SELF APPRAISAL REPORT OF THE

RK SANATOMBI DEVI COLLEGE OF EDUCATION

Asha Jina Complex, Imphal - 795001

VOLUME 1

(SELF APPRAISAL REPORT)

SUBMITTED TO :

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

(NAAC) Bangalore

SUBMITTED BY :

RK SANATOMBI DEVI COLLEGE OF EDUCATION

ASHA JINA COMPLEX, IMPHAL, 2013

SELF APPRAISAL REPORT OF THE

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VOLUME 2

(ANNEXURES)

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A. Profile of the Institution

1. Name and address of the institution:

RK Sanatombi Devi College of Education

Asha Jina Complex, Imphal East - 795001 (Manipur)

2. Website URL **www.rksanatombidevi.org**

3. For communication:

Office

Name:	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal : **Dr. K P Guite**	**0385- 2421629**	**0385-2423060**	**rksanatombidevi@gmail.com**
Vice-Principal			
Self - appraisal Co-ordinator : **K Purnachandra Singh**			**rksanatombidevi@gmail.com**

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal **Dr. K P Guite**		09436026639
Vice-Principal		
Self - appraisal Co-ordinator : **K Purnachandra Singh**		

4. Location of the Institution:

Urban [√] Semi-urban [ ] Rural [ ] Tribal [ ]

Any other (specify and indicate) [ ]

5. Campus area in acres: ***1.031***

in the existing building & 16.5 acre at Pangei, Imphal

6. Is it a recognized minority institution? Yes [ ] No [√]

7. Date of establishment of the institution: Month & Year

MM	YYYY
03	2003

8. University/Board to which the institution is affiliated:

Manipur University, Canchipur, Manipur

9. Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act.

	Month & Year	
2f	MM	YYYY
	03	**2008**

	Month & Year	
12B	MM	YYYY
	05	**2009**

10. Type of Institution

a.	By funding	i. Government	☐
		ii. Grant-in-aid	☐
		iii. Constituent	☐
		iv. Self-financed	☑
		v. Any other (specify and indicate)	☐
b.	By Gender	i. Only for Men	☐
		ii. Only for Women	☐
		iii. Co-education	☑
c.	By Nature	i. University Dept.	☐
		ii. IASE	☐
		iii. Autonomous College	☐
		iv. Affiliated College	☑
		v. Constituent College	☐
		vi. Dept. of Education of Composite College	☐
		vii. CTE	☐
		Viii. Any other (specify and indicate)	☐

11. Does the University / State Education Act have provision for autonomy?

Yes [√] No [ ]

If yes, has the institution applied for autonomy?

Yes [ ] No [√]

12. Details of Teacher Education programmes offered by the institution:

Sl. No.	Level	Programme/Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary	NA		Certificate		
		NA		Diploma		
		NA		Degree		
ii)	Primary/ Elementary	NA		Certificate		
		NA		Diploma		
		NA		Degree		
iii)	Secondary/ Sr. secondary	NA		Certificate		
				Diploma		
		B Ed	**50% in BA / BSc, 45% for OBC,ST,SC**	**Degree**	**1 year**	**English except MIL**
iv.	Post Graduate			Diploma		
		M Ed	**55% in B Ed, 50% for OBC,ST,SC**	**Degree**	**1Year**	**English**
v.	Other (specify)			Certificate		
				Diploma		
				Degree		

(Additional rows may be inserted as per requirement)

13. Give details of NCTE recognition (for each programme mentioned in Q.12 above)

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary	B Ed	ERC/7-33(ER-33.6.3)/2003(1) dated 26-03-2003	Till date	150
	B Ed	ERC/7-886.11.1/2008/10991(5) DATED 02-05-2008	Till date	50
Post Graduate	M Ed	ERC/7-47(ER-47.6.2)/2004/2275(1) dated 09-9-03-2004	Till date	25
	M Ed	D.O.No.49-4/2010/Pt/NCTE/ N&S/ dated 30-07/2010	Till date	Enhance from 25 to 35
Other (specify)				

(Additional rows may be inserted as per requirement)

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision	Yes	√	No	
Mission	Yes	√	No	
Values	Yes	√	No	
Objectives	Yes	√	No	

2. a) Does the institution offer self-financed programme(s)?

Yes	√	No	

If yes,

a) How many programmes? **2 ie B. Ed & M. Ed**

b) Fee charged per programme **BEd Rs 25,000/- & MEd Rs. 35,000/-**

NB: Fee Charged in the academic session 2012-13 is 25,000/- for B Ed & Rs. 35,000/- for M Ed. Fee Charged in the academic session 2011-12 was Rs 19500/- for B Ed & Rs. 27,000/- for M Ed. Fee charged in the academic session 2010-11 was 15500/- for Bed & Rs. 23,000/- for M Ed.

3. Are there programmes with semester system — No

4. Is the institution representing/participating in the curriculum development/ revision processes of the regulatory bodies?

Yes	√	No	

If yes, how many faculty are on the various curriculum development/vision committees/boards of universities/regulating authority. 1

5. Number of methods/elective options (programme wise

D.Ed.	NA!
B.Ed.	5 Method 5. 3 Optional
M.Ed. (Full Time)	2 Optional
M.Ed. (Part Time)	NA
Any other (specify and indicate)	NA!

6. Are there Programmes offered in modular form

Yes		No	
Number			

7. Are there Programmes where assessment of teachers by the students has been introduced

Yes		No	
Number			

8. Are there Programmes with faculty exchange/visiting faculty

Yes	√	No	
Number	3		

9. Is there any mechanism to obtain feedback on the curricular aspects from the

• Heads of practice teaching schools	Yes	√	No	
• Academic peers	Yes	√	No	
• Alumni	Yes	√	No	
• Students	Yes	√	No	
• Employers	Yes	√	No	

10. How long does it take for the institution to introduce a new programme within the existing system?

NA

11. Has the institution introduced any new courses in teacher education during the last three years?

Yes		No	√

Number	NA

12. Are there courses in which major syllabus revision was done during the last five years?

Yes	√	No	

Number	1

13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes [√] No [ ]

14. Does the institution encourage the faculty to prepare course outlines?

Yes [√] No [ ]

Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?

a)	Through an entrance test developed by the institution	√
b)	Common entrance test conducted by the University/Government	
c)	Through an interview	
d)	Entrance test and interview	
e)	Merit at the qualifying examination	
f)	Any other (specify and indicate)	
	(If more than one method is followed, kindly specify the weightages)	

2. Furnish the following information (for the previous academic year):

For B Ed, 2012-13

a)	Date of start of the academic year	11th July 2012
b)	Date of last admission	7th July 2012
c)	Date of closing of the academic year	20h April 2013
d)	Total teaching days	140
e)	Total working days	180

For M Ed, 2012-13

f)	Date of start of the academic year	1st August 2012
g)	Date of last admission	30 th July 2012
h)	Date of closing of the academic year	20 June 2013
i)	Total teaching days	130
j)	Total working days	190

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	**55**	**145**	**200**	**42**	**105**	**147**	**13**	**40**	**53**
M.Ed. (Full Time)	**6**	**29**	**35**	**5**	**18**	**23**	**1**	**11**	**12**
M.Ed. (Part Time)									

4. Are there any overseas students?

Yes		No	√

If yes, how many?

NA

5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).

a) Unit cost excluding salary component — Rs 4793.04 for B Ed & Rs 3444.12 for M Ed.

b) Unit cost including salary component — Rs 9970.65 for B Ed & Rs 19683.48 for M Ed

*(Please provide the unit cost fotr each of the programme offered by the institution as detailed at **Question 12** of profile of the institution)*

Year	Unit cost	Class	No. of student	Amount (Rs)	
				With	Without
2006-07	Recurring	B.Ed.	150	10004.28	4455.11
		M.Ed.	25	15181.04	3498.04
	Non recurring			4068.64	
2007-08	Recurring	B.Ed.	200	8614.67	3517.29
		M.Ed.	25	7306.52	2786.48
	Non recurring			2166.72	
2008-09	Recurring	B.Ed.	200	11737.45	6430.48
		M.Ed.	25	30635.55	4566.52
	Non recurring			1700.2	
2009-10	Recurring	B.Ed.	200	8531.2	3808.58
		M.Ed.	35	19008.4	2454.25
	Non recurring			647.52	
2010-11	Recurring	B.Ed.	200	10974.08	5669.17
		M.Ed.	35	24592.57	4063.51
	Non recurring			4856.53	

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.	82.5	51.00	90.00	45.00
M.Ed. (Full Time)	80	57	80	51
M.Ed. (Part Time)	NA	NA	NA	NA

7. Is there a provision for assessing students' knowledge and skills for the programme (after admission)? Yes [√] No [ ]

8. Does the institution develop its academic calendar? Yes [√] No [ ]

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.	x	x	
B.Ed.	47.17	26.67	26.19
M.Ed. (Full Time)	80.00		20
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days: 1 0

b) Minimum number of pre-practice teaching lessons given by each student: 0 5

11. Practice Teaching at School

a) Number of schools identified for practice teaching: 3 4

b) Total number of practice teaching days: 3 0

c) Minimum number of practice teaching lessons given by each student: 4 0

12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

No. of Lessons In simulation	5	No. of Lessons Pre-practice teaching	5

13. Is the scheme of evaluation made known to students at the beginning of the academic session? Yes [√] No [ ]

14. Does the institution provide for continuous evaluation?

Yes [√] No [ ]

15. Weightage (in percentage) given to internal and external evaluation

Programmes	Internal	External
D.Ed.		
B.Ed.	**25**	**75**
M.Ed. (Full Time)	**25**	**75**
M.Ed. (Part Time)		

16. Examinations

a) Number of sessional tests held for each paper [ ] [6]

b) Number of assignments for each paper [1] [2]

17. Access to ICT (Information and Communication Technology) and technology.

	Yes	No
Computers	√	
Intranet	√	
Internet	√	
Software / courseware (CDs)	√	
Audio resources	√	
Video resources	√	
Teaching Aids and other related materials	√	
Any other (specify and indicate)		

18. Are there courses with ICT enabled teaching-learning process?

Yes	√	No	

Number	5

19. Does the institution offer computer science as a subject?

Yes	√	N	

If yes, is it offered as a compulsory or optional paper?

Compulsory		Optional	√

NB: Non credited course

Criterion III: Research, Consultancy and Extension

1. Number of teachers with Ph. D and their percentage to the total faculty strength

Number	0	7	36.8 %

2. Does the Institution have ongoing research projects?

Yes	√	No	

If yes, provide the following details on the ongoing research projects

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
UGC, NERO	**90,000/-**	**18 months**	**NA**

(Additional rows/columns may be inserted as per the requirement)

3. Number of completed research projects during last three years.

NIL

4. How does the institution motivate its teachers to take up research in education? (Mark ✓for positive response and X for negative response)

○ Teachers are given study leave	X
○ Teachers are provided with seed money	√
○ Adjustment in teaching schedule	√
○ Providing secretarial support and other facilities	√
○ Any other specify and indicate	√

NB: ***Faculty members are planning to submit the proposals for research project***

5. Does the institution provide financial support to research scholars?

Yes		No	√

6. Number of research degrees awarded during the last 5 years.

a.	Ph.D.	3
b.	M.Phil.	3

7. Does the institution support student research projects (UG & PG)?

Yes		No	√

8. Details of the Publications by the faculty (Last five years)

	Yes	No	Number
International journals	yes		5
National journals – referred papers Non referred papers	yes		7
Academic articles in reputed magazines/news papers		**NO**	
Books		**NO**	
Any other (specify and indicate)		**NO**	

9. Are there awards, recognition, patents etc received by the faculty?

Yes		No	√

Number	

10. Number of papers presented by the faculty and students (during last five years):

	Faculty	Students
National seminars	25	x
International seminars	4	x
Any other academic forum		

11. What types of instructional materials have been developed by the institution?

(Mark `✓' for yes and `X' for No.)

Self-instructional materials	
Print materials	
Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)	√
Digitalized (Computer aided instructional materials)	
Question bank	
Any other (specify and indicate)	

12. Does the institution have a designated person for extension activities?

Yes [√] No [ ]

If yes, indicate the nature of the post.

Full-time [ ] Part-time [ ] Additional charge [√]

13. Are there NSS and NCC programmes in the institution?

Yes [ ] No [√]

14. Are there any other outreach programmes provided by the institution?

Yes [√] No [ ]

15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus

[2] LPG Orientation Programme, Lecture on Swami Vivekananda

16. Does the institution provide consultancy services?

Yes [√] No [ ]

In case of paid consultancy what is the net amount generated during last three years.

NIL (Free consultancy)

17. Does the institution have networking/linkage with other institutions/ organizations?

Local level	√
State level	√
National level	√
International level	X

Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. mts.) — 53.6 x 56.7 sq mts

2. Are the following laboratories been established as per NCTE Norms?

a)	Methods lab	Yes	√	No	
b)	Psychology lab	Yes	√	No	
c)	Science Lab(s)	Yes	√	No	
d)	Education Technology lab	Yes	√	No	
e)	Computer lab	Yes	√	No	
f)	Workshop for preparing teaching aids	Yes	√	No	

3. How many Computer terminals are available with the institution? — 64

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year? (year 2011-12) — 1.7 lakhs

5. What is the Amount spent on maintenance of computer facilities during the previous academic year? — 2 lakhs

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year? — 1.5 lakhs

7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial year? — 2 lakhs

8. Has the institution developed computer-aided learning packages?

Yes [ ] No [√]

9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching	8	16	2	X
Non-teaching	9	3	1	X

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching	X	X	X	X
Non-teaching	X	X	X	X

11. a. Number of regular and permanent teachers (Gender-wise)

	Open		Reserved	
	M	F	M	F
Lecturers	4	15	X	X
Readers	X	X	X	X
Professors	X	X	X	X

b. Number of temporary/ad-hoc/part-time teachers (Gender-wise)

	Open		Reserved	
	M	F	M	F
Lecturers	4	1	X	X
Readers	1	X	X	X
Professors	1	X	X	X

c. Number of teachers from

Same state	26
Other states	NIL

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	NA
B.Ed.	**1:10**
M.Ed. (Full Time)	**1:6**
M.Ed. (Part Time)	NA

13. a. Non-teaching staff

		Open		Reserved	
Permanent	M	F	M	F	
	6	3	X	X	
Temporary	M	F	M	F	
	3	X	1	X	
b. Technical Assistants	Permanent	M	F	M	F
		2	X	X	X
	Temporary	M	F	M	F
		1	X	X	X

14. Ratio of Teaching – non-teaching staff

2:1

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)

50%

16. Is there an advisory committee for the library?

Yes	√	No	

17. Working hours of the Library

On working days	7
On holidays	3
During examinations	8

18. Does the library have an Open access facility

Yes	√	No	

19. Total collection of the following in the library

a. Books	8000
- Textbooks	7135
- Reference books	865
b. Magazines	7
e. Journals subscribed	
- Indian journals	8
- Foreign journals	NIL
f. Peer reviewed journals	1
g. Back volumes of journals	NIL
h. E-information resources	
- Online journals/e-journals	yes
- CDs/ DVDs	yes
- Databases	No
- Video Cassettes	yes
- Audio Cassettes	yes

20. Mention the

Total carpet area of the Library (in sq. mts.)	135 sq mts
Seating capacity of the Reading room	70

21. Status of automation of Library

Yet to intimate	
Partially automated	√
Fully automated	

22. Which of the following services/facilities are provided in the library?

Circulation	√
Clipping	√
Bibliographic compilation	X
Reference	√
Information display and notification	√
Book Bank	X
Photocopying	√
Computer and Printer	√
Internet	√
Online access facility	√
Inter-library borrowing	X
Power back up	√
User orientation /information literacy	√
Any other (please specify and indicate)	X

23. Are students allowed to retain books for examinations?

Yes	√	No	

24. Furnish information on the following

Average number of books issued/returned per day	30-50
Maximum number of days books are permitted to be retained	
by students	7
by faculty	15

Maximum number of books permitted for issue

for students	3
for faculty	5
Average number of users who visited/consulted per month	900-1400
Ratio of library books (excluding textbooks and book bank facility)to the number of students enrolled	30:1

25. What is the percentage of library budget in relation to total budget of the institution

7.08

26. Provide the number of books/ journals/ periodicals that have been added to the library during the last three years and their cost.

