YEARLY STATUS REPORT - 2023-2024

Part A	
Data of the Institution	
1.Name of the Institution	State College of Teacher Education
• Name of the Head of the institution	Dr. Elizabeth Walling
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	03702260290
• Mobile No:	7085174672
• Registered e-mail ID (Principal)	sctekohima@gmail.com
• Alternate Email ID	eliwall20@gmail.com
• Address	Opposite SCERT Office
• City/Town	Kohima
• State/UT	Nagaland
• Pin Code	797001
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Urban

• Financial Status	**UGC 2f and 12(B)**
• Name of the Affiliating University	**Nagaland University**
• Name of the IQAC Co-ordinator/Director	**Dr Sandip Ratna**
• Phone No.	**03702260290**
• Alternate phone No.(IQAC)	
• Mobile (IQAC)	**9856950447**
• IQAC e-mail address	**iqacscte@gmail.com**
• Alternate e-mail address (IQAC)	**sandipncte@yahoo.in**
3.Website address	https://sctek.online/
• Web-link of the AQAR: (Previous Academic Year)	https://sctek.online/iqac/
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://sctek.online/academic-calendar/

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.52**	**2011**	**16/09/2011**	**15/09/2016**

6.Date of Establishment of IQAC	**05/11/2007**

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	**Nil**	**Nil**	**Nil**	**00**

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**
• Upload latest notification of formation of	View File

IQAC		
9.No. of IQAC meetings held during the year	9	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes	
• (Please upload, minutes of meetings and action taken report)	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
• If yes, mention the amount		

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

• Organised One-day orientation to teachers of GHS, Khonoma, 21st Nov. 2023. • FDP, Model Christan College, Kohima, 3rd Feb. 2024. • Organised Orientation Program, EMRS, 29th Jan -2nd Feb 2024 & 5th -9th Feb 2024. • Organised FDP at Model Christan College, Kohima, 3rd Feb. 2024. • Scheduled program for Teachers at Hope Academy, Dimapur on 5th April, 2024

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
MoU with Science college for publication of peer reviewed educational journal	Completed
Inclusion of educated unemployed women from community for skill development programe	Done
Introduce Energy Policy for the Institute	Completed

13.Whether the AQAR was placed before	No

statutory body?

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2023-24	24/02/2024

15.Multidisciplinary / interdisciplinary

The institution is a government-run college, recognized under the National Council for Teacher Education (NCTE) and affiliated to Nagaland University (NU). With the government's approval, it aims to evolve into a comprehensive multidisciplinary institution. The college is actively researching to address society's most pressing issues and is committed to expanding these efforts. In addition to its B.Ed. program, the college previously offered an M.Ed. program, which was discontinued in 2020 due to technical reasons. Efforts are currently underway to reinstate the course.

16.Academic bank of credits (ABC):

The institution is affiliated to Nagaland University, which oversees the major administrative decisions. As a result, the institution currently has no authority to implement the Academic Bank of Credits (ABC). However, we are optimistic about its introduction shortly.

17.Skill development:

Through the following scheme/projects B.Ed student teachers & Community members are given skill-based training. 1. PMKVY 4. 0 2. PMVK

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

Efforts are underway to integrate the Indian knowledge system into the curriculum through drama and art, which are practical components of the course. Activities inspired by Nai Talim and the use of local languages such as Nagamese, Tenyidie, Ao, and Sema during internships further reinforce this integration. Currently, no degree courses are taught in Indian languages or bilingually at the

institution, with English being the primary medium. However, with policy implementation guidance, this approach is set to expand. To promote the Indian knowledge system, the college encourages the use of tribal languages, observes a Cultural Day, and has designated Wednesday as Cultural Dress Day, where faculty and teacher trainees wear their traditional attires. Additionally, activities are conducted to identify medicinal plants and traditional herbal medicines.

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

The curriculum is being transformed to align with Outcome-Based Education, guided by clearly defined Course Learning Outcomes (CLO) and Program Learning Outcomes (PLO). The institution embraces blended learning integrating with assignments, dissemination of study materials, and evaluation through technological tools like Google Classroom, and other digital platforms.

20.Distance education/online education:

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

Extended Profile

1.Student

2.1	**97**
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	**50**
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	**2**
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	**47**

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**47**

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	**50**

File Description	Documents
Data Template	View File

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**6.10**
4.2 Total number of computers on campus for academic purposes	**18**

3.Teacher

5.1 Number of full-time teachers during the year:	**22**

File Description	Documents
Data Template	View File
Data Template	No File Uploaded

5.2 Number of sanctioned posts for the year:	**26**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

Recognizing the importance of collaboration in teacher education, the College works closely with the Teacher Education Department and the Department of Education at Nagaland University. The University Board of Professional Studies invites senior faculty members to engage in discussions that address common challenges in the field. With education constantly evolving, there is a growing focus on innovation in academic and extracurricular areas. In line with the increasing prominence of Information and Communication Technology (ICT), B.Ed student-teachers are encouraged to develop, manage, and enhance digital learning resources using tools like Google Classroom and web-based platforms. The College continues to embrace the unique tradition of wearing traditional attire every Wednesday. This practice preserves cultural heritage, reinforces traditional values, and fosters a deeper sense of community among 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	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	**No File Uploaded**
Any other relevant information	View File

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	**D. Any 2 of the above**

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

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	**A. All of the Above**

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://sctek.online/b-ed/
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

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

8

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	https://sctek.online/b-ed/

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	View File
Brochure and Course content along with CLOs of value-added courses	View File
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

107

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

107

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	No File Uploaded

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.

