity Fire extinguishers as per the direction of the State Fire Department at strategic locations in the College.

File Description	Documents
Appropriate link(s) on the institutional website	<a href="https://sctek.online/">https://sctek.online/</a>
Any other relevant information	No File Uploaded

**STUDENT SUPPORT AND PROGRESSION**

**5.1 - Student Support**

**5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning**

Five fo the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View File</a>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View File</a>
Photographs with date and caption for each initiative	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable**

Seven/Eight of the above

File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees**

A. All of the above

File Description	Documents
Data as per Data Template for the applicable options	<a href="#">View File</a>
Institutional guidelines for students' grievance redressal	<a href="#">View File</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View File</a>
Samples of grievance submitted offline	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)**

Two of the above

File Description	Documents
Data as per Data template	<a href="#">View File</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 5.2 - Student Progression

**5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year**

Number of students placed as teachers/teacher educators	Total number of graduating students
<b>43</b>	<b>48</b>

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	<b>No File Uploaded</b>
Appointment letters of 10 percent graduates for each year	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

### 5.2.2 - Number of student progression to higher education during the academic year

#### 5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

**1**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

### 5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

**4**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

### 5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

The student body consists of 7 members headed by a General Secretary who is usually elected/selected from B. 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 their 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-General Secretary, Assistant General Secretary, Sports Secretary, Assistant Sports Secretary, Literary Secretary, Assistant Literary Secretary, Information & publicity Secretary. Some of the activities that they are involved in, are college events which maybe within the college or otherwise. 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. The Sports secretary and the Asst. sports secretary keeps a track of all the college sports events and equipment.

File Description	Documents
Copy of constitution of student council signed by the Principal	<a href="#">View File</a>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View File</a>
Documentary evidence for alumni role in institution functioning and for student welfare	No File Uploaded
Any other relevant information	No File Uploaded

**5.3.2 - Number of sports and cultural events organized at the institution during the year**

3

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View File</a>
Copy of circular / brochure indicating such kind of events	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

The college Alumni association members are engaged in different areas in the development of the institution.

They willingly extend their services if andwhenthey are required to. They have served as a resource pool for the college in various programs and even givenlectures in their area of expertise. One such lecture was delivered byDr. Zavise Rume, an alumni of the college was invited for giving lecture on Guidance and counselling to 3rd semester student teachers on 4th on NOV 2022.

File Description	Documents
Details of office bearers and members of alumni association	<a href="#">View File</a>
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	<a href="#">View File</a>

**5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support**

One/Two of the above

File Description	Documents
Documentary evidence for the selected claim	<a href="#">View File</a>
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	No File Uploaded
Any other relevant information.	No File Uploaded

#### 5.4.3 - Number of meetings of Alumni Association held during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	No File Uploaded
Any other relevant information	No File Uploaded

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

The Alumni of the college contributes significantly by writing for the bi-monthly bulletin and the annual college magazine ED-MAX. There is a specific column reserved for the alumni of the college in the bi-monthly bulletin wherein they connect with the student-teachers by reminiscing about their student days at SCTE-K while encouraging them to do their best. The Annual Ed-Max also sees an array of write-ups and articles on various topics which range from professional to personal issues.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**GOVERNANCE, LEADERSHIP AND MANAGEMENT****6.1 - Institutional Vision and Leadership**

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

- The vision, mission statement and purpose of the institution are made known to the various stakeholders mainly through the prospectus and the website. Members of the institution are assigned different responsibilities and suggestion for improvements made are acknowledged and appreciated, also members are also deputed for various regional and state level training programmes and workshops. The faculty members, the non-teaching staffs and in some cases the students are members of different committees which actively participate in the institutional processes. The faculty are involved in different activities pertaining to the management of the institution. Non-teaching staffs held meeting regularly for management of the institution. Responsibilities to the Staff are assigned by the head of the institution according to the qualification, seniority, work experience and ability of the staff. The Head Assistant and the senior UDA are given responsibilities of distributing work among the other staff members. Responsibilities assigned to different members are reviewed and changed at regular intervals and formally notified.