	I (2008-09)		II(2009-10)		III(2010-11)	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	**200**	**69339**	**389**	252099.7	260	265500
Other books (Encyclopedia & Dictionary)	**2**		**2**		2	
Journals/ Periodicals						
Any others specify and indicate						
(Additional rows/columns may be inserted as per requirement)						

Criterion V: Student Support and Progression

1. Programme wise "dropout rate" for the last three batches

Programmes	2010-11	2011-12	2012-13
D.Ed.	NA	NA	NA
B.Ed.	6.5%	3.5%	3.5%
M.Ed. (Full Time)	14%	14%	0%
M.Ed. (Part Time)	NA	NA	NA

2. Does the Institution have the tutor-ward/or any similar mentoring system?

Yes		No	√

If yes, how many students are under the care of a mentor/tutor?

3. Does the institution offer Remedial instruction?

Yes	√	No	

4. Does the institution offer Bridge courses?

Yes		No	√

5. Examination Results during past three years (provide year wise data)

	UG (B Ed)			PG (M Ed)			M. Phil		
	I	II	III	I	II	III	I	II	III
	10-11	**11-12**	**12-13**	**10-11**	**11-12**	**12-13**			
Pass percentage	71.99	72.87	86.45	75	84.84	82.5			
Number of first classes	170	177	205	15	24	24			
Number of distinctions	4	2	2	2	4	5			
Exemplary performances (Gold Medal and university ranks)	4 top ten on the University Exam	2 top ten on the University Exam	2 top ten on the University Exam	2 top ten on the University Exam	4 top ten on the University Exam	1st topper (Gold Medal) & 5 top ten of the University			

6. Number of students who have passed competitive examinations during the last three years (provide year wise data)

	I	II	III
NET			
SLET/SET			
Any other (specify and indicate)			

NB : **Exact data not available but estimated about 10%**

7. Mention the number of students who have received financial aid during the past three years.

Financial Aid	I(10-11)	II(11-12)	III(12-13)
Merit Scholarship	**1(MED)**	**x**	**x**
Merit-cum-means scholarship	**x**	**x**	**x**
Fee concession	**1(MED)**	**x**	**x**
Loan facilities	**x**	**x**	**x**
Any other specify and indicate	**x**	**x**	**x**
Scholarship for OBC, SC,ST & Minority	**66**	**71**	**84**
Installment of course fee is permitted on request	**90**	**50**	**70**

(Additional rows may be inserted as per requirement)

8. Is there a Health Centre available in the campus of the institution?

Yes		No	√

1 private Hospital opposite to the College Campus, 2 private Hospitals within zero km and two Central Medical Colleges within 1-2 km from the College campus.

9. Does the institution provide Residential accommodation for:

	Yes		No	√
Faculty				
Non-teaching staff	Yes		No	√

10. Does the institution provide Hostel facility for its students?

Yes		No	√

If yes, number of students residing in hostels

Men

Women

11. Does the institution provide indoor and outdoor sports facilities?

	Yes		No	
Sports fields	Yes	√	No	
Indoor sports facilities	Yes	√	No	
Gymnasium	Yes		No	√

12. Availability of rest rooms for Women

Yes	√	No	

13. Availability of rest rooms for men

Yes	√	No	

14. Is there transport facility available?

Yes	√	No	

15. Does the Institution obtain feedback from students on their campus experience?

Yes	√	No	

16. Give information on the Cultural Events (Last year data) in which the institution participated/organised.

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate		√			√	
Inter-university		√			√	
National		√			√	
Any other (specify and indicate)		√			√	

(Excluding college day celebration)

17. Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

	Participation of students (Numbers)	Outcome (Medal achievers)
State	0	0
Regional	0	0
National	0	0
International	0	0

18. Does the institution have an active Alumni Association?

Yes	√	No	

If yes, give the year of establishment | 2005 |

19. Does the institution have a Student Association/Council?

Yes [√] No [ ]

20. Does the institution regularly publish a college magazine?

Yes [ ] No [√]

21. Does the institution publish its updated prospectus annually?

Yes [√] No [ ]

22. Give the details on the progression of the students to employment/further study (Give percentage) for last three years

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies			
Employment (Total)			
Teaching			
Non teaching			

NB: College tries its best to collecting information regarding higher studies and employment but voluntarily responses do not come forth. It is estimated so many students are selected in the RMSA, Kendra Vidyalaya, Navodaya, Graduate, Primary Teacher, MPSC, other Departmental appointments etc happen to know through news but exact statistical data can not be traced out.

23. Is there a placement cell in the institution?

Yes [ ] No [√]

If yes, how many students were employed through placement cell during the past three years.

1	2	3

24. Does the institution provide the following guidance and counselling services to students?

	Yes	No
• Academic guidance and Counseling	√	
• Personal Counseling	√	
• Career Counseling		√

Criterion VI: Governance and Leadership

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee

Yes	√	No	

2. Frequency of meetings of Academic and Administrative Bodies: (last year)

Governing Body/management	8
Staff council	15
IQAC/or any other similar body/committee *(Academic Committee, Admission Committee, Examination Committee, Library Committee, Purchase Committee, Publication Committee, Construction Committee, Committee on Students' Welfare, Grievance Redressal Committee, Research Committee)*	25
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies) *(Academic Committee, Examination Committee, Library Committee)*	3

3. What are the Welfare Schemes available for the teaching and non-teaching staff of the institution?

Loan facility	Yes	√	No	
Medical assistance	Yes	√	No	
Insurance	Yes		No	√
Other (specify and indicate)	Yes	√	No	

NB: Employee Provident Fund (EPF) provision made available for Teaching and Non –Teaching staffs.

4. Number of career development programmes made available for non-teaching staff during the last three years

NA		

5. Furnish the following details for the past three years

a. Number of teachers who have availed the Faculty Improvement Program of the UGC/NCTE or any other recognized organization

3

b. Number of teachers who were sponsored for professional development programmes by the institution

National	NIL		
International	NIL		

c. Number of faculty development programmes organized by the Institution:

NIL		

d. Number of Seminars/ workshops/symposia on Curricular development, Teaching- learning, Assessment, etc. organised by the institution

3		

e. Research development programmes attended by the faculty

f. Invited/endowment lectures at the institution

Any other area (specify the programme and indicate)

6. How does the institution monitor the performance of the teaching and non-teaching staff?

a. Self-appraisal	Yes	√	No	
b. Student assessment of faculty performance	Yes	√	No	
c. Expert assessment of faculty performance	Yes		No	√
d. Combination of one or more of the above	Yes		No	√
e. Any other (specify and indicate)	Yes		No	√

7. Are the faculty assigned additional administrative work?

Ye		No	√

If yes, give the number of hours spent by the faculty per week

8. Provide the income received under various heads of the account by the institution for previous academic session (audited year 2010-11)

Grant-in-aid	Rs 59,65,000
Fees	Rs 37,87,000
Donation	Nill
Self-funded courses	2
Any other (specify and indicate)	**Rs 2,30,000**

(**Lump sum grant for staff Salary from the State Government)**

NB: Grant-in-aid from the UGC for the construction of Women's Hostel, Indoor Stadium, and Merged Scheme utilized for the purposed sanctioned and not accumulated in to the income expenditure of the College.

9. Expenditure statement (for last two years)

	Year 1 (2009-10)	Year2 (2010-11)
Total sanctioned Budget	**Rs 35,50,700**	**Rs 37,87,000**
% spent on the salary of faculty	**36.79**	**39.25**
% spent on the salary of non-teaching employees	**9.63**	**10.86**
% spent on books and journals	**7.10**	**7.08**
% spent on developmental activities (expansion of building)	**4.50**	**4.02**
% spent on telephone, electricity and water	**1.14**	**1.24**
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	**3.41**	**3.68**
% spent on maintenance of equipment, teaching aids, contingency etc.	**8.10**	**7.96**
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	**3.89**	**3.20**
% spent on travel	**2.38**	**0.54**
Any other (specify and indicate) (Non Recurring)	**3.20**	**4.00**
University (enroll, recog, sport, cult)	**1.65**	**1.60**
Other College activities (Exam, sport, function etc)	**3.34**	**3.26**
Misc	**5.22**	**4.50**
Total expenditure incurred	**Rs 32,07,924**	**Rs 34,87,000**

Regarding the Expenditure statement for the year 2011-12, the matter is under process (to the Chartered Accountant) .

10. Specify the institutions surplus/deficit budget during the last three years? (specify the amount in the applicable boxes given below)

	Surplus in Rs.	Deficit in Rs.
2008-09	Rs 316876	NIL
2009-10	Rs 342744	NIL
2010-11	Rs 300000	NIL

11. Is there an internal financial audit mechanism?

Yes [ ] No [√]

12. Is there an external financial audit mechanism?

Yes [√] No [ ]

13. ICT/Technology supported activities/units of the institution:

Administration	Yes		No	√
Finance	Yes		No	√
Student Records	Yes	√	No	
Career Counselling	Yes		No	√
Aptitude Testing	Yes		No	√
Examinations/Evaluation/ Assessment	Yes		No	√
Any other (specify and indicate)	Yes		No	√

14. Does the institution have an efficient internal co-ordinating and monitoring mechanism?

Yes [ ] No [√]

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

Yes [ ] No [√]

16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes [√] No [ ]

17. Does the institution have the freedom and the resources to appoint and pay temporary/ ad hoc / guest teaching staff?

Yes [√] No [ ]

18. Is a grievance redressal mechanism in vogue in the institution?

a) for teachers [√]

b) for students [√]

c) for non - teaching staff [√]

19. Are there any ongoing legal disputes pertaining to the institution?

Yes [ ] No [√]

20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?

Yes [√] No [ ]

21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?

Yes [ ] No [√]

Criterion VII: Innovative Practices

1. Does the institution has an established Internal Quality Assurance Mechanisms ?

Yes [√] No [ ]

2. Do students participate in the Quality Enhancement of the Institution?

Yes [√] No [ ]

3. What is the percentage of the following student categories in the institution?

(NB for the Academic session 2013-14 for B Ed & M Ed Course 235 students)

	Category	Men	%	Women	%
a	SC	**1**	**0.43**	**5**	**2.12**
b	ST	**25**	**10.63**	**50**	**21.28**
c	OBC	**18**	**7.65**	**56**	**23.83**
d	Physically challenged	**0**	**0**	**2**	**0.85**
e	General Category	**13**	**5.53**	**32**	**13.62**
f	Rural				
g	Urban				
h	Any other (specify) **Minority (Muslim)**	**0**	**0**	**7**	**2.97**

4. What is the percentage of the staff in the following category ?

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	0	0	0	0
b	ST	2	7.69	1	7.69
c	OBC	16	61.54	12	92.31
d	Women	16	61.54	0	0
e	Physically challenged	0	0	0	0
f	General Category	8	30.77	0	0
g	Any other (specify)	0	0	0	0

5. What is the percentage incremental academic growth of the students for the last two batches?

Category	At Admission		On completion of the course	
	Batch I (2012-13)	Batch II (2013-14)	Batch I	Batch II
SC	0.43	-0.85		
ST	4.26	0.00		
OBC	-4.26	-2.98		
Physically challenged	-0.85	0.85		
General Category	-0.85	-8.51		
Rural				
Urban				
Any other (specify) Minority (Muslim)	1.28	0.43		

Part II: The Evaluative Report

1. Executive Summary

In noting the rising importance of and in response to the emerging imperatives for new initiative for human resource development, the R.K.Sanatombi Devi College of Education, established in 2002-2003 had been taking up the challenging tasks for producing good and effective teachers in the region. The challenging task begins with the first stage of admission. The College sticks to the principle of merit in selecting 200 candidates for admission to B.Ed. programme and 35 candidates for admission to M.Ed. courses. The College strictly follows the curriculum prescribed by Manipur University and NCTE, New Delhi, it covers, among others, educational technology, teacher education, teacher's accountability, professional ethics, educational management, stress management, class room management, educational measurement and evaluation, curriculum development, community works, project works, work experience, health and physical education and creative education. Recruiting qualified faculties through rigorous process prescribed by NCTE, the College commands considerable respect in the academic community for preparing outstanding students who top the list within such short span of 11 years. The unique building having 2 spacious auditoria, 4 standard size lecture halls, and rooms for different purposes meets the physical requirements. The ready availability of sufficient volumes in the library, equipment in the laboratories and materials in creative centres, access to modern technology (Website/Internet) in the College keeps the students fairly engaged in creative pursuits. The Feed-back Session of all stakeholders provides a lively opportunity for "experience sharing" and also a platform for addressing common concerns. The respect and response to our request for practice teaching in the schools and around Imphal is really stimulating.

Exploring creative talents hidden in the students find an opportunity in the week long occasion (College-Week) of competition in different fields such as games and sports, dance, music, debate, recitation and declamation. Not less important is the participation of teachers and students in regional and national seminars, and international conference . In fact, some of them are involved in the policy planning for education in Manipur. Unique in a special perspective is the evolving academic tradition and code of conduct to be maintained by all stakeholders. Special mention may be made of the sacrifice and vision of the management headed by Padma Shree Th. Haridas Singh whose human touch remains a permanent source of inspiration. The available meager resources are purposefully planned and utilized. The practical aspect of both "learning and teaching" is the guiding principle so far made by R.K. Sanatombi Devi College of Education within a short period of five years. In terms of performance per unit; such as time, physical facility, manpower and finance, the College feels that a foundation has been put in place for an academic trend in Manipur where 50 percent of teachers have yet to be trained. This performance of R.K. Sanatombi Devi College of Education instills the whole faculties and students standard consciousness has been set for institutional assessment.