The College regularly organizes seminar with Resource Persons from different walks of life to provide student teachers with practical expertise on a wide range of themes and disciplines. In the first two semesters along with theoretical studies the focus is also on Pre-Internship and Micro Teaching. During this period, student teachers are given the opportunity to observe school activities, followed by discussions and reflections on their experiences, and to make them aware of the various skills of teaching—an important component of their academic development. To further develop their professional skills, student teachers attend seminars meant to increase their capacity and perfect their talents. During their final semester, they attend a series of Seminars and Workshops on essential areas of teaching, such as Teaching Learning Material development, Lesson Planning and Educational Evaluation before they are sent for their Internship. The College also runs a dedicated Mentorship programme, providing personalized guidance and support to help student- teachers navigate their academic and professional journey effectively.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

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

To provide student teachers with well-rounded exposure to the various dimensions of teacher education, the College organizes Internships across a diverse range of schools, including rural and urban, government and private, as well as inclusive schools. They are also placed in institutions affiliated with different boards, such as NBSE and CBSE, to understand the functional differences in their systems.

During this Internship, student teachers immerse themselves in authentic classroom settings and the broader school environment. They take on the role of regular teachers, participating actively in classroom instruction and school events. This hands-on experience allows them to closely observe and understand the school's philosophy, objectives, organizational structure, management practices, and assessment systems.

By engaging with the curriculum and its implementation, as well as the processes involved in evaluating teaching and learning, student teachers gain valuable insights into how schools operate and how education is delivered in varied contexts. This comprehensive exposure helps them bridge theory and practice, laying the groundwork for their professional growth.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
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 ensures that student -teachers gain valuable experience by engaging with a variety of educational settings including government, private,urban, rural and inclusive schools. In the first two semesters, they focus on observing and understanding different management and operational models within these institutions. They are also introduced to a wide range of teaching skills during the Micro Teaching Session. The Feedback given to them after their practice helps them improve their teaching skills and class performance. As they progress to their final semester, student teachers participate in a series of intensive workshops designed to enhance their teaching skills. These sessions cover essential areas such as evaluation techniques, creating teaching aids, block teaching, and planning in preparation for their Internship.

The College also observes significant National and International events, integrating related activities into the teaching-learning process. These initiatives not only enrich the learning experience but also equip student teachers with the knowledge and skills necessary to excel as competent and confident educators.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum –	Two of the above

semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni   Practice Teaching Schools/TEI

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	View File

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	View File
Document relating to sanction of intake from university	**No File Uploaded**
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
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

0

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

0

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
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	View File
Any other relevant information	View File

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	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	**No File Uploaded**

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.

To identify the learning needs, interests and attitudes of the students, 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 of areas 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 interraction, pupils' involvement in teaching-learning process, discipline, evaluation, co-curricular activities. The responses received are analysed, interpreted and recorded. The findings help 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	View File
Documents showing the performance of students at the entry level	View File
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	**Six/Five of the above**

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

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	**No File Uploaded**
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	View File

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

Three of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	**No File Uploaded**

2.2.4 - Student-Mentor ratio for the academic year

6:1

2.2.4.1 - Number of mentors in the Institution

15

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	View File

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 used. Besides, online assignment submission and receiving back of assignments, online test/quiz and access to online study materials, blended and flipped classroom are practiced by the teacher educators. In all the course papers, Paper presentations followed by indepth discussion by the students on the topic presented. Not only class lecture, the focus on hands-on experience, concrete learning, reflective thinking, generate deeper understanding of different concepts/topics taught. Students also carried out school-based activities pertaining to different areas covered in the course papers. For example: Creating an Inclusive Classroom, the students were sent to Special and Inclusive schools to collect data through observation of regular teachers and from administrators/principals through interview etc. In Guidance and Counselling, the students carry out a project to visit the State Guidance Bureau to know the activities in the field of guidance and Counselling. They also formed groups and conduct career talks in some identified practising schools. Based on the data collected and observation made, they write reports and submit them to the course papers' faculty.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

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

5

File Description	Documents
Data as per Data Template	View File
Link to LMS	**Nil**
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

97

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	**No File Uploaded**
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	**No File Uploaded**
Any other relevant information	View File

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	**Five/Six of the above**

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	**Nil**
Any other relevant information	**No File Uploaded**

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 15 groups, each group comprising of 6 to 7 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 need arises.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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-	**Five/Six of the above**

from local to regional to national to global

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

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 and life skills through teaching learning process. Accordingly, the faculty follow the same in their teaching to impact the student through different course papers, Skill India Development, EPCs, Bi-Monthly Bulletin, Annual College Magazine and Workshop on Low/No Cost Teaching Aids. Case 1. Classroom teaching focuses on giving opportunity to the student teachers to apply their creative, critical, reflective and analytical thinking skills, through Questioning, practical activity, experiential learning and participative learning. Case 2. Side by side with the B.Ed course, Skill India Initiative in the College helps student develop innovativeness, creativity, life skills through imparting skills like Sewing Machine Operator, Mushroom Growing and Data Entry. Case 3. EPC 1, 2, 3 and 4 alsoenable the students to develop creativity, innovativeness, thinking skills and life skills through different activities. Case 4. Bi-Monthly bulletin and Annual College Magazine help students express their creative abilities through writing poems, stories, articles and drawing. Case 5. Workshop on Low/No Cost Teaching Aids provides opportunity for students to come up with innovative TLMs made from things that are readily available in the environment. All these activities help in the development of 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	[View File](#)
Any other relevant information	[View File](#)