File Description	Documents
Vision and Mission statements of the institution	<a href="#">View File</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 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.

File Description	Documents
Relevant documents to indicate decentralization and participative management	<a href="#">View File</a>
Any other relevant information	No File Uploaded

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other

functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

**FINANCIAL** : To ensure financial transparency, internal and external Academic Administrative Audit (AAA) is done every year. For Internal Academic Administrative Audit (AAA) a committee is in place. External Academic Administrative Audit is done by the Accountant Generals' Office once in three years.

**ACADEMIC** : To ensure academic transparency, the College display the internal marks of student teachers on the noticeboard before Semester End Examination for information purpose.

**AND OTHER FUNCTIONS** : To ensure administrative transparency, the College has computerization and networking of all computers for administration which implies use of digital media in preparation, communication and record of documents. Faculty meetings for common decision on the activities to be performed and division of work through different committees are carried out to ensure the quality and transparency of administrative functions. The College also encourages the stakeholders to provide suggestions with respect to quality improvement.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

The College introduced Skill Development Courses under the PMKVY (Pradhan Mantri Kaushal Vikas Yojana) 4.0, a Skill India Initiative for Small Mushroom Grower Course and Sewing Machine Operator on 18th of April 2023 respectively. These courses are introduced to enable the student-teachers to acquire essential skills and to enhance their employability opportunities. The objectives of these courses are in line with the fundamental objectives of Skill India certificate programmes such as to find new areas for skill development as well as to create possibilities, space, and scope for the development of the skills of young Indians skills in those areas

that have already been designated as skill development for a long time. At present, there are 2 batches of student-teachers from the 2nd semester enrolled in both the courses which started on different dates such as; Small Mushroom Grower Course, Sewing Machine Operator. These courses are conducted by well-trained trainers under the online monitoring system of the National Skill Development Co-operation (NSDC), which includes online bio matrix attendance, online monitoring, and assessment by a registered assessor of NSDC.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="https://sctek.online/wtp/">https://sctek.online/wtp/</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

Since the State Government is the appointing authority, the appointment and service rule of faculty and non-teaching staff are as per the Nagaland Higher Education Service rules. The service rules has incorporated UGC norms and regulations of the NCTE is adopted for recruitment of teacher educators.

File Description	Documents
Link to organogram on the institutional website	<a href="https://sctek.online/wp-content/uploads/2023/02/Service-Rule-2019-compressed.pdf">https://sctek.online/wp-content/uploads/2023/02/Service-Rule-2019-compressed.pdf</a>
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	<a href="#">View File</a>

**6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students**

One/Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Screen shots of user interfaces of each module	No File Uploaded
Annual e-governance report	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	<a href="#">View File</a>

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

The Red Ribbon Club is an International movement aimed at raising awareness on HIV-Aids, its prevention and support for people already living with the disease. The Red Ribbon is a symbol for both drug prevention and for the fight against AIDS. The club seeks to amass the youth in activities which lead to make them aware of causes and prevention of AIDS. Red Ribbon Club SCTE organised a program to observe World AIDS day on 28th November (which is actually on 1st December). The programme was divided into two sessions. Speaker of the first session was Ms. Sentimongla, District Programme Officer, District AIDS Prevention and Control Unit, Kohima. Speaker for the second session was Rev. Tiatoshi, Pastor KABA.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	<a href="#">View File</a>
Action taken report with seal and signature of the Principal	No File Uploaded
Any other relevant information	<a href="#">View File</a>

### 6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

**Welfare measures for teaching staff:**

1. Financial assistance is provided to faculty to participate in training programmes, Seminars, workshops and conferences.
2. Faculty are permitted to serve as resource persons.

3. 12 days of Casual leave per year are granted to the Faculty.
4. Maternity leave of 6 months for women faculty members is granted.
5. Paternity leave of 3 months for male faculty members is granted.
6. Study leave is granted to those faculty who wants to pursue further studies.
7. Restricted holiday of 3 days are allowed to faculty members.
8. Separate rest rooms for male and female faculty are provided.