2. Criterion- Wise Analysis:

Criterion I: Curricular Aspects

1.1 Curricular Design and Development

1. State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.)

- The RK Sanatombi Devi College of Education has been established to meet the educational challenges and social upliftment of the Nation in particular in the state of Manipur. It hopes to develop prerequisite adaptation and habits necessary for self learning and for life long learning leading to a creation of learning and responsible society. The main objective is to maintain quality education with values by providing up-to-date training facilities to both in-service and pre-service teacher trainees and help them to implement educational process in specific situations, to conduct extension lectures, seminars and demonstrations. Lectures, Development of Teaching-Learning Materials and Group discussions on current educational and social problems are the outer features of the College.

2. Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies).

- The Board of Studies of the University examines and prepares the curriculums of the B Ed & M Ed Courses. However, the College makes recommendation for necessary changes.

The College has instituted a Curriculum Development Committee led by a Professor of Education of the College. The committee has regular meetings and invite feedbacks from the faculties and students. Further comparative studies with the curriculum of other Universities are made and a final set of suggestions is compiled. The suggestion is submitted to the University.

Steps so far taken by the College are attempts made to revamp the existing curriculum by submitting a draft curriculum overhauling the existing curriculum which has been found as defective in certain areas like communication skill learning method and practical skill development scheme activities.

3. How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?

Some of the emerging trends in teacher education are reflected in the curriculum by incorporating several educational problems in the curriculum like educational technology, teacher education, teachers' accountability and professional ethics, educational management, stress management, classroom management, educational measurement and evaluation, curriculum development, community work, project work, work-experience, health & physical education and creative education. Application of Action Research on every aspect of college activities enabled to bring forth necessary modifications.

Here mention may be made that in mending on modification of any part of the existing curriculum, the College does not have any authority except submitting proposals for amendment. Of course, the College has been taking measures at its best to recoup the drawback area of the syllabus by getting information through journals and magazines and disseminate the information by arranging extra periods of the classes.

4. How does the institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?

- Environmental education has been introduced as one of the optional papers. In regard to value education, it could not have been introduced as accredited paper but periods are allotted for creative education, work experience, health and art of living and brain storming. Various workshops and lectures by experts are also organized. In regards to ICT, hectic work has been taken up since 2011 so that ICT knowledge is to be given only through gadgets, for that purpose computer classes are conducted thrice a week and new rooms with internet facilities have been set aside. In addition to this, training on power point presentation, internet surfing and handling of audio-visual aids are also conducted.

5. Does the institution make use of ICT for curricular planning? If yes give details.

-The College has started to make use of the ICT as an exercise and experimenting some new ideas through experience but it is yet to be implemented in curricular planning.

1.2 Academic Flexibility

1. How does the institution attempt to provide experiences to the students so that teaching becomes a reflective practice?

- The College in its jurisdiction of area of the existing curriculum under Manipur University has implemented learning through experiences like case study, social service, work experience programmes and co-curricular activities so as to make these learning experiences reflective.

2. How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field?

- The College, at its best expands the scope of the curriculum as far as possible so that the students getting training may acquire the widest knowledge and experience in life and also to pick up the most suitable path and principle of life. The curriculum is made flexible and expandable according to the environment and circumstances in the area of the college jurisdiction.

3. What value added courses have been introduced by the institution during the last three years which would for example: Develop communication skills (verbal & written), ICT skills, Life skills, Community orientation, Social responsibility etc.

- In the last 4 years, outside the University syllabus, the value added courses which have been introduced in the College for the B Ed & M Ed trainees are Computer literacy, Language Laboratory with 8 booths in which communicative skill of phonetic learning are done, practical in psychology laboratory and ICT skills.

4. How does the institution ensure the inclusion of the following aspects in the curriculum?

i. Interdisciplinary/Multidisciplinary

Teacher education course being a multi disciplinary one, different disciplines have been included in the curriculum. They are philosophical, sociological and psychological foundation of education, teacher education, methodology of educational research, curriculum development, mental and educational measurement, measurement and evaluation, history of education, environmental education, physical and biological sciences, social science education, language education, and community work.

ii. Multi-skill development

There is little or no room in the prescribed course (the content approach) for development of multi-skills among the students. However, the College ensures the development of certain skills by organizing different workshops related to lesson planning, co-curricular activities, preparation of teaching aids, handling computers, using audio-visual aids and skills involved in micro-teaching.

Inclusive education

All abled and differently abled students study together with mutual understanding without any segregation under one roof.

Practice teaching

Practice teaching is organized in two phases as pre-practice teaching & Micro teaching and practice teaching.

Pre-practicing teaching: In this phase, the knowledge and skills of lesson planning, methods and techniques of teaching to be adopted and the type of teaching aids to be used are taught. After the students are familiar with the theory and practice of the subject, the practice teaching with practice-feedback-practice, peer-teaching and feedback takes place under the supervision of the concerned method-teacher under simulated condition in the classroom by planning at least 4 lessons (2 in each two methods papers). This process is continued for about 30 days and every individual student is given a chance to take part in the teaching.

Practice Teaching : In the practice teaching, the students practice their teaching in the practicing schools of the College and other practicing schools in the neighborhood in which at least 40 lessons 20 lessons in each two method papers are prepared by every student. This practice is taken place for 30 days in the form of block-teaching under the supervision of faculty members, subject teachers and the headmasters of the schools. At the end criticism lesson follows.

Final Practice Teaching: The final practice teaching evaluation is conducted by the Manipur University in the practising schools in which one external and one internal examiners appointed by the University evaluate the performance of the trainees along with a viva-voce.

iii. School experience / internship

After the pre-practice teaching process of the B Ed course, the practice-teaching takes place in the practicing schools of the college for 30 days . About 6 to 8 student-teachers are sent to a cooperating/ practicing school depending upon the feasibility of the schools. In this period, the student-teacher are participated in the school experiences - curricular as well as co-curricular. Faculty members of the college are assigned to supervise the trainees to the practicing schools. Each trainees have to deliver at least 40 lessons (20 lessons in each two methods subjects they have offered).

M Ed trainees are also entrusted to supervise the practice teaching session of the B Ed trainees of the college as internship.

During this period the theory classes are kept suspended but interaction of faculty members and trainees are done in the college after practice teaching session is of each day. At the end of internship every student has to deliver 2 criticism lessons, 1 in each two method subject and these are jointly observed by a team consisting of method-teachers, faculty member, cooperating teachers and the head of the school. The performances of the students are assessed and feedbacks provided.

iv. Work experience /SUPW

As a part of work experience, activities like cleaning classroom and campus, social service in the neighborhoods, improvisation of teaching aids and field study are undertaken.

Any other (specify and give details)

(Also list out the programmes/courses where the above aspects have been incorporated).

- All the aspects not emphasized in the curriculum followed in the College which are considered to be wholesome for quality teacher education like making the course of B Ed & M Ed as approachable as interdisciplinary by the University which is further made applicable on the ground of reality. Practice teaching, school experience internship, work experience are the areas vigorously concerned by this College, throughout the whole academic session the College has been busy transacting in launching such kind of activities.

1.3 Feedback on Curriculum

1. How does the institution encourage feedback and communication from the Students, Alumni, Employers, Community, Academic peers and other stakeholders with reference to the curriculum?

- The Curriculum Development Committee invites feedback from the faculties and students by distributing the Sample Questionnaire for Feedback from Students and Teachers (the Questionnaires 1 and 3 in Appendix of the Manual for Self-appraisal of Teacher Education Institutions issued by NAAC).

2. Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes give details on the same.

- Yes, the Curriculum Development Committee assisted by the faculty members analyze and use the outcome of the feedback to review and identify areas for improvement and the changes to be brought about in the curriculum.

3. What are the contributions of the institution to curriculum development? (Member of BoS/ sending timely suggestions, feedback, etc.)

- The Principal of the College is invited to the meetings of the BOS of the Manipur University for any matter pertaining to minor or major changes in the curriculum from time to time. The Curriculum Development Committee has submitted suggestions to the University after obtaining and incorporating the feedback from the faculty members and students.

1.4 Curriculum Update

1. Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made).

- In the B Ed Course only 2 years back a new curriculum was introduced which set all unit plans of the different papers into 6 units corresponding to the evaluation schemes. This is a great quality improvement but now in the methodology areas certain drawbacks have been detected, now attempts are on the way for replacing the drawbacks with improved suggestions.

2. What are the strategies adopted by the institution for curriculum revision and update? (need assessment, student input, feedback from practicing schools etc.)

- Drafting of curriculum revision and updating exercise has been done by the Curriculum Development Committee in consultation with the staff and feedback from the students as well as from the practicing schools.

1.5 Best Practices in curricular Aspects

1. What is the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?

- In regards to quality sustenance and quality enhancement measures the institution undertakes the following measures:

i) Outline notes of all the papers.
ii) Use of ICTs.
iii) Critically analyzing on Formative and Summative Assessments and feedbacks.
iv) Remedial teaching programmes for weak students.
v) Video recording of micro-teaching sessions for corrective measures.

2. What innovations/best practices in 'Curricular Aspects' have been planned/ implemented by the institution?

- The use of ICTs and Orientation kind of briefing made through Lectures delivered by experienced hands have a very good and lasting impact and moral boosting and encouragement on and to the teacher trainees.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to *Curricular aspects* and how have they been acted upon?

- The main evaluative suggestions made in the first assessment report were-

i. Remedial teaching programmes for weak learners.
Ii. Effective micro-teaching lessons.
iii. Innovative practices.
iv. To obtain IT-Literacy based CD-ROMs developed by NCTE.
v. Incorporation of ICT in teaching-learning.
vi. Student's appraisal on the performance of teacher educators.

And, in the last five years, the college has undertaken remedial teaching programmes for weak learners after every assessment. Micro-teaching lessons on five skills viz. Set-Induction, Illustration and Explanation, Questioning, Re-enforcement and Stimulus Variation have been emphasized. Team Work, Brainstorming technique, incorporation of ICTs in teaching-learning process has been in practice. Student's feedback on the performance of teacher educators are collected and analysed through the questionnaire no. 2 and 3 of the Manual of Self-Appraisal of Teacher Education Institutions issued by NAAC.

2. What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

- The major quality sustenance and quality enhancement measures undertaken by the Institution include outline notes of all the papers, use of ICTs, critically analysing on Formative and Summative Assessments and feedbacks, remedial teaching programmes for weak students, video recording of micro-teaching sessions for corrective measures and innovative practices.

Criterion II: Teaching-Learning and Evaluation

2.1 Admission Process and Student Profile

1. Give details of the admission processes and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution?

The admission process in both the courses of B.Ed and M.Ed are strictly as per the rules and regulations laid down by the NCTE and the concerned University, The College issued admission notice in the State level Daily papers, giving gaps of at least 15 (fifteen) days in between the day of issuing the application form and the last day of submission of the same. Another notice for the Entrance Test is issued indicating clearly the centre, the timing and the date. All the rules and regulations issued by the University and the NCTE from time to time have been observed strictly in terms of reservation of seats for Scheduled Castes, Scheduled Tribes and Handicapped candidates. Thus, the selection of the candidates is done keeping in view of all the rules, based on the marks obtained by the candidates in consultation with their career records where there is a tangle issue. So for all this today no complain comfort in the process of admission in the past years.

2. How are the programmes advertised? What information is provided to prospective students about the programs through the advertisement and prospectus or other similar material of the institution?

Programmes are advertised in local dailies and by display on the Notice Board. Information about the minimum marks as prescribed by the Manipur University, duration of the courses, date of entrance tests, time and venue of the tests are made known through the advertisements. Various information including status of the College, teaching staff, achievements of the College, Library and other Physical facilities, scheme of studies and evaluation, provision for reappearing and improvement, mode of curriculum transaction and above all overall profile of the College are provided in the prospectus.

3. How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?

All the admission decisions were taken transparently and nothing was done in a doubtful and in-clandestine manner. The Admission Committee conducts the screening and the tests for both B.Ed and M.Ed courses. The selected list prepared by the Admission Committee is placed before the Board of Academic Control headed by the Chairman.

4. Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution. (e.g. individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged)

The College has no separate strategies to retain the diverse student population, but the College follows reservation of the State Policy as well as of NCTE from time to time.

5. Is there a provision for assessing student's knowledge/ needs and skills before the commencement of teaching programmes? If yes give details on the same.

At the initial stage of the commencement of the session, an Induction Programme for 15 days is conducted. The Programme includes orientation leading to the theoretical and practical backgrounds of education, which is followed by an assessment through interaction on the prospective students from different backgrounds whether they have gained the access or not to the pre-requisite knowledge of the new field of study, enlightening them for going ahead with the course.

2.2 Catering to Diverse Needs

1. Describe how the institution works towards creating an over all environment conducive to learning and development of the students.

Towards creating an overall environment conducive to learning and development of the students, the College works to provide adequate facilities, amenities of physical environment and also social environment conducive to learning and development of the students such as creation of supportive staff and collaboration among faculty members and students.

2. How does the institution cater to the diverse learning needs of the students?

The institution puts maximum efforts to cater to the diverse learning needs of the students. For this the fast and slow learners are identified and accordingly provide meaningful re-teach for the latter apart from the normal classes.

3. What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?

The activities are Group Discussion on different issues, Community Contact Programme involving Community Kitchen, Social Service and College Week where one and all irrespective of different cultural background get the opportunity to share personal views.

4. How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs?

Internal Seminars, Peer teachings and Workshops on diverse students' need are organized time to time.

5. What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?

In the institution Group discussions, Peer teaching and Seminars are regularly in practice for the student teachers to develop knowledge and skills related to diversity and inclusion in order to enable them to apply the knowledge gained in the classroom situations effectively.

2.3 Teaching-Learning Process

2. How does the institution engage students in "active learning"? (Use of learning resources such as library, web site, focus group, individual projects, simulation, peer teaching, role-playing, internships, practicum, etc.)

The students make use of available resources such as library and internet to complete assignments, individual projects, group discussion and seminars. In order to engage them in active learning, different teaching strategies such as peer teaching, team teaching, simulation, assignment of action research, video recording of micro teaching session and workshops are organized.

3. How is 'learning' made student-centered? Give a list of the participatory learning activities adopted by the Institution and those, which contributed to self-management of knowledge, and skill development by the students?

For making 'Learning' as 'Student Centered', activities are organized catering to the individual student's need, ability, interest, and aptitude.

List of some of the participatory learning activities are as follows :

i) Work-Experience including improvisation of teaching aids.
ii) Social service.
iii) Discussions and Seminars.
iv) Creative Education including literary activities, artistic activities and theoretical discussion on the values of creative education.
v) Theoretical discussion on the problems of physical and mental health.
vi) Organization of games and sports.
vii) Community Work involving collection of data on a particular problem through field work.
viii) Practice Teaching:
    - Participation in pre and practice teaching
    - Participation in peer teaching.
ix) Participation in laboratory works.
x) Participation in practicum.

4. What are the instructional approaches (various models of teachings used) and experiences provided for ensuring effective learning? Detail any innovative approach/method developed and/used.