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	[View File](#)
Documentary evidence in support of the selected response/s	[View File](#)
Reports of activities with video graphic support wherever possibl	**No File Uploaded**
Any other relevant information	[View File](#)

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	View File
Reports and photographs / videos of the activities	**No File Uploaded**
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File

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	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File

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	View File
Samples prepared by students for each indicated assessment tool	**No File Uploaded**
Documents showing the different activities for evolving indicated assessment tools	View File
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	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	**No File Uploaded**
Any other relevant information	View File

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 ofcommunity 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	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	**No File Uploaded**
Photographs with caption and date, wherever possible	View File
Any other relevant information	View File

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	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	**No File Uploaded**

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 are 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 are carried in both the college and the schools. The college will then invite Principals/Coordinators of the practising schools to a Coordinators' Meeting. There the attendees are informed and oriented with their responsibilities in overseeing the student teachers and are also given the necessary documents and formats to be used by them as coordinators. The student teachers are also oriented with the details of internship; number of classes to be taken, how and what

to observe their peers' classes, number of classes to be observed. They are made to visit their practising schools to meet the regular subject teachers to collect the lessons to be taken and then are made to plan 50 lessons to be transacted during their internship period. The teacher-educators are 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	View File
Any other relevant information	View File

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

44

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

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	Seven/Eight of the above

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

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 are made between the college and the schools, the principals/coordinators are invited to the college for Internship coordinators meet where they are oriented on how to monitor the internees, what to observe of their classes, what teaching behaviour to evaluate and 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 classes and provides feedback wherever and whenever necessary. The teacher educator will take turn in visiting the different practicing schools daily. The student teachers are also required to observe their peers' class and note down their observation which are then submitted to the college once internship period is over.

File Description	Documents
Documentary evidence in support of the response	View File
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	**All 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)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	View File

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	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	View File

2.5 - Teacher Profile and Quality

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

22

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
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

09

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	**No File Uploaded**

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

22

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

254

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	View File

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 2 Day Faculty Development Programme on Use of ICT Tools on the 11th and 12th March 2024 with Mr. Moasunep Kichu, Technical Officer NIELIT as Resource Person. The college

takes initiative to give orientation on the micro-teaching skills to the young faculty members and also torefresh the older members.

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	[View File](#)
Any other relevant information	[View File](#)

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 activitivies/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	[View File](#)
Any other relevant information	[View File](#)

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	Four of the above

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	

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	[View File](#)
Annual Institutional plan of action for internal evaluation	[View File](#)
Details of provisions for improvement and bi-lingual answering	**No File Uploaded**
Documentary evidence for remedial support provided	**No File Uploaded**
Any other relevant information	[View File](#)

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

The college has established a well-organized system for addressing examination and teaching-learning related issues through a cell under the Staff and Students Welfare Committee. Students can approach teachers directly or submit their concerns in writing by dropping them into the Grievance Redressal box, which is reviewed periodically. For grievances specifically related to internal marks, the college ensures transparency by displaying the marks on the Notice Board before the semester end examination. If a student feels that the marks awarded to him or her are unfair or unsatisfactory, he or shecan formally write to the Principal for redressal for the same. The Principal, Vice-principal, and the Internal Moderation Board then discuss the grievance and communicate the outcome to the concerned student(s).

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	[View File](#)
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 created in line with the NCTE Rules & Regulations 2014 and serves as a guide for the college in organizing and executing various activities. Since adherence to the academic calendar is a mandatory condition set by the NCTE, the college must follow it during Internal Evaluation. The calendar is referred to in every faculty meeting to ensure that all activities under Internal Evaluation are conducted on time and that the calendar is strictly followed.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	[View File](#)
Any other relevant information	[View File](#)

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 Non conventional Modes: Developing an educational system that enhances each learner's potential to acquire, retain, and transform knowledge, leading to a wise society through creative, experiential, and joyful learning methods.

Critical Thinking: Analyzing the curriculum, creating blueprints, selecting appropriate teaching strategies based on students' needs, and conducting action research to address classroom issues.

Effective Communication: Presenting seminars to peers and teachers, practicing communication skills through various linguistic activities, and applying these skills for improved classroom interactions.

Sensitivity Towards Inclusion: Recognizing and addressing diversity in inclusive classroom environments, and providing guidance and counseling programs for disabled students.

Content Analysis: Evaluating textbooks and syllabi.

Effective Citizen Ethics: Understanding different values, morality, social service, and accepting societal responsibilities.

Self-directed Learning: Preparing seminar scripts, lesson plans, and online content.

Social Resilience: Understanding social entities and developing the ability to tolerate, absorb, and cope with adverse life conditions.

Physical Development: Practicing yoga, self-defense, sports, and scouting/guiding.

Team Work: Working effectively as a member or leader in diverse teams and multidisciplinary settings, following principles of collaborative and cooperative learning, and team teaching.