#### Welfare measures for non- teaching staff

1. 12 Days of Casual leave per year is granted to the Staff.
2. Maternity leave of 6 months for women staff members are provided.
3. Paternity leave of 3 months for male staff members is granted.
4. Restricted holiday of 3 days are allowed.
5. Separate rest rooms for male and female staff are provided.

The faculty maintained a welfare fund to use it in order to reach out to the teaching staff, non-teaching staff and student-teachers in time of sickness, marriage or any other similar occasions.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document on providing financial support to teachers	No File Uploaded
E-copy of letter/s indicating financial assistance to teachers	<a href="#">View File</a>
Certificate of participation for the claim	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

**6.3.3 - Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the year.**

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View File</a>
List of participants of each programme	No File Uploaded
Any other relevant information	<a href="#">View File</a>

**6.3.4 - Number of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes**

5

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of Course completion certificates	<a href="#">View File</a>
Any other relevant information	No File Uploaded

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

- The institution has a performance appraisal system for teaching and non-teaching staff which is done on an annual basis based on the feedback collected for them.

The performance appraisal system for faculty is based on Annual Performance Assessment Report (APAR) and Academic Performance Indicators (API). For APAR the Proforma designed by State Government is used and for API, the Proforma designed by UGC and adopted by the higher education is used. SelfAppraisal of Faculty, is then scrutinized by IQAC based on the documental evidence produced by the concerned faculty, it then preserves the data, approved and forward the same to the Principal for further Assessment which is then submitted to the Director, Higher Education, Nagaland.

The performance appraisal system for non-teaching staff is based on Annual Performance Assessment Report (APAR). They also used the Proforma designed by State Government.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	No File Uploaded
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	No File Uploaded
Any other relevant information	<a href="#">View File</a>

#### 6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

To monitor the economical and efficient use of financial resources, the college has a mechanism for conducting internal and external audits on the financial transactions.

The internal audit is done annually by the internal audit committee headed by the IQAC of the college.

The Academic Administrative Audit (AAA) is also done periodically by the Department of the Higher Education.

The External Audit is also done periodically by the Accountant General Office of the state.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	No File Uploaded
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	<a href="#">View File</a>

#### 6.4.2 - Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the year (not covered in Criterion III)(INR in Lakhs)

0

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	<a href="#">View File</a>

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

The college being a government institution, most of the expenditures are met with by the Department of Higher Education, Government of Nagaland. The college receives funds from the admission fees of the student-teachers charged as per the norms of the university and state government. Women Technology Park (WTP) of the college provides revenue by selling its products like cloth bags, oyster mushrooms and paper plates. The different clubs of the college also generate funds by conducting various activities through the seed money provided by the management.

A committee is in place to ensure that resources are mobilized and utilized as efficiently as possible. Periodic internal and external audits are conducted to ensure that resources are being mobilized and used appropriately. The transparency of all the transactions is maintained through bills and vouchers.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

**Activities undertaken by the IQAC to maintain quality in the institution for the year 2022-2023**

- The IQAC monitor the quality of the different activities conducted by the college.
- Conduct various meetings throughout the academic year pertaining to IQAC NAAC.
- Prepared and submitted AQAR of previous year (2021-2022).
- Organized "State Level Webinar on New Accreditation Framework for Teacher Education Institutions".
- Conducted a seminar on "The Essence of Tribals in India".
- It scrutinized and verified the placement applications of the faculty to various stages.
- Conducted Students Satisfaction Survey (SSS) on various activities conducted by the college.
- Keep track of feedbacks and evaluation collected from stakeholders.
- Monitored remedial classes for academically weak student-teachers.
- Set up student-teachers mentoring system.
- Organised a visit to Special school and Inclusive school for student-teachers.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	No File Uploaded
Any other relevant information	<a href="#">View File</a>

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

**IQAC sit along with the Faculty members and discuss the feedback receive from the students to bring change or modification in the quality related matters in conducting workshops, seminars and other related activities periodically. These decisions made reflects in meeting minutes attached in the institutional website.**

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	No File Uploaded
Any other relevant information	<a href="#">View File</a>