Some of the instructional approaches used for effective learning include inductive and deductive based reasoning, inquiry, problem solving, group discussion, internal seminars, peer teaching session, demonstration and individual projects.

5. Does the institution have a provision for additional training in models of teaching? If yes, provide details on the models of teaching and number of lessons given by each student.

No such significant training for models of teaching is organized. However, certain norms and procedures of a few models such as Inquiry training, Inductive thinking and concept attainment models are provisioned in certain limited areas of method papers.

6. Does the student teachers use micro-teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill.

Yes, micro-teaching skills are being practiced in the college. They are Set Induction Skill, Questioning Skill, Re-enforcement Skill, Explanation Skill, Illustration Skill, Use of Black Board Skill and Stimulus Variation Skill. Each student has to present five lessons for each Skill.

7. Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.)

In regards to the process of practice teaching in schools, the B Ed trainees were allocated to 30-35 practicing schools in a group of 6-7 in one school. The trainees prepare 40 lessons (20 lessons each of the two method papers) and deliver them within a period of 30 days. Every trainee delivers two lessons, one each of the two method papers per day. A teacher educator assisted by an M.Ed. trainee is deputed as supervisor in each practicing school who along-with the head of the school observes around fourteen lessons a day. The day's practice teaching is followed by a feedback session where the teacher educator and head of the institution place their strengths and weaknesses to the teacher trainees and suggestions for improvement are given. The first five lesson plans of each of the two method papers are cross-checked and monitored till they are fit for presentation before sending for the teaching session.

8. Describe the process of Block Teaching / Internship of students in vogue.

The way of practice Teaching introduced in this college is Block scheduling as far as possible, at one block of days booked with the concerned schools and intensively launched the Programme of Practice Teaching.

9 Are the practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details on the same.

The practice teaching, when conducted, the permission needed is requested through a formal letter addressing the concerned authority/principal and after formal permission is obtained, with the concerned subject teachers' discussion is held on adjustment on periods of the Time Table and also on the lesson in the subject.

15. How do you prepare the student teachers for managing the diverse learning needs of students in schools?

To meet the diverse learning needs of students in schools, student teachers are made aware of the importance of motivation in learning, individual differences in learning, classroom management.

10. What are the major initiatives for encouraging student teachers to use / adopt technology in practice teaching?

- The student teachers are encouraged to use different available audio-visual aids and are given training in handling and operating these aids and use of power point presentation.

2.4 Teacher Quality

1. Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details.

Yes, practice Teaching plans were always developed in partnership cooperatively involving the school staff and the mentor teachers in the following ways:

Initially, when the practice teaching programme is being launched by the College, the Principal made arrangement by writing formal letters addressed to all the Heads of the practicing schools, seeking for their full cooperation to be extended as per requirement and after obtaining their consent the college start setting the tentative layout of the programme of Practice Teaching, which is treated as highly tentative and adjustable.

2. What is the ratio of student teachers to identified practice teaching schools? Give the details on what basis the decision has been taken?

The ratio of student teachers to identified Practice Teaching schools here can be said at average i.e. 7 to 1. The allocation of student teachers' group size depends on 3 factors – i) Availability of practicing schools. ii) Students strength of the school concerned and ii) Subjects introduced in the schools concerned.

3. Describe the mechanism of giving feedback to the students and how it is used for performance improvement.

- Students are provided feedback through various mechanisms such as video recording of micro-teaching sessions, discussion session after the delivery of lessons during practice teaching and feedback on the performances of formative ad summative assessments.

4. How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?

- Periodically once in a monthly basis, an interactive programme is set to take place and queries from the student teachers heard and replies given by the teachers. In this way updating the student teachers can be possible through interaction by gathering latest information through current official letters, orders of the Government of India & state and universities'.

5. How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?

- Review workshops on different school subjects organized by the Board of Secondary Education, Manipur are being participated by some faculty members of the Institution from time to time. And faculty members are also sent regularly to Refresher and Orientation Courses conducted by the UGC Academic Staff College and ICSSR. The College organises internal workshops and seminars on methodology of teaching.

6. What are the major initiatives of the institution for ensuring personal and professional/career development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies, etc.)

- The College encourages faculty members for attending training/refresher course/workshop/seminar. Leaves are granted and delegation fees are paid by the College. The Institution also organizes regularly State as well as National level Workshops and Seminars under the aegis of UGC/ICSSR/NERC.

7. Does the institution have any mechanism to reward and motivate staff members for good performance? If yes, give details.

- For the college staff separately, such mechanism has not been introduced but a State Level Award, the RK Sanatombi Devi Award instituted by the same Management confers equal opportunities inclusive of the staffs of the Institution.

2.5 Evaluation Process and Reforms

1. How are the barriers to student learning identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality, etc.)

-The present law and order problem of the state is an adversary to the normal functioning of the Institution. Bandhs and strikes are a part of it for which the college authorities have adviced all the stakeholders to support or not on the basis of issue value. All the possible disturbances coming from outside and inside are thwarted off by installing Security Guard at the main Gate of the college and at the same time any social group or club intending to enter the main gate for collection of donation or financial aids, without prior permissions is never entertained.

2. Provide details of various assessment /evaluation processes (internal assessment, mid term assessment, term end evaluations, external evaluation) used for assessing student learning?

- Formative and Summative Assessments and Final (university) Examination are conducted. And in B. Ed Course all the co-curricular activities are evaluated and those records are sent to the University at the end of the session.

3. How are the assessment/evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?

- After the evaluation work, results are displayed on the College Notice Board and rooms are opened for further discussion.

4. How is ICT used in assessment and evaluation processes?

- Programmes and activities are kept recorded and at the end of the academic session, analysis of the statistical records against the individual student is done.

2.6 Best Practices in Teaching -Learning and Evaluation Process

1. Detail on any significant innovations in teaching/learning/evaluation introduced by the institution?

Introduction of Power Point presentation, Video Recording, and ICTs mark the significant innovations.

2. How does the institution reflect on the best practice in the delivery of instruction, including use of technology?

Use of technologies enable in the coverage of syllabi in stipulated time. Hard copies of the presented materials are made available as per requirement which makes the delivery of Instruction more effective.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

i. What are the main evaluative observations/suggestions made in the first assessment report with reference to *Teaching Learning* and *Evaluation* and how have they been acted upon?

- The main evaluative observations/suggestions made in the first assessment report with reference to Teaching Learning and Evaluation include remedial teaching programmes for weak learners, effective micro-teaching lessons, innovative practices, to obtain IT-Literacy based CD-ROMs developed by NCTE, incorporation of ICT in teaching-learning, student's appraisal on the performance of teacher educators, incorporation of action research by the faculty members to improve teaching-learning and to carry out practical in psychology laboratory.

In the last five years, the college has undertaken remedial teaching programmes for weak learners after every assessment. Micro-teaching lessons on five skills viz. Set-Induction, Illustration and Explanation, Questioning, Re-inforcement and Stimulus Variation have been emphasized involving video recording. Team Work, Brainstorming technique, incorporation of ICTs in teaching-learning process has been in practice. Student's feedback on the performance of teacher educators are collected and analysed through the questionnaire no. 2 and 3 of the Manual of Self-Appraisal of Teacher Education Institutions issued by NAAC. Action research has been undertaken in certain quarters to improve the teaching-learning process and practicals are carried out in psychology laboratory.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

- In such a way the College, sustaining its hope, vision and motto, would march forward in building the requisite amenities and facility education in general and quality teacher education in this part of our Country India. A little spark of development taking place here can add to the burning of the whole lump of quality growth in Education in our country.

Since the previous assessment, the institution has undertaken the use of ICTs, critically analysing of Formative and Summative Assessments and feedbacks, remedial teaching programmes for weak students, video recording of micro-teaching sessions for corrective measures and action research.

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

1. How does the institution motivate its teachers to take up research in education?

Generally, teachers of the college are found having interest in research works. Senior faculty members always encourage junior ones to take up research works for the Ph.D degrees and other academic pursuits. There is an atmosphere of encouragement and appreciation of the research works among the faculty members. Majority of the M Ed teachers are with the Ph.D degrees, and five B Ed teachers are actively engaged in research works which will lead to the Ph.D degrees.

In the M Ed course, there is a compulsory theory paper entitled “Research Method” of 100 marks. Along with, every M Ed students has to do a small research work and submit a dissertation of 200 marks in partial fulfillment of the M Ed Degree. The choices of the research topics by the students are done by consulting the thrust areas of research given by the NCTE. Every student needs to present a synopsis of his/her research proposal in a seminar attended by all the students and faculty members for critical analysis and discussion. Approvals of the research proposals and suggestions for improvements and modifications in the proposals are given in the light of the performance by the students at concerned seminars. Thus, M Ed students get orientation to research.

2. What are the thrust areas of research prioritized by the institution?

While choosing research topics by the teachers and by the M Ed students, it is to point out that, the Practical implications of the researches to be taken up are kept in mind. The research topics are consistent with the thrust areas of research given by the NCTE. Common area of research are concerned with teaching-learning process, contexts of learning, like teacher competency, method of teaching, problem faced by students, teacher and parents, etc. The survey type of research is the most common form of research. Along with this type, many experimental studies are also done, and it is always encouraged to opt for experimental research.

3. Does the institution encourage Action Research? If yes give details on some of the major outcomes and the impact.

Considering the role of action research in teaching, encouragement is given to teachers to be aware of its importance. In fact, reflective teaching is teaching supported by action research.

4. Give details of the Conference / Seminar / Workshop attended and/organized by the faculty members in last five years.

From time to time, the college organizes seminars, and workshops in which our teachers also participate. Some of them present papers and work as resource persons. In addition, our teachers participate, present papers and work as resource persons in many seminars and workshops organized by other colleges and agencies including National level.

3.2 Research and Publication Output

1. Give details of instructional and other materials developed including teaching aids and/or used by the institution for enhancing the quality of teaching during the last three years.

The College has arranged one separate room as store room for illustrative materials and teaching aids attached with lesson labels. This store room has been serving the College as a gigantic step for enhancing quality teaching since past 3 years.

2. Give details on facilitates available with the institution for developing instructional materials?

The College has set a room for store house for different instructional materials which can be utilized by any teacher for illustration when such contextual requirement arises.

3. Did the institution develop any ICT/technology related instructional materials during the last five years? Give details.

The College had been introducing ICT and Technology since two years back and the facility has to be strengthened in more vigorous way.

4. Give details on various training programs and/or workshops on material development (both instructional and other materials)

   a. Organised by the institution

   The College organized internal workshop of one day every year for the teaching staff for orientation but the exact idea for material developments were not come up, but in the near future such kind of awareness is now assured.

   b. Attended by the staff

   Attendance of the staff are ensured to be full.

   c. Training provided to the staff

   Training called inside and outside the state was attended whenever informed. Two of such trainings were attended by the Principal at NCERT, Hqtrs, Delhi and G.U and another at Utkal University by two staff members.

5. List the journals in which the faculty members have published papers in the last five years.

   IJEREI &IJPE.

6. Give details of the awards, honors and patents received by the faculty members in last five years.

   Award of Ph.D degrees to two of the faulty members are in the official record of the institution during the period.

7. Give details of the Minor / Major research projects completed by staff members of the institution in last five years.

   A minor Research Project is going on and is at the verge of completion.

3.3 Consultancy

1. Did the institution provide consultancy services in last five years? If yes, give details.

   The institution does not provide any formal consultancy services. However, a few faculty members are engaged by other agencies as resource person in SSA, RMSA, SCERT and BSEM; as University Question setters and evaluators; as member of the BOS, Manipur University.

2. Are faculty/staff members of the institute competent to undertake consultancy? If yes, list the areas of competency of staff members and the steps initiated by the institution to publicise the available expertise.

Yes, a few faculty members are engaged as resource persons in SSA and RMSA; as University Question setters and evaluators; as member of the BOS.

3. How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff member and the institution?

The income which is generated through consultancy is not collected by the institution.

4. How does the institution use the revenue generated through consultancy?

No income is generated by the institution through consultancy.

3.4 Extension Activities

1. How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and GO's)

There is one community contact programme for the B Ed students in which the students visit a local community to see and feel the problems faced by the people of the community. Each student needs to submit a report on such experiences to the college. Besides, social service programmes are organized annually.

2. How has the institution benefited from the community? (Community participation in institutional development, institution-community networking, institution-school networking, etc.)

So far, the college has not received such benefits.

3. What are the future plans and major activities the institution would like to take up for providing community orientation to students?

The college would like to take up the following activities

i. Adopting a village in the rural area for providing adult literacy programme, health and sanitation programme.

ii. Campaigning for promoting public awareness to make the surrounding clean, pollution free and green.

4. Is there any project completed by the institution relating to the community development in the last five years? If yes, give details.

There is no such project completed by the college.

5. How does the institution develop social and citizenship values and skills among its students?

The Institution, dividing the B Ed students – 200 in strength into 4 houses and with one professor in charge for each group, introduce a system of social guidance, providing opportunity for training in one act play, drama, monologue, story reading, recitation, quiz, debate and ex-tempore speech which are to be a great help for citizenship training and as means of socialization.

3.5 Collaborations

1. Name the national level organizations, if any, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.

- The College developed a linkage with ICSSR, Shillong, UGC, NAAC and Ram Krishna Mission Society and launched seminars/workshops on the themes of burning issues.

2. Name the international organizations, with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.

The College has no chance to develop linkage with an International organization. As and when such opportunity comes, the College will certainly develop linkage.

3. How did the linkages if any contribute to the following?

- **Curriculum Development**

  The linkage with the ICSSR, Shillong, NAAC and UGC broadens the studies and research outlook.

- **Teaching**

  The outcome of the seminars/workshops conducted under the aegis of ICSSR,NAAC and UGC are beneficial to the faculty members of the institution. Refresher courses organised by the UGC Academic Staff College also benefitted the faculty in employing new methodology in teaching practices.

- **Training**

  No specific training has been organised so far.

- **Practice Teaching**

  Different experiences shared through the linkages widen the knowledge of the faculty members.

- **Research**

  The linkage encouraged faculty members for research work and as a result some of the faculty members have enrolled for Ph.D Degree Courses. And also minor research projects sponsored by UGC (NERO) has been undertaken by faculty members as well as students of the institution.

- **Consultancy**

  No formal Consultancy service has been activated so far in the institution but the faculty members are involved in many consultancy works conducted by other agencies.

- **Extension**

  Extension lectures are conducted with the collaboration of the institution such as the Ramkrishna Mission from Silchar and Kolkata on value education and Indian Oil Corperation on Fortnightly awareness observation on energy consumption.

- **Publication**

  A publication grant was received from ICSSR, Shillong.

- **Student Placement**

  Student placement cell is not yet opened but it is to be opened shortly. However students are given placement.

4. What are the linkages of the institution with the school sector? (Institute-school-community networking)

The College maintains links with some schools for demonstration classes and practice teaching. No particular linkage has been established with any community except the community contact programme organized every year.

5. Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching. If yes give details.

Faculty members maintain friendly relation with these practicing schools. The School cooperates and helps the college in the required demonstration classes and practice teaching courses.

