

# **SELF APPRAISAL REPORT**

**(SECOND CYCLE)**

**Harkamaya College of Education**

**Samdur, Gangtok-737102**

**Sikkim**

*(A Self Financed College affiliated to SIKKIM UNIVERSITY*

*(A central University established by an Act of Parliament of India 2007.)*

*6<sup>th</sup> Mile, Samdur, Gangtok, Sikkim*

**Accredited with 'B' grade by NAAC (2011)**

**With an Institutional Score of 2.58**

**[www.hcesikkim.org](http://www.hcesikkim.org)**

Submitted to

**NAAC**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**P.O. Box No. 1075, Nagarbhavi, Bangalore-560072**

**India**

**OCTOBER, 2016**

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## **Preface**

Harkamaya College of Education, Samdur, Gangtok was established with an intake of 100 students for B.Ed programme in 2003 by Dr. H. P. Chhetri, a pioneer in the field of spreading education in Sikkim with a view to rendering affordable quality education in Sikkim. As a constituent college under the Rhenock Educational Society, the college was established in the name of his late mother Harkamaya who was an ardent supporter of girl child education. It was established and affiliated to North Bengal University. The immense support received from the locality also helped him to open M.Ed course with effect from 2006-07 under the same University with an intake of 25 students in M.Ed. The college under the aegis of the society has grown into a full grown college and is widely known for its excellence in the field of Teacher Education, approved by UGC under the section 2f, permanently affiliated by Sikkim University and accredited in the year 2011 by NAAC with B Grade. The college is famous for its excellent result since the inception .All the students have passed in First Class and getting suitable employment opportunities in Sikkim as well as other parts of the country.

The college is a co-education institution admitting 135 students (100 in B.Ed and 35 in M.Ed). The vision of the college mainly caters to preparation of resourceful and skilled teachers, empowerment of teachers as per the modern trends of teaching, preparation of committed, devoted teachers, acquainting them with modern means of technological system and imparting training for preservation and enculturation of cultural heritage with the aim of making it a world class center of education – a college of education with difference.

### **Location of the College**

The Harkamaya College of Education is situated on the road side of National Highway (NH 10) just eight (8) km. short of Gangtok city in a scenic valley, surrounded by a number of hills. It is having campus area of 0.12108 acres of land fulfilling the criterion laid down by NCTE for hilly areas in 2003-04. Harkamaya College of Education has location advantage of being situated beside the national highway in Gangtok city. Gangtok is the capital of the

mountainous north eastern Indian state of Sikkim. Established as a Buddhist pilgrimage site in the 1840s, the city became capital of an independent monarchy after British rule ended, but joined India in 1975. The glacial **Tsomgo Lake** is located at an altitude of 3,780 meters above sea level. It is also called as Changu Lake and is crossed by the Nathula Pass on the north. The Chinese border is pretty close to this lake with a small distance of only 5 kilometres, but is however 18 kilometres by road. There is also a small temple dedicated to Lord Shiva here.