File Description	Documents
Documentary evidence in support of the claim	View File
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	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
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

Taking into account the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs), the college organizes both academic and extracurricular programs to achieve maximum learning outcomes. The general objectives of the two-year B.Ed program are as follows:

1. **Integrate the study of elective subjects and pedagogical knowledge into practical classroom situations.**

2. **Utilize communication skills to interact with students in schools.**

3. Foster capabilities for instilling national values and goals as outlined in the Constitution of India.

4. Serve as agents of social change in response to societal demands.

5. Become competent and committed professionals ready to perform assigned tasks.

6. Apply competencies and skills necessary for effective teaching in both regular and inclusive settings.

7. Understand, develop, and implement a holistic, 360-degree approach to student evaluation.

8. Use appropriate tools for evaluating students in both academic and extracurricular areas.

9. Raise awareness among student-teachers about emerging issues such as the environment, population, gender equality, legal literacy, critical understanding of ICT, yoga education, etc.

10. Promote social cohesion, international understanding, and the protection of human rights and children's rights.

11. Encourage rational thinking and scientific temper among student-teachers.

12. Develop critical awareness of social realities.

13. Utilize managerial and organizational skills.

14. Cultivate a scientific approach to problem-solving.

15. Enhance professional capacities such as reading and reflecting on texts, self-understanding, and 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	View File
Any other relevant information	**No File Uploaded**

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	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	View File

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.

The curriculum, with its diverse dimensions, provides ample opportunities for student-teachers to gain both theoretical knowledge and practical skills embedded in the course. Teacher educators make a conscious effort to use various teaching-learning approaches to cater to the different learning needs of students. The program allows students to engage in different experiential learning activities, thereby enhancing their performance.

Fresh graduates and postgraduates entering the teacher education course often have limited knowledge about the psychological connections between teachers and students, as well as the importance of effective communication skills in the teaching-learning process. For example, new students initially struggle with writing good assignments, preparing reports, and participating in group or classroom discussions. They also lack confidence in sharing their

views in large groups and presenting seminar papers. Theshy students are identified and are made to present their group ideas infront of smaller groups toboost their confidence and then gradually they become more confident to present in front of the wholeclass. However, with continuous guidance from teacher educators, these freshers gradually become more open to interaction and participation in various activities, leading to improvements in their performance.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	**No File Uploaded**

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://sctek.online/student-support-progression/

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

Nil

File Description	Documents
Data as per Data Template	**No File Uploaded**
Sanction letter from the funding agency	**No File Uploaded**
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)

Nil

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	**Four of the above**

File Description	Documents
Data as per Data Template	<u>View File</u>
Institutional Policy document detailing scheme of incentives	<u>View File</u>
Sanction letters of award of incentives	<u>View File</u>
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	**No File Uploaded**
Documentary evidence for each of the claims	<u>View File</u>
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	**Two of the above**

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
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

9

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
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

3

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
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

13

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
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

645

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	**No File Uploaded**
Report of each outreach activity with seal and signature of the Principal	*View File*
Any other relevant information	*View File*

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

105

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

105

File Description	Documents
Data as per Data Template	*View File*
Documentary evidence in support of the claim along with photographs with caption and date	*View File*
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.

During their visits to practicing schools, student teachers conducted various activities to sensitize students about environmental cleanliness. They emphasized the importance of maintaining clean surroundings, including compounds, toilets, and drainage systems. Students were instructed to regularly empty or drain stagnant water from items like unused tyreorcans and to cover barrels to prevent mosquito breeding and the spread of other insects.

The initiative also highlighted the correct usage of dustbins provided by municipal councils and village panchayats to promote

environmentally friendly waste disposal. Students were educated on segregating waste effectively:

- Yellow dustbin: for non-biodegradable waste like glass.
- Blue dustbin: for plastic waste.
- Red dustbin: for hazardous waste.
- Grey dustbin: for metal waste.
- Green dustbin: for biodegradable waste, such as kitchen scraps, vegetables, and flowers, which can be composted.

Additionally, with mid-day meals being served at schools, hygienic handwashing practices were taught to ensure better health and hygiene among students.

Student teachers also actively participated in parent-teacher meetings to discuss challenges related to students and the teaching-learning process. Constructive feedback wasshared with both parents and teachers to enhance the overall educational experience.

File Description	Documents
Relevant documentary evidence for the claim	No File Uploaded
Report of each outreach activity signed by the Principal	View File
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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Appropriate certificates from the awarding agency	No File Uploaded
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

1

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

1

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

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

2

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File

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 Clinics Linkages with general colleges	**Five/Six of the above**

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

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

The College campus area is1.075 acres, and the building was built in the early 1970s. It consists of the library, classrooms, multipurpose hall, and administrative building. Along with the amenities already in place, the new administrative building, which was constructed as part of the RUSA Project comprises 10 rooms and restrooms. This has made it easier to provide the student teachers with the best possible infrastructure to support the teaching and learning experiences as well as hands-on activities. The new building has a Fitness Centre catering to the needs of student-teachers, faculty and the local community.

The Institution has thirteen (13) classrooms with LCD projectors for efficient instruction and teaching- learning. In addition to academic related events and cultural programs, the Multipurpose and the Seminar Hall hosts a variety of meetings, including College IQAC meetings, faculty meetings, staff meetings, and others.