6. How does the faculty collaborate with school and other college or university faculty?

College faculty members help these schools through lecture and consultation on various topics like teaching and learning of child psychology and evaluation work.

3.6 Best Practices in Research, Consultancy and Extension

1. What are the major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years?

A proposal for the recognition of a Research Committee has been recommended by the Committee of Advanced Study of Social Science, Manipur University, for approval. The result is awaited. The College still continues to conduct seminars and workshops.

2. What are significant innovations / good practices in Research, Consultancy and Extension activities of the institution?

The significant innovation is that the College has instituted a Research Committee of which the approval is still awaited. Different standardized psychological tools are made available to the students. Faculty members have published papers in some national journals.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to R*esearch Consultancy and Extension* and how have they been acted upon?

   The main evaluative suggestions were-

   i. To take up Action Research and activate the Research Committee.
   ii. To encourage teaching faculty to publish research papers in journals.
   iii. To collaborate NGOs to initiate for social activities.
   iv. To encourage the staffs to undertake research projects.

   The faculty members have taken action research in some key areas. The Research Committee has been reactivated and the formal approval is awaited. Teaching faculties have published research papers in the national journals and a minor research project has also been undertaken. The College collaborated different social organisations like local clubs to conduct community contact programmes.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

   Different standardized psychological tools are made available to the students. Approval for a Research Committee has been proposed to the University. Participation of faculty members in the training programmes on Research Methodology sponsored by ICSSR. Minor research projects sponsored by UGC are undertaken by faculty members as well as students.

Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

1. Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the master plan of the building.

   The College has the physical infrastructure as per NCTE norms. The total amount invested for developing infrastructure from 2003-04 to 2011-12 was about: Rs.18,00,000 The Master Plan of the College building is given in Appendix I.

2. How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?

   The College in run by Leirik Memorial Charitable Society, the development of infrastructural requirements is done by the Society out of its resources to meet the need for augmenting the infrastructure to keep pace with the academic growth.

3. List the infrastructure facilities available for co-curricular activities and extra curricular activities including games and sports.

   Infrastructure facilities for Co-curricular activities :

   i) One Seminar and Conference Hall
   ii) Two well-equipped Auditorium halls with a seat capacity of about 450 and another 1400 respectively.
   iii) A workshop room for improvisation of teaching aids along with necessary equipments and apparatuses.
   iv) Necessary materials for social service, Games and Sports, Cultural activities, Musical instruments etc.
   v) Indoor games facilities inside the campus. One Indoor Stadium is being constructed under the aegis of the UGC.
   vi) Outdoor Sports Complex at Pangei which is about 5 km away from the college Campus which is run by the same Society.
   vii) Laboratories of Science, Language, Psychology, Computer and Educational Technology.

4. Give details on the physical infrastructure shared with other programmes of the institution or other institutions of the parent society or university.

The College is running two Courses viz B.Ed. & M.Ed with common physical infrastructure-

i) Library
ii) Computer Room fitted with 30 compute class room with Internet connection
iiii) Seminar and Conference Hall
iv) Two well-equipped Auditorium halls
v) Indoor & Outdoor games facilities
vi) Photostat machines
vii) Tel, Fax etc
viii) Vehicle
ix) Canteen
x) Teaching aids
xi) Recreational facilities etc

Moreover, students from other colleges and university, particularly research scholars, come to consult literature in the college library.

5. Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms for women, wash room facilities for men and women, canteen, health center, etc.)

The College have separate rest rooms for male and female students. Canteen and wash room facilities are also available for men and women attaching toilet separately. Regarding medical facility, one Private Hospital opposite to the College Campus, 2 private Hospitals within zero km and two Central Medical Colleges within 1-2 km from the College campus more over the college has own medical consultant Medical Officer. The campus are always kept neat and clean. Generator to facilitate power supply is available whenever needed.

6. Is there any hostel facility for students? If yes, give details on capacity, no of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities, etc.

The College has facility to accommodate lady students from far and flung areas to the Girl's Hostel of the RK Sanatombi Devi Vidyalaya, at Pangei which is run by the Same Society. One Women's Hostel with UGC grant is under construction with facility of 70 seats at the College Campus with recreational facilities including sports and games, health and hygiene facilities.

4.2 Maintenance of Infrastructure

1. What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any.

Maintenance of Infrastructure (College for 5 years							
SlNo	Particulars	06-07	07-08	08-09	09-10	10-11	Remarks
1	Building	1,72,660	161900	103724	2951072 *	* 2240569	* Women's Hostel funded by UGC
						** 662477	** Indoor Stadium funded by UGC
2	Laboratory	30070	48485	52500	36540	37900	
3	Furniture	58300	72300	133500	75000	75000	
4	Equipments	61370	9285	80000	x	301225	Funded by UGC
5	Computers	131600	77550	x	12400	307378	Funded by UGC
6	Transport / Vehicle	164430	30700	127500	160024	140944	

2. How does the institution plan and ensure that the available infrastructure is optimally utilized?

Ways and means have been designed to optimally utilize the available infrastructure of the institute. The College is being run in a four-story building to accommodate both the B.Ed and M.Ed courses to avoid the shortcomings of the space for the institute for it being located in the heart of Imphal City. Seminars and workshops are held in the Seminar Hall. The curricular and co-curricular activities are held in the two auditoriums of the college and during the weekend and holidays, the halls are rented out to outsiders to mobilise resources. The College library is opened not only to the students of the college but also to research scholars, ex-students, students of other colleges and universities. No room of the institute is left unutilized. The computer lab incorporates internet access facilities and simultaneously computer courses are also run for the faculty and the students. The xerox facilities are provided round the clock to the staffs and students. The sports facilities, recreational centre and laboratories are optimally utilized during the course. Regular staff meetings are held in the conference hall. The transportation facility of the institute is utilized for community contact programmes and field trips. The college canteen is opened on all working days and provides catering services on special occasions.

3. How does the institution consider the environmental issues associated with the infrastructure?

The Society consults Engineer, Architect, Environmentalist about the establishment of the Infrastructure of the College. There is no problem of environmental issues associated with infrastructure.

4.3 Library as a Learning Resource

1. Does the institution have a qualified librarian and sufficient technical staff to support the library (materials collection and media/computer services)?

The library has a qualified librarian assisted by dedicated staffs. The college library adds to its credit a good number of material collections every year. Computer services are available.

2. What are the library resources available to the staff and students? (Number of books-volumes and titles, journals-national and international, magazines, audio visual teaching-learning resources, software, internet access, etc.).

The R.K. Sanatombi Devi College of Education Library at present has 8000 volumes of Books. Out of which 25 encyclopedias, 25 dictionaries, 815 books in the reference section are available in the College Library. The College has also ordered other books and is expected to arrive at the earliest possible time. The number given above includes Text books, Reference books, Dictionaries, General Books etc. Besides, it also gives access to Dissertation and Lesson Plans to the trainees. The College procures books regularly at-least twice a year. The Library has 5 N-List terminal for e-reading. Besides six educational journals, the College also subscribes other weekly and monthly publications such as:

i Science Reporter ii Yojana iii India Today
iv Competition Success Review v Employment News vi) Career 360

Regarding the Subscription of Newspapers, the College subscribes National as well as Local Newspapers.

3. Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance, etc. and to make acquisition decisions. If yes, give details including the composition and functioning of library committee.

The librarian in consultation with the management and the principal invites lists of additional books from the faculty members to glorify and enhance the library resources. Thus a sense of collective decision on acquisition is in

practice. Also the activities assigned to the students play an immense role in attracting them to access the library resources.

4. Is your library computerized? If yes, give details.

Yes, The College Library is automated with the 'SMART LIBRARY' software conducting all the housekeeping job of the Library.

5. Does the institution library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.

Yes, the institutional Library has computer and is connected to internet. Reprographic facilities are also provided in the library to both the staff and students on minimal rate. The frequency of the use is on an average 50-100 copies per day.

6. Does the institution make use of Inflibnet/Delnet/IUC facilities? If yes, give details.

The College Library is registered with the N-LIST Programme of INFLIBNET.

7. Give details on the working days of the library? (Days the library is open in an academic year, hours the library remains open per day etc.)

In working days, the College Library remain open from 11 am to 6:30pm, during Summer Vacation of the College it remain open from 1pm to 4 pm and during examinations (Pre Final of the College, University Examinations) it remain 10:30am -6:30 pm. Further, it encourages the students & Faculty members of the college, Researchers & students of other Colleges, Universities to use the College Library. On an average the Library remain opened for more than 200 days in a year.

8. How do the staff and students come to know of the new arrivals?

The students and staff are made known by displaying the Book Jackets on the Library Notice Board of the new arrivals.

9. Does the institution's library have a book bank? If yes, how is the book bank facility utilized by the students?

The Book Bank provision is under active consideration of the College Management.

10. What are the special facilities offered by the library to the visually and physically challenged persons?

Providing the special facilities to the visually and physically challenged persons is also under the active planning stage of the Management.

4.4 ICT as learning Resource

1. Give details of ICT facilities available in the institution (Computer lab, hardware, software, internet connectivity, access, audio visual, other media and materials) and how the institutions ensures the optimum use of the facility.

The use of ICT has been started with up gradation of number of computers to 30 units & 10 Laptops with the installation of internet facilities of 10 units along-with 3 Inflibnet units. The classrooms are equipped with LCD projectors. Radio, T.V., Tape Recorders, Video Recorders, Slide Projectors and other improvised teaching aids are made available as per requirement. The students can avail the facility of Computer courses throughout the year. Hectic work schedule such as assignment and projects attract the students towards more internet access. Power Point presentation is a regular feature for delivering lessons.

2. Is there a provision in the curriculum for imparting computer skills to all students? If yes give details on the major skills included

Computer Literacy as a non-credit course has been introduced for imparting basic computer skills to those students who have no computer knowledge. The basic knowledge and skills of computer are being taught to enable the students to use of softwares like MS office, internet surfing etc.

3. How and to what extent does the institution incorporate and make use of the new technologies/ICT in curriculum transactional processes?

Power point presentation as a regular feature of delivering lessons, video recording of micro-teaching for feedback session, internet surfing to access e-resources and audio-visual aids are incorporated in classroom transaction.

4. What are major areas and initiatives for which student teachers use /adopt technology in practice teaching? (Developing lessons plans, classroom transactions, evaluation, preparation of teaching aids)

Simple teaching aids are used in practice teaching like Maps, Picture, Models, charts and audio-visual aids.

4.5 Other Facilities

1. How is the instructional infrastructure optimally used? Does the institution share its facilities with others for e.g.: serve as information technology resource in education to the institution (beyond the program), to other institutions and to the community.

   The use of certain instructional infrastructure, such as library, internet, and halls are opened to the students and teachers from outside.

   The instructional infrastructures are optimally used by dividing the students into different sections for use of Psychology laboratory, Science Laboratory, Educational Technology Laboratory, Language Laboratory and Computer laboratory.

2. What are the various audio-visual facilities/materials (CDs, audio and video cassettes and other materials related to the program) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?

   C.Ds. and Slide film related to secondary school subjects are available. Every Class rooms are fitted with LCD projectors. The college has started using these materials in practice teaching whenever needed.

3. What are the various general and methods Laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?

   Laboratories for physical and biological sciences, psychology, educational technology and language are available. The College enhances laboratory equipments from the college fund and aids from UGC.

4. Give details on the facilities like multipurpose hall, workshop, music and sports, transports etc. available with the institution.

   The College has two multipurpose halls in which music, dance, drama and other literary and cultural activities as well as academic works are carried out. It has a workshop room for work-experience. Indoor games facilities are available in the campus, Outdoor games are conducted at the Model School of the College. The college has transportation facility.

5. Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institution's future plans to modernize the classrooms.

   The classrooms are equipped with technologies like LCD projectors fitted with computers.

4.6 Best Practices in Infrastructure and Learning Resources

1. How does the faculty seek to model and reflect on the best practice in the diversity of instruction, including the use of technology?

   The College use power point presentation, video recording in micro teaching and different audio visual aids in teaching-learning situations.

2. List innovative practices related to the use of ICT, which contributed to quality enhancement.

   The use of power point presentation, video recording in micro teaching, internet and different audio visual aids contribute in immense to quality enhancement.

3. What innovations/best practices in 'Infrastructure and Learning Resources' are in vogue or adopted/adapted by the institution?

   The institution adopts Inflibnet in the library, internets, CDs and projectors.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under *Infrastructure and Learning Resources* in the previous assessment report and how have they been acted upon?

   The evaluative observations made in the previous assessment were-

   i. Inadequacy of psychology and language laboratory.
   ii. Deputation of faculty members to orientation courses.
   iii. Less number of school textbooks in college library.
   iv. To increase the strength of faculty.

   The psychology laboratory is upgraded and the number of booths in the language laboratory is increased. Faculty members are deputed to various orientation and refresher courses and school textbooks are abundantly available in the library. The number of faculty members are increased.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?

   Procurement of library books at least twice a year, INFLIBNET facility in the library, updating of Psychology and Language Laboratory, deputation of faculty members to various orientation and refresher courses, increase in staff strength and Implementation of ICTs in teaching-learning process are a few developments since the previous assessment.

Criterion V: Student Support and Progression

5.1 Student Progression

1. How does the institution assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advise through the commencement of their professional education programme (students pre-requisite knowledge and skill to advance) to completion?

   - At the beginning of the session, the College arranged an induction programme for fifteen days. During the course of the programme the trainees get prepared mentally, psychologically and physically. The College on this occasion provides the time table, the academic calendar, the detailed syllabus, holiday list of the year, general code of conduct and also counsel the trainees on the subjects to be opted. The Programme includes orientation leading to the theoretical and practical backgrounds of education, which is followed by an assessment through interaction on the prospective students from different backgrounds whether they have gained the access or not to the pre-requisite knowledge of the new field of study, enlightening them for going ahead with the course.

2. How does the institution ensure that the campus environment promotes motivation, satisfaction, development and performance improvement of the students?

   - At the main entrance of the College, a booth of security guard was installed, the trainees and any other visitor have to make entry of their name and roll nos. This is done for the sake of security and also for maintaining academic serenity in the campus of the College. In this respect, the site of the College is quite appropriate and congenial for academic activities, remaining undisturbed by the bristle and din of the sound of the city and unwanted outside forces. The free and fair treatment given to the students improves their performance and the display of the mottos, thoughts and vision of the institution in the strategic places motivates the students. Seasonal flowers encompassing the campus; well ventilated and properly lighted classrooms add fervor in making the college environment more conducive to learning.

3. Give gender-wise drop-out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?

   -The drop-out rates for the last five years are 2.67% in 2007-08, 9.5% during 2008-09, 6.5% during 2009-10, 6.5% during 2010-11 and 3.5% during 2011-12 respectively. The possible reasons are going for higher studies, better opportunities such as government jobs and health problems.

4. What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/qualified in SLET, NET, Central/State services through competitive examination in the last two years?