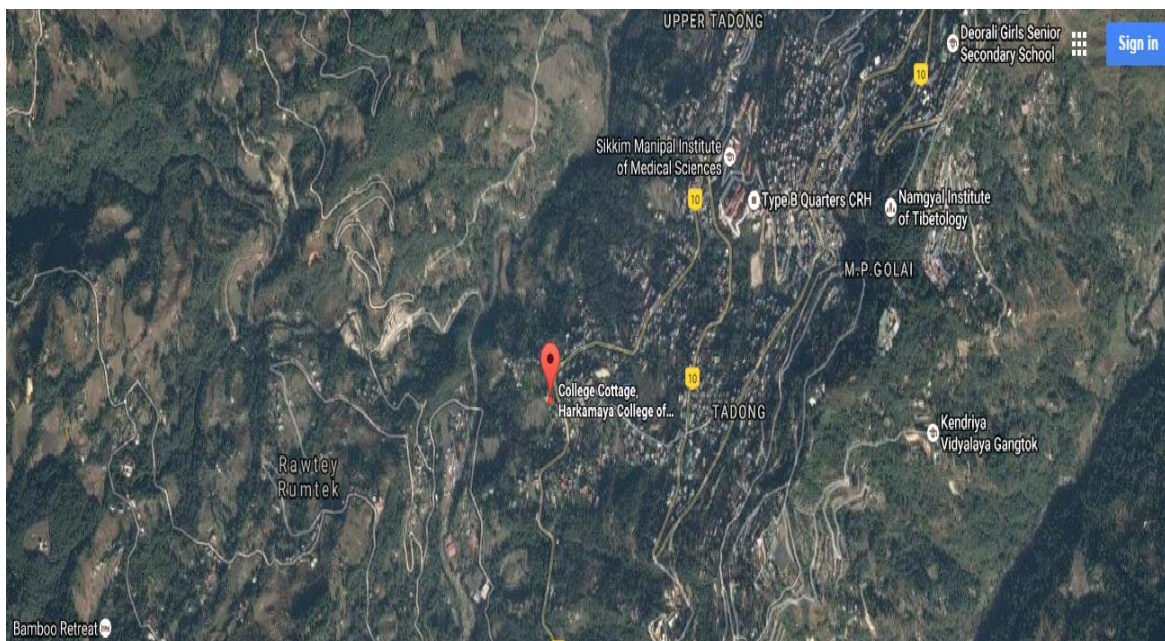
**Saramsa Garden** was established in 1922 and has served various purposes. Today, it serves the purpose of the Gangtok tourism department to promote floriculture. It is a great picnic and recreation spot and can be enjoyed with family and friends. It is situated 14 kilometres from Gangtok on the Pakyong Road. The city is a highly populated and clean city and availability of luxury buses and taxis are there. It is having picturesque tourist places like the view of Kanchendzonga, Pelling, Tsongmo Lake, Gurudongmar Lake, Nathula Border, Yumthang Valley and is full with art and architecture. Tourism is the main industry and many pharmaceutical companies are settled here to add to the state's economy. The location of the state is presented for a clear view of the state and the location of the college



Map of Sikkim showing location of East Sikkim, Gangtok



**Location of Harkamaya College of Education in Gangtok**



**Satellite View of Harkamaya College of Education in Gangtok**

## **History of the college**

The institution was established in August 2003 having got permanent affiliation from NCTE for B.Ed. (ERC/7-41(ER-41.5.3)/2004/501. dated February 6<sup>th</sup>, 2004) and for M.Ed. (ERC/7.56.11(6)/2005/1480/ dated 12.05.05) with hundred (100) seats for B.Ed. and 25 seats for M.Ed. respectively. Later the seats were increased to thirty five (35) by NCTE and the college got the affiliation from Sikkim University to start M.Ed classes with thirty five (35) seats from the year 2011-12. After the introduction of Two (2) Year B.Ed and M.Ed. the college was granted Two (2) Units in B.Ed and One (1) Unit in M.Ed., each unit having an intake of fifty (50) students. On the first (1<sup>st</sup>) year of the Two (2) Year B.Ed and M.Ed. course, we had a setback in enrolment as public consciousness in the matter also could not be materialized. This year during the academic session 2016-17 the college is having complete Two (2) Units in B.Ed and One (1) Unit of M.Ed.