The College Laboratories include the Science and Mathematics Laboratory which is utilized for classroom interaction and video viewing, the Computer Laboratory which serves as an ICT classroom with internet facility while the Language Laboratory is conveniently located within the Computer Laboratory. Faculty members responsible for the equipment and resources ensure its regular maintenance.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
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

8

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

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

0.59

File Description	Documents
Data as per Data Template	View File
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	View File

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.

The State College of Teacher Education Library has 9861 volumes which includes 370 reference volumes, 3 journals, e-resources and

books related to teacher education, North-East India, etc. Library operations are carried out simultaneously with manual operation as the automation process is still in its initial stages. The Integrated Library Management system used is Software for University Libraries (SOUL) 3.0. The newly procured books and resources are documented in the integrated library management system software, which makes library management more effective.

The features of library automation are

i. UNICODE based multilingual support for Indian and foreign languages

ii. Compliant to International Standards such as MARC21, AACR-2, MARCXML

iii. Compliant to NCIP 2.0 protocol for RFID and other related applications especially for electronic surveillance and self check-out & check-in

iv. Client-server based architecture, user-friendly interface

v. Supports cataloguing of electronic resources such as e-journals, e-books, virtually any type of material

vi. Support online copy cataloguing from MARC21 supported bibliographic database

vii. Provides freedom to users for generating reports

viii. Supports practical requirements of the libraries such as stock verification, book bank, vigorous maintenance functions, transaction level enhanced security, etc.

ix. Highly versatile and user-friendly OPAC with simple and advanced search

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	https://sctek.online/learning-resources/
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 State College of Teacher Education (SCTE), Kohima, enhances its academic offerings by providing students with access to a vast repository of electronic resources. This access is facilitated through a partnership with the National Library and Information Infrastructure for Scholarly Content (N-LIST), INFLIBNET Centre in Ahmedabad. Students and teachers benefit from online journals, e-books, and databases, significantly enriching their learning and research capabilities. This digital access complements traditional library resources, fostering a modern and well-equipped learning environment at SCTE.

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	View File

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases	**Four of the above**

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

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

0.84

File Description	Documents
Data as per Data Template	View File
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	View File

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

36

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	View File
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	View File

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	[View File](#)
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 Institution has significantly enhanced its Information and Communication Technology (ICT) infrastructure to support a dynamic and efficient learning environment. This comprehensive upgrade includes the ongoing maintenance and improvement of existing Wi-Fi capabilities, ensuring reliable and consistent internet access for all users. Crucially, the installation of JioNet provides a high-speed, robust network, further accelerating access to essential information resources for both faculty and student-teachers. The benefits extend beyond simply increased speed; the enhanced connectivity facilitates quicker access to online research databases, educational platforms, and administrative tools. This improved accessibility directly contributes to streamlined administrative processes, ultimately leading to more efficient management of institutional tasks. Furthermore, the upgraded ICT infrastructure significantly enriches the teaching and learning experience, fostering a more technologically advanced and engaging educational setting. The investment in these improvements demonstrates a commitment to providing students and faculty with the best possible tools for success.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	[View File](#)
Any other relevant information	**No File Uploaded**

4.3.2 - Student – Computer ratio during the academic year

3:1

File Description	Documents
Data as per data template	View File
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	View File
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	**No File Uploaded**

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	View File
Link to videos of the e-content development facilities	https://youtu.be/A2ZLhKC8a_4
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	https://sctek.online/online-resources/
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)

7.53

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	**No File Uploaded**
Any other relevant information	View File

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 a well-structured system and effective mechanism for the maintenance and utilization of the various facilities.

The Principal, Vice Principal and various College Committees comprising of faculty, staff, carry out overall supervision for smooth functioning and utilization of physical, academic and support facilities with regular updates and maintenance. The Principal is the administrative head of the Institution looking after all the activities. The Vice-Principal is in-charge of the academic activities looking after the various academic activities and programmes. The office works and cleanliness activities are carried out by the non-teaching staff assigned for the work under the supervision of the Principal and Head Assistant. The College has security personnel to provide security and maintain safety on the campus. The librarian manages the College library whereby the users utilizes the services of the library under certain rules and conditions. Laboratories and Fitness Centre in the College are maintained and looked after by the laboratory assistants and the faculty in-charges.

In accordance with the State Fire Department's directive after inspection, three DCP fire extinguishers with a 3 kg capacity have been installed at key points across the College.

File Description	Documents
Appropriate link(s) on the institutional website	https://sctek.online/
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	**Four of the above**

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	**No File Uploaded**

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	View File
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

B. Any 3 of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
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)

File Description	Documents
Data as per Data template	**No File Uploaded**
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	**No File Uploaded**
Report of the Placement Cell	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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
8	**47**

File Description	Documents
Data as per Data Template	<u>View File</u>
Reports of Placement Cell for during the year	<u>View File</u>
Appointment letters of 10 percent graduates for each year	<u>View File</u>
Any other relevant information	**No File Uploaded**

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).

5

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

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

22

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	**No File Uploaded**

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 curriculum. The student body, under no circumstances, are allowed to over exercise their portfolio without consulting the faculty-in-charges of various activities or without bringing the matter to the knowledge of the Principal/vice principal/students-in-charges.