   - In terms of providing additional service, the College took stance of offering any advice and extending a helping service to the trainees and also to the past students the faculty of access to the Library. Hence many ex-students approached the Institution for the same and even out-side researchers came for consultation with the staff as well as to access the Library.

5. What percentage of students on an average goes for further studies/choose teaching as a career? Give details for the last three years?

   A few students go for further studies while majority have chosen teaching profession. The institution could not furnish the exact statistics in the matter.

6. Does the institution provide training and access to library and other education related electronic information, audio/ video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution? If yes give details on the same.

   The institution provides such facilities during and after the course.

7. Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.

   Yes, a few students have been given placements in schools and colleges. The institution is due for opening a placement cell shortly.

8. What are the difficulties (if any) faced by placement cell? How does the institution overcome these difficulties?

   Does not arise, as the institution is opening such a cell shortly.

9. Does the institution have arrangements with practice teaching schools for placement of the student teachers?

   Most of the placements given are in the practicing schools.

10. What are the resources (financial, human and ICT) provided by the institution to the placement cell?

    Does not arise, as the institution is opening such a cell shortly.

5.2 Student Support

1. How are the curricular (teaching- learning processes), co-curricular and extra curricular programmes planned, (developing academic calendar, communication across the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?

   Before the commencement of the session, the Academic Committee headed by the Principal frame the Academic Calendar. It is further evaluated and revised in regular sittings of the Committee after obtaining feedback from all quarters.

2. How is the curricular planning done differently for physically challenged students?

   No planning in the matter so far. However, active consideration is being made for the same.

3. Does the institution have mentoring arrangements? If yes, how is it organised?

   The college is yet to set up a counselling cell.

4. What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?

   The use of ICTs, INFLIBNET services, internet surfing, orientation and refresher courses, seminars and workshops, conducive aesthetic-filled environment and conducive classroom atmosphere are the various provisions that support and enhance the effectiveness of the faculty in teaching.

5. Does the institution have its website'? If yes, what is the information posted on the site and how often is it updated?

   - Yes, the College has its own website. The web address is www.rksanatombidevi.org. Basic information of the institute, courses offered, faculty details and infrastructures are some information posted on the site.

6. Does the institution have a remedial programme for academically low achievers? If yes, give details.

   - Yes, after every formative and summative tests, the concerned subject teachers identify the weak students and remedial classes are arranged.

7. What specific teaching strategies are adopted for teaching

   a) Advanced learners and (b) Slow Learners

   For the advanced Learners, special assignments are given and for the slow learners, remedial classes are arranged.

8. What are the various guidance and counselling services available to the students? Give details.

The guidance and counseling services are made available right from the Induction Programme to choose appropriate optional papers. Time to time guidance is given by the teachers whenever required.

9. What is the grievance redressal mechanism adopted by the institution for students? What are the major grievances redressed in last two years?

- The college grievance redressal mechanism is rested upon one complaint box installed inside the premises. All matters pertaining to grievances for B.Ed are looked after by the B.Ed- In-Charge while the Principal looks after the M.Ed course.

In the College week competition, hiring of orchestra was not permitted earlier and renowned professionals were not engaged as judges. These grievances have been redressed.

10. How is the progress of the candidates at different stages of programs monitored and advised?

At different stages of programmes in B.Ed and M.Ed courses, monitoring and advice have been made through the following mechanisms:

Checking up of attendance and giving warning to the students who are irregular, monitoring of students' regular and timely submission of assignments, feedback session after every test, performance in psychology laboratory practical, preparedness in lesson planning through the assessment of two lessons of each method paper before the internship and checking and approving of at least five lesson plans before delivery, giving guidelines to develop impressive teaching aids and monitoring them. During the course of practice teaching, the students are monitored regularly by the supervisor, subject teacher and the head of the institution. After the lessons are delivered feedback session follows on daily basis.

After covering both the theoretical and practical parts of the syllabus, the summative assessment evaluates the students' progress in totality which is followed by remedial session.

11. How does the institution ensure the students' competency to begin practice teaching (Pre-practice preparation details) and what is the follow-up support in the field (practice teaching) provided to the students during practice teaching in schools?

- The Institution adopts Demonstration Practice Teaching class in every method subjects before the internship, taking 30/40 students from a practising

school. Discussion hours and clearing of queries and doubts in the demonstrated methodologies are held with observers from the staff. Sharing of experiences by the supervisors are also done. After the observation of the day's teaching, the students are given guidelines for effective delivery and preparation of impressive teaching aids.

5.3 Student Activities

1. Does the institution have an Alumni Association? If yes,

(i) List the current office bearers

Yes, the current office bearers are

1. Rajkumar Mahesh	President
2. Dr. Manibabu Singh	Vice President
3. K. Purnachandra	Secretary
4. Konika Khuraijam	Member
5. Memthoi Takhelambam	Treasure

(ii) Give the year of the last election 2012

(iii) List Alumni Association activities of last two years.

List of the activities in the last two years

(a) Annual meet with various entertainment programmes.

(b) Honouring the students who held positions within the top ten of the college in the university Examinations.

(c) Sharing of ideas and experiences related to the quality improvement of the institution.

(iv) Give details of the top ten alumni occupying prominent position.

1 Konika Khuraijam, Assistant Professor, DM College of Teacher Education, Imphal.
2 Dr Koijam Sobita, Assistant Professor, DM College of Teacher Education, Imphal.
3 Jyoti Khumanthem, Assistant Professor, MB College, Imphal.
4 Dr Nivedita L, MCS, Sub-Divisional Officer Manipur State Government.
5 R.K. Sujata, Assistant Professor, RKSD College of Education, Imphal.
6 Sh. Premita, Assistant Professor, RKSD College of Education, Imphal.
7 Saikhom Aruna, Senior Lecturer, DIET.
8 Usham Rita, Project Co-ordinator, Rashtriya Madhyamik Shiksha Abhiyan, Manipur.
9 RK Bijen, Principal, Assam Rifles Nodal Higher Secondary School, IGAR South, Imphal.

(v) Give details on the contribution of alumni to the growth and development of the institution.

A good number of Alumni render their valuable services as faculty members, contributing all their knowledge and experience to the growth and development of the institution till date.

2. How does the institution encourage students to participate in extra curricular activities including sports and games? Give details on the achievements of students during the last two years.

Games and Sports is one of the events of the College Week. The winners are recommended for the Inter-College Competitions organized by Manipur University. Interested students are also sent to participate in the Youth Festival of Manipur University.

3. How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material. List the major publications/materials brought out by the students during the previous academic session.

Because the duration of the courses is of one year, it becomes difficult to invest time for the areas which can distract them from the academic pursuit. However, the College manages to publish Annual College Magazine.

4. Does the institution have a student council or any similar body? Give details on – constitution, major activities and funding

The entire enrolment of the institution is grouped into four Houses with each House having a Captain and a Vice-Captain, who look after the activities in the Inter-House competition, field visits and community contact programme including Teachers' Day celebration. Before organizing any function, the leaders of every House has a Consultation meeting. Activities are funded through subscription of each member student of the House and a sum earmarked by the Management of the institution for the purpose.

5. Give details of the various bodies and their activities (academic and administrative), which have student representation on it.

The Captains and Vice-Captains of the four Houses are always invited as representatives of the students in all the meetings of the different Committees formed in the institution.

6. Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?

In the annual alumni meetings, the members convey their opinions in regards to the growth and development of the institution.

5.4 Best Practices in Student Support and Progression

1. Give details of institutional best practices in Student Support and Progression?

The institution has four Houses. Every activity of the college is done under the proactive role of the Captains and Vice-Captains of these Houses. Such participation helps in moulding them to possess a leadership quality and social adjustment.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under *Student Support and Progression* in the previous assessment report and how have they been acted upon?

The previous assessment suggested the followings-

i. to mentor improvement of the disadvantaged student teachers.
ii. to form an Alumni Association.
iii. to create a data-based enrolment of the students.
iv. to identify weak and advanced learners and adopt appropriate remedial measures.
v. to adopt ET laboratory facility and practice video recording in micro-teaching.
vi. to adopt a Placement Cell and Counseling Centre.

Apart from arranging remedial teaching sessions, special lectures are arranged for the purpose of moral bolstering for the disadvantaged student teachers. Alumni Association is working hand in hand with the college authority for the overall improvement. Data-based enrolment of the students to serve the purpose of retrieving information related to college activities and registration are maintained. An ET laboratory is functioning and micro teachings sessions are video recorded for corrective measures. A placement cell is opening shortly. However, placements are given to the college graduates from time to time.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression**?**

Workshops on micro-teaching are held for better insight into the different teaching skills. It has been made mandatory to prepare five lessons each on the core skills. Remedial teaching for the weak students and special assignments for the advanced learners are a part of the curriculum transaction process. Placements are given to our graduates in the practicing and non-practicing schools every year.

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

1. What are the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?

   - The purpose of establishing the RK Sanatombi Devi College of Education is to meet the educational challenges and for social upliftment of the nation in general and of the State of Manipur in particular. The vision is to impart professional education for improvement of teachers' competence.

   The mission is to get teacher aspirants well qualified and competent for the profession through a proper medium of devices and training.

   The values of training in teaching profession are to be realized through the courses of B Ed and M Ed. All these are shown in the prospectus. Visions and missions are displayed at the strategic points in the College premises and made known to all the stakeholders.

2. Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations?

   - Yes, the mission includes the goals and the objectives of the purpose of addressing the needs of the society especially for the school sector.

3. Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.)

   - The management employs qualified and committed teachers. For effective and efficient management process, committees are formed. In all the committees except the Management, Construction and Curriculum Development Committee, the Principal is the Chairman along with teachers of B.Ed. and M.Ed. The term of the office bearers of the committees is of two years. The final decision of the committees is taken in a meeting of the Board of Control headed by the Chairman of the managing committee. For effective and efficient transaction, there is maximum decentralization of power to these committees.

4. How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

As per resolutions passed by the management, responsibilities are defined and communicated as required by issuing letters and orders to the staff.

5. How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?

- Grievances and feedbacks from all quarters are gathered from the Complaint Box and also through personal contacts which are tabled in the meetings of the concerned committees to review the activities.

6. How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?

- Planning, decision making and implementation of any activity of the institution is preceded by a minute discussion on the anticipated barriers/hurdles by the Committee concerned. The same process goes on until the activity is accomplished. This enables the institution to address the obstacles for final disposal.

7. How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

- Through the head of the Institution, the management gives responsibilities to different committees. This encourages and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional process. If need be, the staff may suggest means and ways in person.

8. Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.

- The head of the institution in consultation with the members of the Academic Committee manages the curricular transaction so as to get it running smoothly as per the Academic Calendar set for the Session. The administration of the institution is under the care of the Management Committee and Principal who in turn assigns different responsibilities to all the stakeholders. The resources accumulated are utilized for the purposes of development of infrastructure and ICTs, organizing co-curricular activities and field visits, internships and stationary items.

6.2 Organizational Arrangements

1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.

List of Committees :

Admission Committee- Meeting was held with the Management Committee and details of the admission procedure was decided.

Academic Committees- Before the commencement of the new session, the academic calendar was framed. Arrangement of remedial classes is also done by this Committee.

Examination Committee- This Committee held various meetings to look after the assessment and evaluation work.

Library Committee-The Committee held meetings at least twice a year to decide the necessary budgetary allocation to suit the procurement and overall improvement of the library.

Construction Committee-This Committee is solely looked after by Management where suggestions were invited from every stake holders.

Purchase Committee- The task of this Committee was to gather necessary information regarding furniture and other equipment. Whenever need arises meetings were held.

Research Committee- This Committee looks after the various action researches, organization of workshops and seminars along with maintenance of compilation and recording work.

Publication Committee- This Committee held the responsibility of various publications including magazine, advertisement and prospectus.

Committee on Student Welfare-This Committee took the responsibility of inviting feedbacks from the students which were passed on to the Academic Committee.

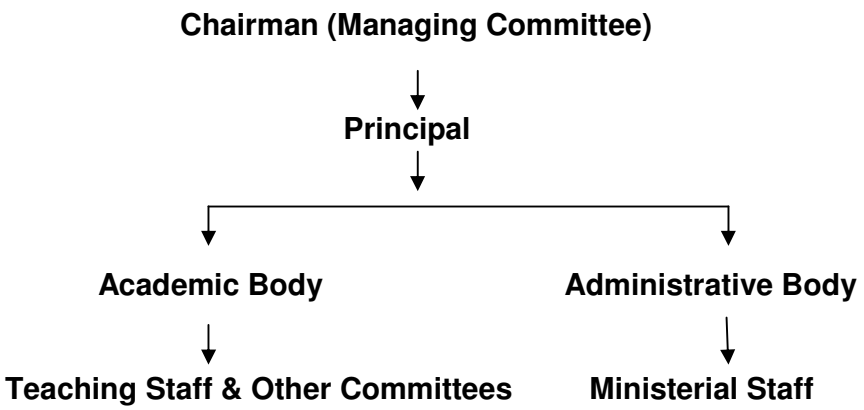
The final decision of the committee is taken in a meeting of the Board of Control headed by the Chairman of the Managing Committee of the College.

2. Give the organizational structure and the details of the academic and administrative bodies of the institution.

The Organizational structure of the RK Sanatombi Devi College of Education and the details of the academic and administrative bodies are as here given below:

At the top the organizational structure of the institution, the Managing Committee consisting of 18 members had been constituted right from its inception since 2002. In due course, changes take place in the University Representatives and Engineers. In the curriculum transaction, Principal act as head, hence the organizational structure of the institution is pyramidal as shown in a diagram below:

Organizational Structure



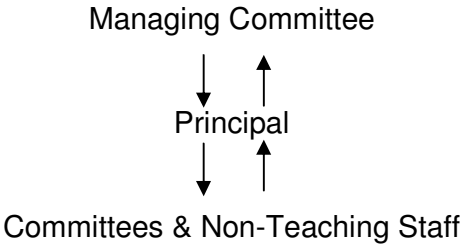
The entire structure of the institutional organization is built up, interwoven and fabricated as shown above, having their own parts and duties.

3. To what extent is the administration decentralized? Give the structure and details of its functioning.

The Managing Committee delegates certain powers and functions to the Principal and the Committees so as to enable them to work efficiently. The Principal refers every matter to the concerned Committee(s). The decision taken by the Committee is communicated to the Principal and then to the Managing Committee. And any decision taken by the Managing Committee is communicated to the Committee(s) through the Principal.

Although the major administrative decision is taken by the Managing Committee, full academic freedom is given by the Managing Committee to the Principal and the Committees.

Structure



4. How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?

In an institution where only courses of B Ed & M Ed are available, there in no question of other departments. But the institution in collaboration with different Committees and other sections like Reception Counter and Account Section executed every possible action to maintain quality.

5. Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.

Yes, from the various feedbacks obtained revisions are made regarding the framing of time tables, academic calendar, manner and style of holding co-curricular activities.

6. What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/providing conducive environment).

Conducting Co-Curricular activities, conducting internal seminars and workshops pave ways for promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty.