Sikkim is very recently added to the Indian Union (1975) which was previously under monarchy and the first king was Phuntsok Namgyal. In a revolutionary upsurge of 1975 as Chogyel was banished, it came under the Indian Union by the late Prime Minister of India Mrs. Indira Gandhi. Now Sikkim becomes the best state in the Swatch Bharat Abhiyan introduced by the present Prime Minister and the literacy rate of the state has gone very high above the national average. Situated below the Himalayan mountain range and having access to China at North, Bhutan at East and Nepal at West, the state happens to be a peaceful state with scenic beauty. Sikkimeses are very docile, cultural, free and famous for their humour, hospitality and identity. There were no sufficient colleges or schools prior to merger. After merger there was only one Teacher Training Institute under missionary management which was not sufficient to cater to the needs of the state. In the context the establishment of Harkamaya College of Education just beside the now NH10, 8 km short of Gangtok city gave impetus to teacher education and it was an added advantage to spread Teacher Education in the state. The college has been successful in creating a research base along with its utilization in the field of education by enough publications of significant literary contents in content and pedagogy. The teachers are updated in the current practices of pedagogy with many contributions in different national and international journals. To its credit a research journal having ISSN number of 2231-6639 is being published bi-annually by the college which is a peer-reviewed journal also. Most of the teachers are highly qualified as per the UGC norms. In Sikkim the college being located in the heart of the capital has teacher training courses for B.Ed and M.Ed. The state government decided to train the backlog of its teachers through B.Ed part time course as per NCTE regulations 2014- 2015 and hence the Harkamaya

College of Education was the only eligible institution to offer that course. Sincere attempts are being undertaken at this level for giving prime importance to the part time teacher education programme from the academic session 2017-2018. The recognition of the same by the NCTE is awaited.

Education, its values and relevance find an important place in the constitution of India. It provides the conception of economic and social order for which the youth of the country should be educated. Its Preamble has reflected the national ethos and objective of national policy and it contains the sign post of its nature and to go ahead and achieve it. Therefore, education is considered as a means to bring awareness in the society and make an individual realize his obligations towards society. But social requirements change and so does individual perception. Education which one receives today must be job oriented. This is the reason perhaps the nation makes policy and investments in education for professional education.

In teacher education there is the need of a growing knowledge base and hence teacher education institutions are given prime importance. Moreover, "Teaching is a profession that lies at the heart of both the learning of children and young people and their social, cultural, economic development. It is crucial to transmitting and implanting social values, such as democracy, equality, tolerance, cultural understanding and respect for each person's fundamental freedoms", (Mcbeth, 2012, 6<sup>th</sup> Education International World Congress, 2011). The criteria of professionalism includes high quality pre-service academic and professional preparation to demonstrate professional competence at the workplace, a period of induction and a trainee role as a pre-requisite to be recognised as a full member of a professional body together with continuous upgrading of skills through continuing professional development, code of professional ethics for the members and disciplinary procedures of those who infringe the rules. Teacher Education Institutions hence are to be geared up in that tempo, to remain exemplary. The Harkamaya College of Education since its inception in 2003 is trying hard to have the same.

The shift was perhaps occasioned partly by the experiences of the rising unemployment and partly by pressure to produce manpower resources from its own populace. Things were all in a crude state of affairs until merger, when people were kept in dark until the Christian Missionaries in the guise of philanthropies, intruded in this region for opening schools and dispensaries. The only system of education that could be found to prevail in Sikkim was the Monastic Education in the Monasteries. Until merger, there were, in the whole of Sikkim hardly four (4) or five (5) High Schools, all of which were established in Gangtok managed

by the Missionaries. Today the picture is astoundingly different with progress taking place by leaps and bounds. But the schools are having considerable size of untrained personnel to teach. It is at this juncture that in 2003 the Rhenock Educational Society went ahead with its ambitious plan for establishing a Teacher Training College christened as Harkamaya College of Education located at Samdur, P.O. Tadong, Gangtok in the state of Sikkim with the approval of NCTE and affiliation from North Bengal University with hundred (100) intake capacity. It is specialized training being imparted to those seeking a career in teaching and this is the only Teacher Training Institute for the degree of Bachelor of Education in East Sikkim after one such institute in Namchi in South Sikkim. This Harkamaya College of Education is the brain child of Dr. Hari Prasad Chhetri, the Secretary of the Rhenock Educational Society who started the college with the vision of edifying human resources in the reconstruction of a healthy state of Sikkim. The objective of this institute is to create trained and committed group of teachers by providing professional research guidance, modern methods of teaching, development of manpower resources and produce competency based and committed teachers for all the levels of education. The institution is having a four (4) storied building with two (2) well furnished hostels for boys and girls. Considering the local needs for Master Degree in the same discipline, one year Master Course in Education (M.Ed) with twenty five (25) intake capacity, the first of its kind in Sikkim and whole of North Bengal was also started from 2005-2006.., we had a setback in enrolment as public consciousness in the matter also could not be materialized. This year during the academic session 2016-17 the college is having complete Two (2) Units in B.Ed and One (1) Unit of M.Ed.