**6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year**

**2**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of the work done by IQAC or other quality mechanisms	<a href="#">View File</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	No File Uploaded
Any other relevant information	No File Uploaded

**6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal**

**Four of the above**

**Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="https://sctek.online/iqac-meeting-minutes/">https://sctek.online/iqac-meeting-minutes/</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="https://sctek.online/wp-content/uploads/2023/11/2021-22-AQAR-1.pdf">https://sctek.online/wp-content/uploads/2023/11/2021-22-AQAR-1.pdf</a>
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	<a href="#">View File</a>

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

**The incremental improvements achieved by the institution after the first cycle accreditations are as follows:**

- Prior to the accreditation, there was one faculty with Ph.D. increment in professional development. Five more faculty acquired their degrees in the year between the months of July 2021 to June 2023 making the total of Ph.D. holders to 6.
- introduction of Student Satisfaction Survey.
- Introduction of Cultural Wednesday
- Installation of LCD projector in all Classrooms and Digital

Smart Boards in the main hall to transform teaching - learning process.

- Introduction of Skill Development Courses; Small Mushroom Grower, Sewing Machine Operator and Data Associate Operator under the initiative of Skill India.
- Feedback and evaluation system is developed for every activity conducted
- No. of publication by the faculty has increased.
- Mentoring System for student-teachers has been set up.
- As a part of "Swachh Bharat Mission" Cleanliness drive is conducted periodically.
- To keep track of the activities throughout the year, Bi-Monthly Bulletin is introduced.

File Description	Documents
Relevant documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**INSTITUTIONAL VALUES AND BEST PRACTICES**

**7.1 - Institutional Values and Social Responsibilities**

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution’s energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

The college does not have a clearly-stated energy policy. However, to address potential power cuts, solar panels have been strategically installed in key locations such as the ICT room, the Skill India PMKVY sewing machine facility, and the Women Technological Park. Additionally, Hall 1, a venue for various programmes, is equipped with solar panels to contribute to the institution's energy needs. This proactive approach not only safeguards against disruptions but also underscores the institution's commitment to energy conservation. By harnessing solar energy in multiple essential spaces, the institution not only ensures a reliable power supply but also actively embraces alternate sources of energy which aligns with a sustainable and eco-friendly energy strategy.

File Description	Documents
Institution's energy policy document	No File Uploaded
Any other relevant information	<a href="#">View File</a>

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

At State College of Teacher Education, we've put together a Waste Management Policy that's all about doing our part for the environment. We want to cut down on waste, encourage recycling, and make sure we're disposing of our waste responsibly. Everyone—teachers, staff, students, and guests—is expected to pitch in and follow these guidelines. We're big on reducing waste, so we've got awareness campaigns, separate bins for different types of waste (namely biodegradable and non-biodegradable). Our canteen's organic waste even goes towards making compost! We work with the community sanitation service to collect our waste on scheduled days, and our 4th-grade staff helps organize and pack everything up. We're serious about monitoring and evaluating how we're doing, and we're always looking for ways to improve. No single-use plastic is allowed on campus. This policy is our way of showing that we're dedicated to creating a campus that's not just about education but also about taking care of our environment.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant**

One of the above

File Description	Documents
Documentary evidence in support of each selected response	No File Uploaded
Geo-tagged photographs	<a href="#">View File</a>
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded

**7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage**

Three of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

The institution is dedicated to upholding cleanliness, sanitation, and a green environment and promotes a pollution-free, healthy atmosphere. Regular social work initiatives ensure the perpetual cleanliness and sanitation of the college premises. Designated as a plastic-free and tobacco-free zone, the institution actively contributes to a pollution-free environment. Despite a limited open space, the college prioritizes the aesthetics of its campus by engaging in regular flower and tree plantations, a collaborative effort involving both students and staff. There is a Clean and Green campus ambassador .On World Environment Day, June 5, 2023, students and teachers joined forces to clean the surroundings, championing a healthy environment and advocating against plastic pollution. Waste management practices include meticulous segregation into

biodegradable and non-biodegradable categories, with careful disposal facilitated through community sanitation services.