The portfolio of the executive members of the studentbody 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 dessiminates information about various events to local newspapers. The Sports Secretary and the Asst. Sports Secretary keep a track of all sports events and equipments under the guidance of the Physical Education Faculty.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	View File

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

03

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	View File

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 Alumni Association of The State College of Teacher Educaton is a non-registered but functional association.Alumni Association contributes significantly on deversified areas for the development of the institution.SCTE Alumni Association organised orientation

program and membership drive for the fresh teachers-trainees periodically with the intend of sensitizing the trainees on the various features and functioning of the Alumni Association. Another contribution of the Alumni Association are serving as valuableResource persons in numerous workshop/seminars initiated by the college.someprogram are also organised for the B.Ed. trainees of SCTE under the initiative of Alumni Association.Another visible activity of the Alumni Association was providing donation in kinds .

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

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

01

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
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 Association acts as an effective system to the institution in motivating students as well as recognizing, nurturing and furthering any special talents in them by contributing to the bi-monthly and annual college magazines. Another important contribution of the Alumni Association is as Resource Persons in various seminars conducted by the college.Several best practices that foster engagement of Alumini are participation during college sports week, attending workshopand organising programme.On 13th November 2023 Alumni conducted a programme titled " Talk on Soft Skill" for the third/fourth semester B.Ed. trainnees of SCTE with Ms Ravolu Chuzo, Facilator, youth Net as the resource person. Another major visible activity of the Alumni was providing donation such asnotice board and office name plates to the college and also carried out fund raising activities.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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 suggestions for improvements made are acknowledged and appreciated, also members are deputed for various regional and state-level training programs and workshops. The faculty members, the non-teaching staff, and in some cases the students are members of different committees that actively participate in the institutional processes. The faculty are involved in different activities of the management of the institution. Non-teaching staff held meetings regularly for the 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 the responsibility 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	[View File](#)
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	[View File](#)
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 supported in administrative matters by a team of assistants under the H.A. with responsibilities assigned based on competency and a fair distribution of work. The senior faculty members are also assigned specific administrative responsibilities as needed.

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	View File
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 Audita 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 displays the internal marks of student teachers on the noticeboard before the Semester's End Examination for information purposes.

AND OTHER FUNCTIONS: To ensure administrative transparency, the College has computerization and networking of all computers for

administration which implies the use of digital media in preparation, communication, and record of documents. Faculty meetings for common decisions 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 concerning quality improvement.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	No File Uploaded

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 activity that is successfully implemented based on the strategic plan by the College is the implementationof the Energy policy in the academic year 2023-2024, to address the environmental impact of energy use. The forward-thinking initiative taken by the college aims to promote sustainability and encourage alternative energy practices, fostering a culture of eco-awareness within the campus. The policy ensures energy is used efficiently and responsibly, aligning with national and global environmental goals. A key focus of the policy is to educate faculty, student teachers, and staff about their role in conserving energy. The policy also emphasizes adopting energy-saving technologies and practices, such as using energy-efficient appliances, smart lighting, and turning off devices when not in use thus, encouraging eco-friendly habits. Overall, the policy demonstrates the College's commitment to an environmentally responsible campus. Realizing the policy the college has installed solar panels for contineous energy supply in classrooms cum seminar hall, ICT lab and library. Five solar street lights have also been installed.Car pooling is another strategy which is conciously practiced by faculty and staff for conveyance.

Addtionally, the College has signed MoU with Kohima Science College (Autonomous) for Academic and Research Collaboration.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	**Nil**
Documentary evidence in support of the claim	<u>View File</u>
Any other relevant information	<u>View File</u>

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 serves as the appointing authority, the appointment and service regulations for faculty and non-teaching staff are governed by the Nagaland Higher Education Service rules. The service rules incorporate UGC norms and regulations and the NCTE guidelines are adopted for the recruitment of teacher educators.

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

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	**Three/Four of the above**

File Description	Documents
Data as per Data Template	View File
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	View File

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 State College of Teacher Education successfully organized Sales Day on 7th October, 2023. The event witnessed enthusiastic participation from faculty, student teachers,and ministerial staff, creating a vibrant and collaborative atmosphere. Various stalls showcasing handmade crafts, food items, vegetables , books, educational materials, clothes, jewellery, decorative items, flower nursery etc. were set up.

The IQAC organised a programme on World Mental Health Day with the theme "Mental Health is a Universal Human Right". This meaningful initiative aimed to raise awareness and promote mental well-being within our community. The resource person Ms. Raman Longkumer focused on educating and supporting individuals in their jouney towards better mental health.

The College observed the International Day of Sign Languages, organised under the initiative of the IQAC. The resource person Ms. Ruokuokhrienuo Vizotha, a sign language interpreter shared her experiences and insights, she also highlighted the significance of sign languages.

Under the initiative of College Cultural Club, Cultural day was celebrated on 29th May,2024 under the theme "Weaving a tapestry of humanity", highlighting the rich diversity and heritage of the community. The event explored heritage and traditions through various traditional performances. Shri. Temjen Imna Along, Minister of Tourism and Higher Education, Govt. of Nagaland, honored the occasion as the Special Guest.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

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 programs, 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 want to pursue further studies.

7. Restricted holidays of 3 days are allowed to faculty members.

8. Separate restrooms 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 is provided.

3. Paternity leave of 3 months for male staff members is granted.

4. Restricted holidays of 3 days are allowed.

5. Separate restrooms for male and female staff are provided.

The faculty maintained a welfare fund to use to reach out to the teaching staff, non-teaching staff, and student-teachers in times 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	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	View File

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	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	View File
Certificate of participation for the claim	View File
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.