It is a sincere attempt of the Management to have an honest and earnest approach to the students' problems, a meaningful and visibly relevant system of education catering to the needs of an overhauling change of revamping development priorities, producing men and women of devotion and commitment, and leaders with sense of public responsibility. The institution is working since then with an overall objective of quality development of pedagogical science of teachers and teacher educators. Considering education as a means for bringing consciousness in the society and invoking a sense of responsibility towards a society, college is established by feeling the acute need of a Teacher Training Institution in Sikkim in order to fulfil the criteria of dearth of trained and professionally skilled teachers at the Secondary level of the state. Thus after merger of Sikkim to the Indian Nation the college has been successful in harmonising individual requirements as well as requirements of the

nation as a whole in its endeavours. The ground reality however is offering and enhancing greater scope for employability rather than awarding certificates only. As a measure of improving the standard of secondary education in the state; the society started the Teacher Training Institution as it was the dream to see a conscious society that inspired for the promotion of education. The intention was that a society without the light of education will be doomed. Moreover, in Sikkim a good number of boys and girls were seen discontinuing schools every year due to many reasons for which it was an attempt to show them light and lead a happy and socially useful life. Development of comprehensive teacher education programme in the state and inculcation of values being relevant to the present day life was also another motive behind the opening of the institution.

In 2006, M.Ed class was started with the approval of NCTE with the intention of vocational job oriented courses by establishing linkage between the needs and requirement of the state and equipping its citizen with skills to take control of their desired destiny and quality of life. As such this is the only institute offering M.Ed course in the entire state. After the introduction of NCTE curriculum 2009, the institution demand has been multiplied and the products of this institution are now suitably placed in the job market. The National Curriculum Framework in Teacher Education has been metamorphic ally changed and subjects relevant to nation building, were incorporated. The same curriculum is in vogue in all parts of the country and at present it is hoped that such type of Teacher Education will be viable for making India sooner or later an advanced country in education and will produce citizens of moral conduct having a thirst for humanitarian characteristics.

### **Regulatory Bodies and their controls**

The institution operates smoothly according to the norms and standards prescribed by the regulatory bodies like Sikkim University, Government of Sikkim and the Rhenock Educational Society. The curricula, conditions of examinations, certification everything are controlled by the Sikkim University. The admission procedure is followed as per the eligibility standard fixed by the NCTE and the reservation policy adopted by Sikkim University.

### **Key Relationship with the Practice Teaching Schools and the Communities**

A perfect and harmonious relationship is also established with the practice teaching schools. The institution requests the Human Resource Development Department, Govt. of Sikkim for

permitting the schools under its control to conduct the internship programme. The teacher in charge of the practice teaching programme is then sent to those institutions to have a personal contact and make a detailed plan of the internship programme. For smooth conduct of the internship programme a meeting of the interneers, teachers of the respective schools along with the head of the school is arranged. Details of the activities are then chalked out. The practicing schools are also invited for any programme organized at the college level. This year the institution has arranged inter-school dance and painting competition on the eve of its annual day celebration. The winners were duly rewarded. Another important relationship of the institution with the practice teaching schools is the consultancy programme extended by the college in respect of framing of questions, pedagogy of teaching, preparation of improvised low cost teaching aids and encouraging creativity among the children through creative writing workshops.