6.3 Strategy Development and Deployment

1. Has the institution an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?

   The IQAC collects data and information about curriculum transaction, administration, internal including formative and summative assessment, external assessment, extension activities, and welfare services to teacher trainees.

2. How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

   The institution has various committees. Sustenance of the changes resulting from the institution's action plans are under the complete care of the respective committees concerned.

   Various budgetary provisions for the sustenance of the changes are made in consultation with respective committees.

3. How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

   The availability of qualified and sufficient human resources and optimum allocation in the needy areas by the Management, course fees from the students, grants from the State Government and UGC render support in planning and achieving the mission and goals of the institution.

4. Describe the procedure of developing academic plan. How are the practice teaching schoolteachers, faculty and administrators involved in the planning process?

   The different committees work hand in hand to run the academic session smoothly. After obtaining the Academic Calendar from the affiliating University, an integrated approach of all the committees through various sittings under the aegis of the Academic Committee of the institution comes up with the new Academic Plan of the session. In the Academic Plan, the schedule of the practice teaching session is fixed in consultation with the practicing schools. For the smooth conduct of the practice teaching session, the respective subject teachers and head of the practicing school along with the supervisor framed the time table and plan the assessment procedure.

5. How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

The objective of the institution is mentioned in the prospectus of the College and is displayed at the strategic areas of the college. It is orally communicated on the different occasions of the college by the authority.

6. How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?

The vision, mission and implementation plans are displayed in important areas of the college and is always revised in all the important occasions of the College - like inaugural of Academic Session of the year, College week, and Annual Prize Distribution Day. It is also mentioned in the prospectus.

7. How does the institution plan and deploy the new technology?

The institution enjoys the facility of ICTs with its varied applications in the fields of teaching-learning and office related activities. It has a language laboratory, an ET Laboratory and a well-equipped computer laboratory with internet facility. The institution's library is connected to e-resources through N-List programme. Laptops are issued to senior faculty members.

6.4 Human Resource Management

1. How do you identify the faculty development needs and career progression of the staff?

The faculty members are always encouraged to attend refresher/orientation/training courses, to present papers in seminars and workshops and to get involved in research activities.

2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self–appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

At the end of the session, feedbacks are obtained from the students by adopting the Sample Questionnaires for Feedback from Students (Questionnaire No. 1 and 2) published by NAAC.

IQAC evaluates the feedbacks and further suggestions are drawn to improve teaching and service of the faculties.

3. What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)

Faculty members are encouraged to opt for research activities. The authority also has no objection when any member of the institution goes for a better opportunity.

4. Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.

The internal and external workshops and seminars conducted regularly play a very important role in skill up-gradation and development of the teaching staff.

5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?

For any recruitment, after obtaining approval from the management, the Principal issues the advertisement of the post in the University News, National Daily Papers and State level Daily Papers as per the NCTE/UGC norms and standards. Accordingly interview Board is set up consisting of members as prescribed by the norms for the selection.

6. What are the criteria for employing part-time/Adhoc faculty? How are the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specialisations).

In respect of part time/adhoc appointments, recruitment is made by keeping all the norms fulfilled. But in emergency cases, qualified candidates are appointed or engaged purely on temporary basis by paying the basic scales of pay per month until alternative arrangement as made.

7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (e.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

Participation in internal and external seminars, conferences and workshops, well-equipped library with e-resources facilities and use of ICTs in day-to-day teaching-learning activities support the professional development of the faculty. Cash incentives and remuneration are also given to the paper presenters.

8. What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).

A staff room common to all and separate rooms for few senior faculty members are provided. The management has plans to provide independent rooms so that they can carry out their works more effectively. Cupboards, laptops with internet facilities are provided to the faculty.

9. What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?

A complaint box is installed for the students and a grievance redressal is to be opened shortly. Any complaint of the faculty will be directly addressed and handled by the Principal in consultation with the Management.

10. Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

Apart from the daily routine assignment as per the capabilities, extra-assignments are given by the Principal to the faculties whenever found necessary. Faculties are made to present papers in workshops and seminars. Every member is made to be in charge of every co-curricular activity. Committees are formed to look after the welfare of the institution.

11. Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

The management of the College is yet to introduce a mechanism for reward and motivation to its faculties. But every teacher can stand for a chance for the state level award, Rajkumari Sanatombi Devi Award, instituted by the same Management.

6.5 Financial Management and Resource Mobilization

1. Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated

Yes, the details as here below.

2. What is the quantum of resources mobilized through donations? Give information for the last three years.

No donation neither from individuals nor groups/society.

3. Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?

The Institution plans its budget in such a way that its resources be sufficient but at times deficit arises, in such situations the management manages fund from other sources.

4. What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit)

Sl	Particulars	06-07	07-08	08-09	09-10	10-11	Remarks
1	College Library	154881	175762	129300	139769	457582	
2	Computer, Machinery & Equip	192970	77550	80000	12400	608703	
3	Renovation of College Building	172660	161900	NIL	NIL	NIL	
4	Extension (Women Hostel)	NIL	NIL	NIL	951172	640569	
5	Research (Seminar Workshop and Awareness)	NIL	40822	49650	48000	NIL	
6	Laboratory & Teaching Material	63670	87004	93720	107755	115280	
7	Functions(B Ed Orientation, College Week etc)	100527	146750	182350	149820	315830	

5. Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).

Yes, External Auditing procedure is followed annually. So Far there is no report of any discrepancies in respect of Major pending audit paras, objections raised and dropped etc

6. Has the institution computerized its finance management systems? If yes, give details.

No (to be computerized)

6. 6 Best practices in Governance and Leadership

1. What are the significant best practices in Governance and Leadership carried out by the institution?

Involvement of every faculty members and maximum devolution of power to the various committees is a significant practice carried out by the institution.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under *Governance and Leadership* in the previous assessment report and how have they been acted upon?

The following observations were made by the visiting peer team during the course of the previous assessment:

i. to look into the development of the student teachers in terms of their leadership qualities, personality development, involvement in the social issues in addition to achieving significant results at the University level.
ii. to assess the teacher educators with good feedback mechanism.
iii. to organize seminars, conferences and workshops.
iv. to establish IQAC.
v. to establish Employees Provident Fund. And
vi. to retain the young and qualified faculty with attractive packages.

Apart from an eye on the University results, the institution has undertaken various personality development and leadership quality arousal programmes. For this, non-credit activity-centred courses such as creative education, work experience, brain storming and health and art of living session have been introduced covering two periods of one hour each daily. Regarding involvement of students in social issues, community contact programme, social service in the localities surrounding the institution and rendering moral support to various issues of students' welfare of the state are the important practices of the institution. One hour face-to-face feedback session of teaching-learning activities every Thursday and employment of students'

feedback questionnaires one on teachers performance and the other on the over-all performance of the institution have been in practice. Seminars and workshops are organized twice/thrice a year. Faculty members are encouraged and recommended to attend conferences organized by other institutions from time to time. IQAC has been established and is engaged all the while looking after the overall quality improvement of the institution. The Employees Provident Fund has been introduced from the October, 2008 onwards with 21 employee (Teaching Staff & Non-teaching staffs) of the college.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership ?

The observations made by the previous assessment team have been strictly adhered to by the institution so as to improve the overall functioning with regard to governance and leadership aspect. The Management in close co-ordination with the Principal and the different Committees always work together to bring about a transparent and accountable governance. For this, maximum devolution of power at every stage of the hierarchy of the organizational structure of the institution has been constantly the primary concern of the Management.

Criterion VII: Innovative Practices

7. 1 Internal Quality Assurance System

1. Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

The Inter Quality Assurance Cell of the College was established on 12th October 2007, consisting of the following members:

1. Dr K P Guite, Principal as the Convener/Chairman.
2. Dr. Manilei Serto, Faculty as the Coordinator.
3. Dr. S Gyaneswar Singh, Prof. in charge, Member.
4. Dr. M Arunkumar Singh, Sr. Faculty, Member
5. Smt N Nomika Devi, Sr. Faculty, Member.
6. Smt Jina Thongram, Sr. Faculty, Member
7. Padmashree Th Haridas Singh, Chairman/M.C., Member.

IQAC plays a vital role in the functioning of both curricular and co-curricular activities involving planning, organizing and evaluation of every aspect of the institution. It acts as the think tank of the institution. Decision on new committees to be floated and effective co-ordination of these committees to thrive for quality and to sustain it is a major concern of the department. Other important activities of the cell include analyzing and interpreting the data gathered during feedback session along-with suggestions/remedial measures for improvement, decisions on key issues of improvisation of ICTs, micro-teaching session, to spell out improvement mechanism of various infrastructures including laboratories, maintenance of records, evaluation of

teaching-learning activities and to discuss the curriculum recommended by the Curriculum Development Committee before forwarding to the University.

2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

To evaluate the achievement of goals and objectives, after every programme, the institution conducts feedback session for students as well as teachers and accordingly modifications in the planning and organization for betterment are made.

3. How does the institution ensure the quality of its academic programmes?

Various programmes are organized under the aegis of the concerned committee which further evaluates after its implementation. The evaluated report is then submitted by the respective committee to IQAC for further necessary action.

4. How does the institution ensure the quality of its administration and financial management processes?

The Management and the Head of the institution maintain a cordial relationship. Hence, their consulted actions supported with the concerted efforts of the concerned committees ensure quality in administration and financial management processes.

5. How does the institution identify and share good practices with various constituents of the institution.

Everyday informal meeting between the management and the head of the Institution, periodical meetings between the head and staff and amongst the staff members generate understanding in the matters related to the works and workloads. Thus, good ideas and suggestions for improvement on the practices in the institution come forth.

7.2 Inclusive Practices

1. How does the institution sensitise teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum.

   At the beginning of the session, the teachers are made aware of all the obligations related with inclusive education as envisaged in the national policies and school curriculum through discussions and deliberations during meetings of the staff. But the institution has not employed any specific strategy related with inclusive education so far.

2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning.

   As a constituent unit of a compulsory course, Development of Learners and Teaching-Learning Process, the students are to learn about exceptionalities and their education.

3. Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.

The proper infrastructure, seasonal flowers encompassing the campus, displaying of the mottos, thoughts and visions of the institution at strategic areas and well ventilated equipped with latest technology classrooms add fervour in making the institution a conducive learning environment. Different co-curricular activities, social services and community contact programmes create a chance for positive social interaction. Adequate library facilities with e-resources, internet connections in computer laboratory and availability of different laboratories activate and self-motivate the learners.

4. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

   As a constituent unit of a compulsory course, Development of Learners and Teaching-Learning Process, the student teachers learn how to deal and work with children from diverse backgrounds and exceptionalities.

5. How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

   The institution has no provision for the students with special needs.

6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

   The institution has not faced any gender based sensitive issues so far.

7. 3 Stakeholder Relationships

1. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

   Displaying on the notice board, publishing in college magazine and conveying during different sittings ensure that every stakeholder has an access to the information on the organizational performance.

2. How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

   The various forms of feedback sessions help in getting information on success and failure of various processes, satisfaction and dissatisfaction of students and stakeholders. These feedback based information/data are used for corrective measures for improvement.

3. What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

   The feedback mechanism in vogue can be said in 3 dimensions:

   i) feedback from students.

   ii) feedback from Alumni and

   iii) feedback from stakeholders.

   The mechanism of channelizing the feedbacks are 1) verbal, ii) written and iii) email. All the feedbacks given in any form are entertained and consulted for future quality improvement.

Additional Information to be provided by Institutions opting for Re-accreditation

1. How are the core values of NAAC reflected in the various functions of the institution?

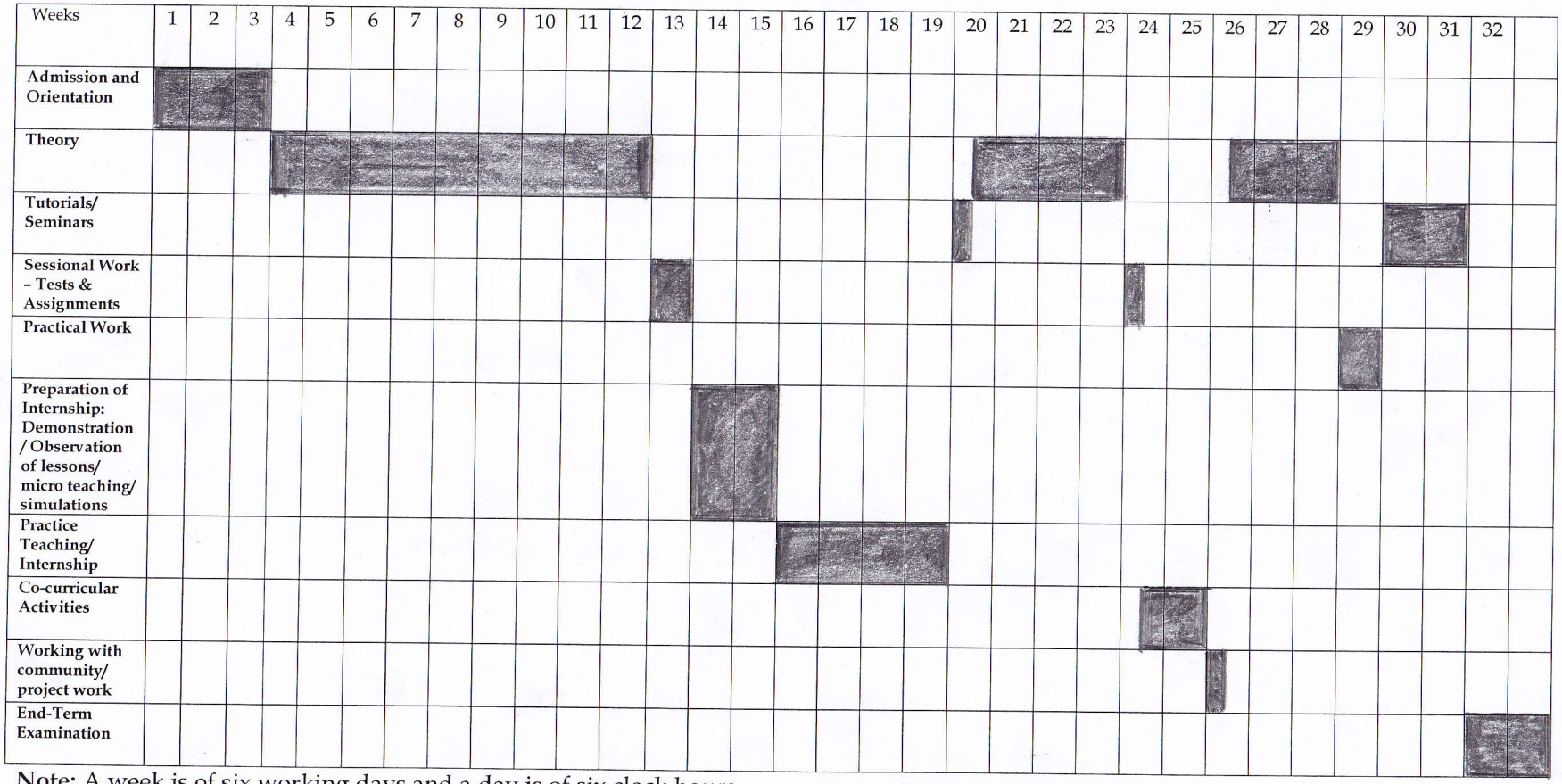
The core values of NAAC are reflected in the various functions of the institution in many forms and ways as below:

1) The entire atmosphere of the Institution turns to be much more academic.
2) Awakenings and awareness of quality concept and consciousness in performance have been increased to a greater degree on proportion.
3) Seriousness of the faculties as well as of the student teachers towards quality performance in academic endeavour and co-curricular areas has been visible.
4) External and internal improvements in all respect of the functions of the Institution have come to the feelings of all the concerned now.
5) The institution enriches the teaching-learning activities by optimal use of ICTs.