4

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	**No File Uploaded**
Any other relevant information	View File

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

4

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
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 implements an appraisal system for both teaching and non-teaching staff which is based on the feedback gathered annually about their performance.

The performance appraisal system for faculty is based on the Annual Performance Assessment Report (APAR) and Academic Performance Indicators (API). For APAR the Proforma designed by the 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, approves, and forwards the same to the Principal for further Assessment which is then submitted to the director of 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 the State Government.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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 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 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.	View File
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	View File

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

Nil

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	**No File Uploaded**

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.

As a Government Institution, most of the expenditures are covered by the Department of Higher Education, Government of Nagaland. Additionally, the College receives funds from the admission fees paid by the student-teachers, which are charged by the norms set by 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. And also, funds were generated through sales day.By organizing the sale of goods, the event served as a practical and effective way in contributing to the funding of the College. The different clubs of the college also generate funds by conducting various activities through the seed money provided by the management.

A dedicated Committee is established to ensure the efficient mobilization and utilization of resources. Regular internal and external audits are conducted to verify proper resource management. Transparency in all transactions is maintained through detailed records, including bills and vouchers.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View File]()
Any other relevant information	[View File]()

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 2023-2024

- **The IQAC monitors the quality of the different activities conducted by the college.**
- **Conduct various meetings throughout the academic year of IQAC NAAC.**
- **Prepared and submitted AQAR of the previous year (2022-2023).**
- **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 feedback and evaluations collected from stakeholders.**
- **Monitored remedial classes for academically weak student-teachers.**
- **Set up a student-teacher mentoring system.**
- **FDP at SCTE for faculty.**

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<u>View File</u>
Any other relevant information	<u>View File</u>

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.

The Internal Quality Assurance Cell (IQAC) plays a pivotal role in enhancing the teaching-learning process by regularly assessing and implementing measures to ensure quality improvement. The IQAC collect feedback from the student teachers regarding teaching quality, course content, and the overall learning environment through structured mechanisms such as surveys, google forms, suggestion boxes, and direct interactions. The feedbacks are reviewed and analyzed in collaboration with the faculty members, to identify challenges, provide remedial measures, and ensure effective teaching-learning outcomes.

To monitor and improve the process further, the IQAC conducts

regular meetings with faculty members to assess teaching progress, review the implementation of planned activities, and discuss innovative strategies to enhance student engagement and learning outcomes. The IQAC also formulates action plans to address areas requiring improvement. Additionally, the IQAC organizes workshops, seminars and Faculty Development Programs (FDPs) to equip faculty members with advanced teaching methodologies and innovative pedagogical approaches. These initiatives aim to enhance faculty effectiveness in delivering quality education and foster a culture of continuous improvement in the teaching-learning process.

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	View File

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

7

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

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal 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)	Four of the above

Participation in NIRF

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://sctek.online/iqac-meeting-minutes/
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://sctek.online/wp-content/uploads/2023/12/aqar-2022-23.pdf
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	**No File Uploaded**
Feedback analysis report	View File
Any other relevant information	View File

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 of accreditations are as follows:

- **Before the accreditation, only one faculty member held a Ph.D. in professional development. Between July 2023 and June 2024, an additional faculty member earned a Ph.D., increasing the total number of Ph.D. holders to Nine.**
- **Introduction of Student Satisfaction Survey.**
- **Introduction of Cultural Wednesday.**
- **Installation of LCD projector in all Classrooms and Digita Smart Boards in the main hall to transform the teaching-learning process.**
- **Introduction of Skill Development Courses; Small Mushroom Grower, Sewing Machine Operator, and Data Associate Operator under the initiative of Skill India.**
- **A feedback and evaluation system is developed for every activity conducted.**

- **No. of publications by the faculty has increased.**
- **A Mentoring System for student-teachers has been set up.**
- **As a part of the "Swachh Bharat Mission," a Cleanliness drive is conducted periodically.**
- **To keep track of the activities throughout the year,a Bi-Monthly Bulletin is introduced.**
- **Adoptation of the Waste Management and Energy Policy.**
- **Increase in the number of Seminarsz/Workshops/Talks/FDPs for Faculty, student-teachers and Ministerial Staff.**
- **Signed MoU with Kohima Science College (Autonomous) for academic and research collaboration.**

File Description	Documents
Relevant documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

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 institution's energy policy is designed to promote energy conservation and integrate renewable energy solutions into its operations.Energy-saving measures are mandatory, with teaching faculty, non-teaching staff, and students actively encouraged to switch off lights, fans, and equipment when not in use. The institution has adopted energy-efficient infrastructure, including LED lighting and energy-efficient appliances, to minimize wastage.

To meet its power requirements and mitigate power outages, solar panels are strategically installed in critical areas such as the ICT room, the Skill India PMKVY 4.0 sewing machine facility, the Women Technological Park, and Hall 1. These installations ensure a consistent power supply while reducing dependency on conventional energy sources.

The institution also emphasizes on energy-conscious behaviors and encourage participation in workshops and campaigns relating to awareness about energy conservation and the benefits of renewable energy.

By streamlining these practices, the institution demonstrates its commitment to environmental sustainability and resource optimization.