The institution maintains cordial relationship with the community by adopting community development activities. The institution is always in the attempt of providing the challenging needs of the community in giving guidance and consultancy for quality improvement in the social moral and aesthetic aspects. It is serving as a quality institution in providing manpower, academic and aesthetic guidance. The activities conducted for community development are Safai Abhiyan in Sikkim; Aids Control Programme, Poverty Alleviation Programme, Child Labour, Legal Literacy Camps, Sensitization of the community regarding environmental threats, Literacy campaign, Arrangement of blood donation camps, Development of awareness for environmental protection and preservation etc. Thus the institution builds a strong relationship with the community and has been a quality institution by means of its nature and function. The institution is also having an Alumni Association, through which many developmental activities are undertaken in school s in respect of content and pedagogy. The Association is also engaged in ensuring quality in Education through workshops and seminars.

### **Challenges Faced by the Institution in Building a Quality Institution**

A lot of challenges were faced by the institution in building a quality institution specifically in respect of enrolment, recruitment of teachers. There were no qualified and deserving teacher educators in the state, even now the same fate is continuing. Hence the management had to tap resources from various states to recruit teachers. It had to move from state to state with recruitment drive for teacher educators. Moreover, the institution purely rests on self

finance scheme. Infrastructural and other facilities have been provided by private fund to the fullest satisfaction. It is an uphill task. But it could be materialized by dint of hard labour, keen interest and consistent efforts of the management to provide quality teachers to Sikkim and other neighbouring states and countries.

### **Our Vision**

- Preparation of resourceful and skilled teachers.
- Inculcation of values of citizenship, leadership, integrity, national solidarity and other special and social values required for human beings.
- Imparting training in skills in teaching and empowering them with modern trends of education and evaluation system for quality education.
- Making them committed, devoted to the teaching for overhauling the scenario of qualitative improvement.
- Providing knowledge and understanding of pedagogy for assisting the student teachers for effective transaction of teaching –learning.
- Acquainting the student teachers with modern means of educational technology and communication system.
- Training the teachers for the preservation and enculturation of cultural heritage of regional national and international importance.
- Imparting training and equipping them with sufficient knowledge and skill for community developmental activities.
- Developing academic pursuits through research and innovation.

### **Our Mission**

- To prepare teachers of high calibre for all levels of Education in tune with the national and international goals.
- To cater to the pressing needs of the students' problems and to suggest, a meaningful and visibly relevant system of teacher education.
- To produce teachers with knowledge and character, ideals and aspirations, attitudes and motivations.
- To train teachers as leaders of the emerging society with sense of public responsibility
- To equip the teachers with motivation for manifold activities to lead a good socialized life.
- To create real audience of culture who can expand the frontiers of knowledge.

- To enable them to become good innovators.
- To produce competency based and committed teachers for all levels of education.

## *Part I*

### **Institutional Data**

## A. Profile of the Institution

1. Name and address of the institution: *Harkamaya College of Education, Samdur, Tadong, Gangtok, East Sikkim - 737102*
2. Website URL: <http://www.hcesikkim.org>
3. For communication:

### Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
<b>Principal -</b> Prof. P.L Mohapatra	+91-9332521223	-----	plmohapatra@rediffmail.com
Vice-Principal	No Post	-	-
<b>Self - Appraisal Co-ordinator -</b> Mr. K.K. Biswal	+91-9332521223	-----	mr.kkbiswal@rediffmail.com

### Residence

Name	Telephone Number with STD Code	Mobile Number
<b>Head/Principal -</b> Prof. P.L Mohapatra	+91-9332521223	09434965904
Vice-Principal	No Post	-
<b>Self - Appraisal Co-ordinator -</b> Mr. K.K. Biswal	-	08900577200

4. Location of the Institution:

Urban

☒

Semi-urban

☐

Rural

☐

Tribal

☐

Any other (specify and indicate)