3. Mapping of Academic Activities of the Institution

This is essential to get an accurate picture on admissions, curricular and co-curricular activities of the institution. The mapping when sincerely completed will reflect the efforts of the institution in achieving its vision and mission.

Mapping of Academic Activities of the RK Sanatombi Devi College of Education, Imphal — B Ed Course, 2012-13

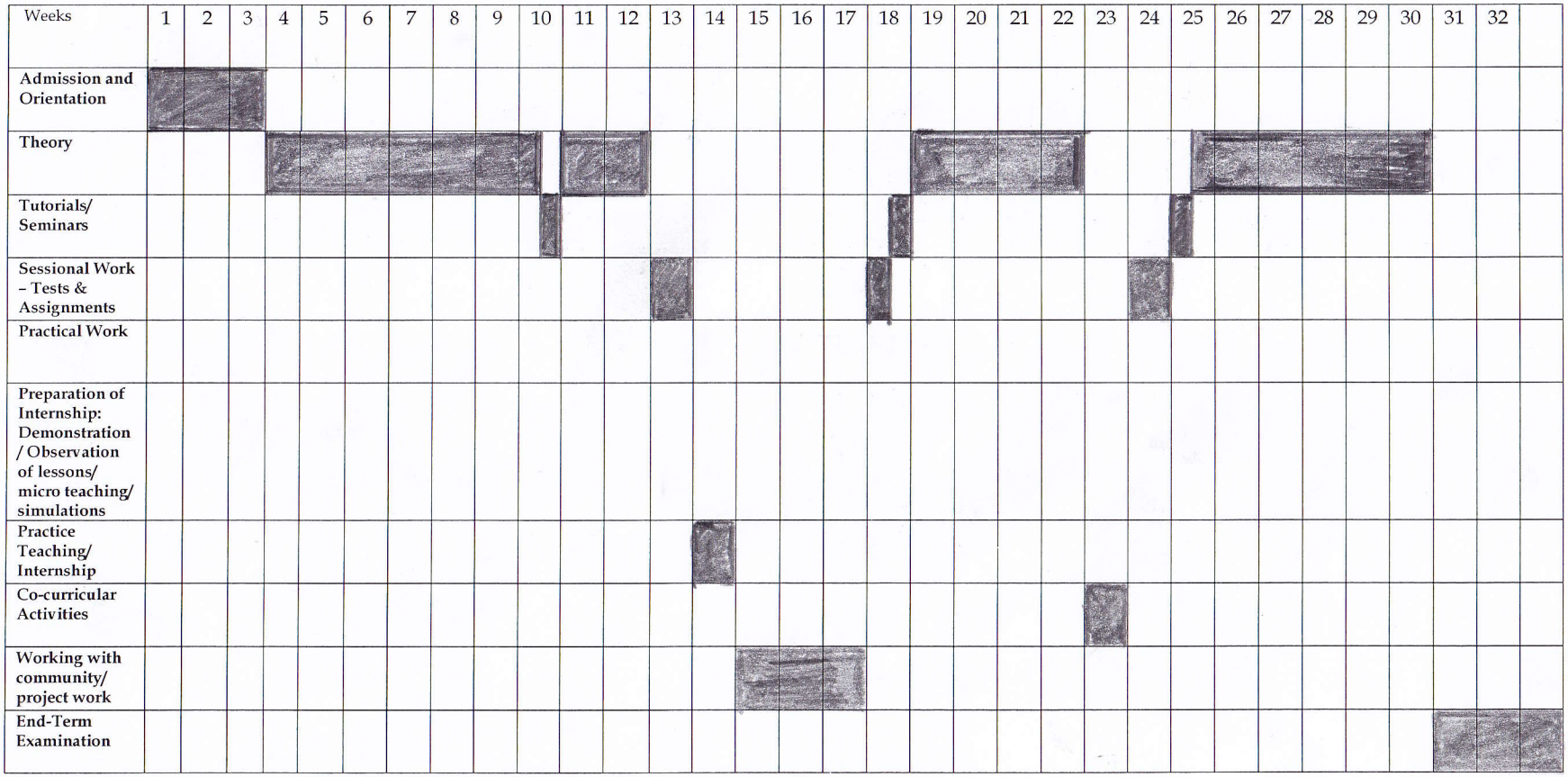


Note: A week is of six working days and a day is of six clock hours

The table should cover the entire academic session and may be extended as per the requirement

PRINCIPAL
R.K. Sanatombi Devi College
of Education, Imphal.

Mapping of Academic Activities of the RK Sanatombi Devi College of Education, Imphal — M Ed Course, 2012-13



Note: A week is of six working days and a day is of six clock hours

The table should cover the entire academic session and may be extended as per the requirement

PRINCIPAL
R.K. Sanatombi Devi College
of Education, Imphal.

D. Declaration by the Head of the Institution

I certify that that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and No part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SAR during the peer team visit.

Signature of the Head of the institution with seal:

PRINCIPAL
R.K. Sanatombi Devi College
of Education, Imphal.

R.K. SANATOMBI DEVI COLLEGE OF EDUCATION ★ IMPHAL ★

Place:

Date.....

Date:

BEST PRACTICE

1. TITLE OF THE PRACTICE: "**FEEDBACK SESSION**"

2. THE CONTEXT THAT REQUIRED INITIATION OF THE PRACTICE

In the traditional system of instruction, there has been little or no room for free and open expression of the student's feelings, grievances, likes and dislikes in particular and that of the teachers' principal's, members' of non-teaching staff, parents and management's in general. Students learn passively listening to their teachers within the four walls of the classroom for a stipulated/limited period, while teachers teach actively to the students, no matter how much the students understand or digest the subject-matter. The principal and his administrative staff manage the institution, no matter how efficiently they are managing. Parents also send their children to the institution with a certain objective but with little or no knowledge or information about the overall functioning of the institution. The management also invests resources in the institution with a certain objective, no matter how efficiently, precisely and economically the resources are utilized.

This 'is' the state of affairs that has been prevailing in this State in particular. It appears that everybody is working on their own line in watertight compartment. Education being a joint venture needs co-operation from all sections of the society. Most particularly, strenuous efforts with mutual understanding among the stakeholders are highly called for in attainment of the desired goals and objectives of the mission.

But unfortunately, there has been no proper platform for exchange of views among the stakeholders. The 'Practice' of such kind would help everyone of us in bringing about a closer interaction and the understanding about the functioning of the College and in taking up the necessary measures for appropriate overall improvement of the College.

3. OBJECTIVES OF THE PRACTICE

The objectives of the practice, inter-alia, are:

i) To explore jointly the strengths and weaknesses of the overall functioning of the College in terms of students, teachers, Principal and his staff, parents and management.

ii) To eliminates the weaknesses and reinforce the strengths.

iii) To enable every stakeholder to express their feelings, grievances, likes and dislikes, etc. and to suggest remedial measures.

The objectives of the practice are made known in advance to the teachers, members of non-teaching staff, management, students and their parents.

4. THE PRACTICE

For Feedback Session, 2 and half an hour are allotted to the time-table for every Saturday from 11 a.m. to 1.30 p.m. Parents, members of the Managing Committee and of non-teaching staff take part in this Session on every Second Saturday of a month. The Session begins positively from 11 a.m. in which the Principal of the College or any person other than student takes the chair. All the Students and the teachers take part in the Session compulsorily. The attendance of the students is properly recorded along with their signatures. Members of non-teaching staff, parents and management also participate in the Session. The Session is taken place in the Auditorium of the College fitted with proper sound system and with a seating capacity of 500. Although, the Session discusses various matters, the focus is laid on the reinforcement of teaching-learning process.

First, the Session starts with the introductory speech of a teacher or a student or principal and then the interaction takes place. Any student can express whatever she or he wants. It may be about the classroom learning difficulties or its outside, about lack of understanding of a particular subject-matter taught by a particular teacher, about the strengths and weaknesses of the methods of teaching and of evaluation adopted by a teacher, about the voice, movement, punctually, etc. of a teacher, and so forth. Any point raised by any

student or any person is properly recorded by one or two rapporteur. The clarifications may be given by any teacher instantaneously or later on in the next Session.

Every teacher can also express their views on the improvement of the College, their grievances, their expectations from the students, colleagues, Principal and his staff, parents and management. In this way, members of non-teaching staff, parents, management, principal, students and teachers jointly explore the strengths and weaknesses of the College thereby paving the way for feedback.

5. OBSTACLES FACED, IF ANY, AND STRATEGIES ADOPTED TO OVERCOME THEM

Such a practice is perhaps the first of its kind in Manipur so far as our experience is concerned. In the beginning, teachers, members of non-teaching staff and management seemed to be adamant to the practice. It is quite natural to resist to an "unusual" practice, but overcome the situation with great and appreciative consideration. But the College was really in a difficult position to convince the parents and to make them involve in the practice. In spite of the best efforts of the College, no positive response could be found from a single parent for months. After convincing the parents through the students repeatedly, very few of them began to take part in the practice. Now, the College is hoping for the best.

6. IMPACT OF THE PRACTICE

Most particularly, the responses of the students to the practice are really encouraging. They assemble in the Auditorium, teachers, parents, members of non-teaching staff, and management arrive on time and starts the Session exactly at 11 a.m. What was a thrilling experience is the presence of parents and Chowkidar of the College even if they did not spell out a single word. What is the most important is nothing but their realization of the practice.

From such a practice, now we more or less ascertain the strengths and weaknesses of every personnel of education - teachers, students, principal

and his staff, parents and management thereby giving the opportunity for self as well as collective correction of error, if any.

The scope of the process of interaction has been widened by this practice. In the past, interaction was restricted to the teachers and taught mostly within the four walls for a limited time (Bi-polar), but now parents, management, principal, non-teaching staff and even the Chowkidar and the security personnel are involved in the interaction process (Tri-polar). This would help to bring about a mutual understanding and a sense of belongingness among the stakeholders. Through this practice, we can maintain the transparency in the overall functioning of the College by exposing the merits and drawbacks of the institution so as to enable the management to provide the feedback.

As stated above, since the practice focuses on teaching-learning process, discussion on the subject-matter takes place very frequently. Any student could ask any question on the subject-matter that she or he could not understand or digest properly in classroom learning. The concerned teacher(s) will clarify and explain the point to the best understanding of the student. Thus, the practice reinforces the classroom teaching-learning process.

As any teacher is supposed to be given the answer of any question(s) relating to his subject area if possible, instantaneously, every teacher needs to digest the whole contents of his subject, failing which, he may be in an embarrassing situation. In order to avoid any undesirable situation, every teacher is compelled to digest his subject-matter. Hence, great effort is highly called for on the part of the teachers.

7. RESOURCES REQUIRED

Active and creative participation of teachers, students, management, Principal and the stakeholders in the Practice is a 'sine-qua-non' for effective implementation of the programme. Besides, a conducive environment needs to be created by making the practice a meaningful one. In terms of physical infrastructure, a suitable place or hall where at least 200 to 400 persons can be accommodated with proper sound system and seats is essential. If

practicable, the necessary teaching aids and equipments may be made available. So far as the required resources are concerned, the College has no major problems to carry out the practice.

8. CONTACT PERSON FOR FURTHER DETAILS

The Principal or Self-Appraisal Co-ordinator, student-teachers, and teacher-educators may be contacted for details.

BEST PRACTICE

1 TITLE OF THE PRACTICE: "**College Week Celebration**"

2. THE CONTEXT THAT REQUIRED INITIATION OF THE PRACTICE

When conducting the college week celebration the programme is full with conventional practices and no chance to include the item of interest of the particular batch of newly admitted students. Now a new item of events producing chance is offered to all the four Houses of the students (Trainees) for which each House can take up an items of their interest and the same is included at the relevant stage. If the item is cultural, then the item is included in the Cultural programme and if the item is social, the same is included in relevant programme, so on and forth. The college weeks is held as an annual features.

3 OBJECTIVES OF THE PRACTICE

The objectives of the practices are:

i) While Houses do the exercise and practice out of them students hidden talents may come out unfolded and for that they have to do the exercise among themselves

ii) Understanding one another develops in positive way among themselves and with teachers.

iii) On the part of teachers' assessment their progression can be assessed on the true direction and perspective

iv) The Initiative for inclusion of the new item is to be taken up by the students themselves without any interference of the teachers. the same said practice is highly educative for them. In case they fail to produce new item there is no compulsion and it is not to be taken asa foregone conclusion that they are not talented.

4. THE PRACTICE

The trainees of the college was divided to four houses viz **Irabot House, Vivekananda House** , **Shakespear House and Pavlov House** to enable the teacher trainees exercise democratic spirit and participate in various co-curricular activities of the college week and House-in-Charge, Captain and Vice Captain for each House and In-charges of Programmes are formed. An item newly included, which is offered to each House, is that some items of their Houses interest each can be included in the events which can be shown on the stage. Hence the item may be good for continuing in future it will be included otherwise dropped in the coming next year. The item actually becomes innovative and talent searching in nature and also entertaining. To receive the idea of Work Culture the trainees. A Social Service at the Campus of the College as well as surrounding of the college was taken up in the form of cleaning campus of institutions or sites of national importance as a part of the college week celebration. Followed by Inaugural Function (1st day) Inter House Competition in Cultural items (2nd day), Inter House Competition in Literary items (3rd & 4th day), Inter House Games & Sports Meet (5th & 6th day), Closing and Prize Distribution of the College Week (7th day) and Community Contact Programme was also held another day)

5. OBSTACLES FACED, IF ANY, AND STRATEGIES ADOPTED TO OVERCOME THEM

When unity can not develop among themselves it is not easy to contribute a new item. A lot of time involved for arriving at putting united effort to the task for bringing a new item.

6. IMPACT OF THE PRACTICE

The exercise is highly educative as they have to do a lot of transaction in the practices and interplaying roles with one another in the attempt . It creates Better relationship between the teachers and the taught. Better intimacies developed amongst all the sections in the College in general and amongst the students in particular.

7. RESOURCES REQUIRED

After they can come to decide for producing the item of their own interest they have to distribute assignment among themselves for implementation of the schemes of the item in hand.

8. CONTACT PERSON FOR FURTHER DETAILS

The Principal or Self-Appraisal Co-ordinator, student-teachers, and teacher-educators may be contacted for details.