File Description	Documents
Documents and/or photographs in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants**

Two of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View File</a>
Circulars and relevant policy papers for the claims made	No File Uploaded
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	No File Uploaded

**7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)**

2.94

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View File</a>
Any other relevant information	No File Uploaded

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages

local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

During the internship programme the student teachers take up community works, such as dissemination of information on cleanliness by organising social work, teaching the art of making envelopes, participating in programmes to orient the parents on the importance of preservation of local and cultural knowledge and other activities as such. Even this session during the internship programme which started on the 1 May, 2023, all the students carried out various activities. Some of which included:

1. Student-teachers conducted a personal hygiene awareness programme in which talks and demonstration were given; free toothpastes, toothbrushes, bathing soaps and ear buds were distributed.
2. Teaching of paper craft to the school students was another activities carried out which included envelope making and paper bag making.
3. Some groups of our student-teachers took up social work by cleaning the school campus and made flower beds and tilled the kitchen garden.
4. Student-teachers also conducted physical training class.
5. In another school, the students helped in the preparation of midday meal.
6. As part of community service tutoring was done for classes 5 to 10 from 4 pm to 6 pm at one of the interior villages by a group of student-teachers.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes**

C. Any 2 of the above

**professional ethics programmes for students, teachers, administrators and other staff**  
**Annual awareness programmes on the Code of Conduct are organized**

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View File</a>
Web-Link to the Code of Conduct displayed on the institution's website	<a href="#">View File</a>
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	No File Uploaded
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
Any other relevant information	No File Uploaded

## 7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website)  
 Describe any two best practices successfully implemented by the institution as per NAAC format

### Internship in Urban and Rural Settings

**Goal:** Provide student-teachers with various teaching experiences for effective performance in any setting.

**Context:** A ten-week internship, integral to the curriculum, immerses student-teachers in real classroom teaching. Lesson plans are prepared, and teacher educators assess both plans and teaching and offers feedback.

**Practice:** Student-teachers engage as regular teachers in urban and rural schools, participating in all activities. Initial practice teaching is in urban schools, followed by interactions with educators. After returning, students plan lessons and proceed to rural schools for the next phase.

**Evidence of success:** Positive feedback from practice-teaching schools and communities, along with reflective journals, attests to

the success of this immersive practice.

Problems encountered and resources required: Reluctance of urban schools to host the programme.

**Survey and Evaluation of Activities**

Goal: Assess the learning outcomes of academic and non-academic activities.

Context: Various workshops prepare student-teachers for teaching assignments, covering Micro-teaching, Educational Evaluation, chart and TLM preparation, cooperative learning strategies, Lesson planning, and other programs.

Practice: After each activity, students participate in an online survey, expressing opinions and suggestions. Compiled data is analyzed by faculty. Thus, programmes and activities are reviewed accordingly and implemented.

Evidence of success: Individualized, brief written feedback contributes to the evidence of success.

File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**7.3 - Institutional Distinctiveness**

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

The college strives to prepare Reflective Humane Professionals pro-actively engaged in practice of Education through relevant and reflective teacher preparation activities , extending beyond mere academic achievement. To provide rich experiences and develop various skills, the college introduced Paper plate making, Mushroom cultivation & Cloth bag making trades under Women Technology Park (WTP). A Bi-monthly Bulletin was also launched to promote creative writing and self-expression among students and faculty. A variety of programs such as Cultural Day and Club activities day, seminars on First Aid, Financial literacy and important National and international days are observed regularly. As evidence of the type

of teacher preparation through varied experiences, during 2022 -2023,43 alumni were selected asMathematics andScience Graduate Teachers while 7alumni cleared the Nagaland Public Service Commission examination for Teaching profession & allied services. During April 2023, the college also introduced two trades Sewing Machine Operator and Small Mushroom Grower under Skill India program. During internship both rural and urban teaching experiences are provided to the student-teachers and during which community services are taken up. This multifaceted approach exemplifies the institution's commitment to producing well-rounded teachers.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>