Hilly & Urban

5. Campus area in acres:

0.12108

6. Is it a recognized minority institution?

Yes ☐

No ☒

7. Date of establishment of the institution:

Month & Year

MM	YYYY
08	2003

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

Sikkim University

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

Month & Year

2f

MM	YYYY
10	2009

Month & Year

12B

MM	YYYY
Nil	Nil

10. Type of Institution

a. By funding

i. Government

☐

	ii. Grant-in-aid	<input type="checkbox"/>
	iii. Constituent	<input type="checkbox"/>
	iv. Self-financed	<input checked="" type="checkbox"/>
	v. Any other (specify and indicate)	<input type="checkbox"/>
b. By Gender	i. Only for Men	<input type="checkbox"/>
	ii. Only for Women	<input type="checkbox"/>
	iii. Co-education	<input checked="" type="checkbox"/>
c. By Nature	i. University Dept.	<input type="checkbox"/>
	ii. IASE	<input type="checkbox"/>
	iii. Autonomous College	<input checked="" type="checkbox"/>
	iv. Affiliated College	<input type="checkbox"/>
	v. Constituent College	<input type="checkbox"/>
	vi. Dept. of Education of Composite College	<input type="checkbox"/>
	vii. CTE	<input type="checkbox"/>
	Viii. Any other (specify and indicate)	<input type="checkbox"/>

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	Nil		Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary	Nil		Certificate		
				Diploma		
				Degree		
iii)	Secondary/ Sr. secondary			Certificate		
				Diploma		
		B.Ed.	Graduation/ Masters with 50% marks	Degree	2 Year	English
iv)	Post Graduate			Diploma		
		M.Ed.	B.Ed. with 50% / D.El.Ed. & Graduation with 50% marks	Degree	2 Year	English
v)	Other (specify)	Nil		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	Nil			
Primary/Elementary	Nil			
Secondary/ Sr. Secondary	B.Ed.	ERC/7-41(ER-41.5.3)2004/501 dated Feb -6/2004  F.ERC/NCTE/ERCAP  E00243/B.Ed.(Revised order)/2015/31693	Permanent	2 units (100)
Post Graduate	M.Ed.	ERC/7-56.11(6)/2005/1480 dated 12/05/05  F.ERC/NCTE/ERCAPE  00243/B.Ed.(Revised order)/2015/31693	Permanent	1 unit (50)
Other (specify)	Nil			

(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	
-----	---	----	--

Yes	✓	No	
-----	---	----	--

## Objectives

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

Yes	✓	No	
-----	---	----	--

If yes,

- a) How many programmes?

02
----

- b) Fee charged per programme

B.Ed. & M.Ed. – 1.5 lakhs each
-----------------------------------

3. Are there programmes with semester system

Yes – (04 Sem)
----------------

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.

04
----

Upto 2008 – NBU – 05

After 2008 – SU – 03

5. Number of methods/elective options (programme wise)

D.Ed.

N/A
-----

B.Ed.

05 (Methods)
--------------

1. Social Science

2. English

3. Mathematics

4. Bio. Science

## 5. Physical Sciences

(Students will opt any 2 methods only)

06 (Optional Course)
----------------------

1. Health & Physical Education
2. Peace Education
3. Value Education
4. Special Education
5. Environmental Education
6. Guidance & Counselling

(Students will opt 01 optional course only)

M.Ed. (Full Time)

09 (Electives)
----------------

1. Higher Education
2. Value Education
3. Assessment in Education
4. Adolescence Education
5. Guidance and Counselling
6. Peace Education
7. Information & Communication Technology
8. Educational Planning and Management
9. Education for Gifted and Creative

(Students will opt 02 optional courses out of first 04 in Third semester, and 03 optional courses out of remaining 05 only in Fourth semester)

M.Ed. (Part Time)

NA
----

NA
----

Any other (specify and indicate)

6. Are there Programmes offered in modular form

Yes		No	√
-----	--	----	---

Number	NA
--------	----

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

Yes	√	No	
-----	---	----	--

Number	02
--------	----

8. Are there Programmes with faculty exchange/visiting faculty

Yes	√	No	
-----	---	----	--

Number	03
--------	----

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

- Heads of practice teaching schools
- Academic peers
- Alumni
- Students
- Employers