File Description	Documents
Institution's energy policy document	[View File](#)
Any other relevant information	[View File](#)

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.

The institution has a comprehensive Waste Management Policy aimed at minimizing waste generation, promoting recycling, and ensuring responsible waste disposal. Source separation of waste is mandatory, with dedicated bins provided for biodegradable and non-biodegradable waste. Organic waste, such as from the canteen, is recycled into compost, while materials like paper and bottles are responsibly recycled through partnerships with local recycling facilities.

To ensure efficient waste management, the institution collaborates with the community sanitation service, which collects segregated waste on scheduled days. Fourth-grade staff members are designated to organize and pack waste before collection. Single-use plastics are strictly prohibited on campus.

The policy also emphasizes community participation, with all teaching and non-teaching staff, students, and residents expected to deposit waste in appropriate bins. Through these practices, the institution actively promotes environmental responsibility and sustainable waste management.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

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	<u>View File</u>
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	<u>View File</u>
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 regularly undertakes cleanliness drives within and around the campus. Students are sensitized to responsibly dispose of waste in designated bins or areas. Additionally, the institution has been declared a plastic-free zone, following its commitment to be an environmentally friendly college.Periodically, activities such as mopping, sweeping, and weeding are done to provide a healthy environment conducive to teaching and learning. Washrooms and restrooms are always thoroughly cleaned and supplied with adequate water for the maintenance of hygiene and sanitation.

Every year, the institution celebrates and observes awareness campaigns and initiatives like World Environment Day and Swachh Bharat Campaign with great fervor and dedication. Attendance for

participation is made mandatory and defaulting students are always strictly dealt with.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	**No File Uploaded**

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

Three of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
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)

0.09

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
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

To enhance employability among the students and local community, the institution has introduced Skill Development Courses under PMKVY (Pradhan Mantri Kaushal Vikas Yojana) 4.0, a flagship Skill India Initiative. Courses under this initiative include two trades:Small Mushroom GrowerandSewing Machine Operator. Both are offered free of cost and certificates are awarded upon their completion. It is noteworthy that all the raw materials for mushroom growing such as hays and spawns are locally procured. Though limited in seats and training facilities, a sizeable number of candidates outside the institution are showing interest and have been efficiently trained ever since the introduction of both trades.

To leverage local resources, promote healthy living, and cater to the consumption needs of the people, the institution occasionally organizes sales days where fresh and organic vegetables and fruitsare procured from local farmers and sold at inexpensive prices.

During their internships, student-teachers are guided not only to collaborate and engage with their respective school actively but also with the community. Activities such as cleanliness drives, awareness on waste management, environment protection, and workshops on diseases are conducted by the student-teachers. All these equip the communities served with responsibilities, knowledge, and awareness.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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 professional ethics programmes for students, teachers, administrators and other staff	C. Any 2 of the above

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	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
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

1. Sensitization of Community on Pertinent Issues during Internship Programme.

Goal: To prepare student-teachers for active community engagement through practical teaching and service.

Context: The institution seeks to instill adaptability and social responsibility in its student-teachers by emphasizing on community engagement during the internship programme.

Practice :During theinternship, student-teachers engage in community service alongside teaching. Activities include: Workshops on Conservation and Sustainability Practical Contributions to Community Development Environmental awareness campaigns. Hygiene and sanitation drives. Workshops on skill development and education.

These activities are planned and executed by the trainees to address community-specific needs while practicing teaching. Faculty members

monitor their progress, offer guidance, and evaluate both their teaching and community engagement efforts.

Evidence of Success: Reflective journals and feedback from students highlight enhanced teaching skills, increased empathy, and the development of a problem-solving mindset. Communities appreciate their contributions, particularly in areas of social and environmental awareness.

Problems Encountered: Challenges include securing cooperation from schools and addressing logistical issues in rural areas.

2. Testimonials for Outstanding Students

Goal: To motivate students by recognizing exceptional achievements, unique qualities, and contributions in academics and co-curricular activities.

Context: Personalized testimonials go beyond grades, offering meaningful recognition and encourages consistent effort throughout college.

Practice:Faculty observe students over four semesters and select 3-5 outstanding students annually based on academic performance, co-curricular involvement, and contributions. Personalized testimonials are presented on graduation day.

Evidence of Success:Recipients report enhanced self-esteem and motivation.

Problems Encountered:Selecting a few students can cause dissatisfaction among others.

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
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

Nurturing Humane Teachers through Community Engagement during Rural Internship Programme

The Rural Internship Programme exemplifies this commitment. During the internship, teacher trainees not only practice teaching in rural schools but also engage in community service activities such as: Awareness Campaigns: Promoting eco-friendly practices and sustainability, awareness on menstrual hygiene, HIV Aids, Consumr Rights etc. Sanitation Drives: Educating on hygiene and conducting cleanliness drives. Skill Development Workshops: Teaching crafts and practical skills to enhance livelihoods. Educational Outreach: Supporting schools with innovative teaching strategies.

Through these activities trainees are expected to develop empathy, adaptability, and social responsibility, —traits essential for becoming humane and reflective educators.

This initiative ensures that our graduates are not merely academically proficient but are also attuned to the needs of society and prepared to act as change agents in the community.This distinctive practice aligns with our mission to prepare socially conscious educators who contribute meaningfully to community upliftment.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File