Yes	✓	No	
Yes	✓	No	
Yes	✓	No	
Yes	✓	No	
Yes	✓	No	

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

3 years
---------

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

Yes		No	✓
-----	--	----	---

Number	N/A
--------	-----

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

Yes	✓	No	
Number	03		

B.Ed. – 03 Times

M.Ed. – 03 Times

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 weightage)

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

a) Date of start of the academic year

10/07/2014

b) Date of last admission

30/06/2014

c) Date of closing of the academic year

21/06/2015

d) Total teaching days

208

e) Total working days

230

3. Total number of students admitted (2014-15)

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.	---	----	----	---	----	----	---	---	----
B.Ed.	17	83	100	-	-	-	-	-	-
M.Ed. (Full Time)	17	18	35	-	-	-	-	-	-
M.Ed. (Part Time)	---	----	----	----	----	----	--	--	----

4. Are there any overseas students?

Yes	√	No	
-----	---	----	--

If yes, how many?

04

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

**1. B.Ed. Programme**

a) Unit cost excluding salary component

61,074.07

b) Unit cost including salary component

1,26,544.78

**2. M.Ed Programme**

c) Unit cost excluding salary component

61,074.07

d) Unit cost including salary component

2,98,786.35

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

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.	72	50	76	45
M.Ed. (Full Time)	82	50	83	45
M.Ed. (Part Time)	-----	-----	-----	-----

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.	NA	NA	NA
B.Ed.	70	10	20
M.Ed. (Full Time)	62	---	38
M.Ed. (Part Time)	NA	NA	NA

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

30	
----	--

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

10	
----	--

11. Practice Teaching at School

a) Number of schools identified for practice teaching

32	
----	--

b) Total number of practice teaching days

45	
----	--

c) Minimum number of practice teaching Lessons given by each student

30	
----	--

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

<i>No. of Lessons In simulation</i>	10	No. of Lessons Pre-practice teaching	10
---	----	---	----

13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes ☒ No ☐

Through orientation, scheme of evaluation is made to students at the beginning of the year

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.	NA	NA
B.Ed.	50	50
M.Ed. (Full Time)	50	50
M.Ed. (Part Time)		

#### 16. Examinations

a) Number of sessional tests held for each paper

0	2
---	---

b) Number of assignments for each paper

0	1
---	---

#### 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)	LCE & LED, Projector, Smart Room	

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

Yes	√	No	
-----	---	----	--

Number	02
--------	----

Lessons in every subject are delivered in power points.

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

Yes		No	√
-----	--	----	---

Computer literacy is compulsory programme in the institution.

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

Compulsory

☐

Optional

☒

### Criterion III: Research, Consultancy and Extension

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

Number	4	30%
--------	---	-----

2. Does the Institution have ongoing research projects?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

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

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
RES	70,000/-	1.5 years	Nil

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

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

02

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

✓

○ Teachers are provided with seed money

x

○ Adjustment in teaching schedule

✓

○ Providing secretarial support and other facilities

✓

○ Any other specify and indicate

(Permission to attend seminar and workshops)

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.

5

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	√		03
National journals – referred papers Non referred papers	√		10
Academic articles in reputed magazines/news papers	√		12
Books	√		10
Any other (specify and indicate)	Asian Achiever Awards		

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

Yes	√	No	
-----	---	----	--

Number	05
--------	----

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

	Faculty	Students
National seminars	60	04
International seminars	10	
Any other academic forum	15	05

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

☐

Bharat Scouts & Guides

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

Yes

☒

No

☐

Communities Activities

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

12

16. Does the institution provide consultancy services?

Yes

☒

No

☐

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

NA

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

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

### Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. mts.)

3098

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?

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?

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

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

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

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

Yes ☒ No ☐

9. Total number of posts sanctioned

Open

Reserved

Teaching

M	F	M	F
3	9		
8	5		

## Non-teaching

10. Total number of posts vacant

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

11. a. Number of regular and permanent teachers

	Open		Reserved (Gender-wise)	
	M	F	M	F
Lecturers	3	9	--	--
Readers	---	1	--	--
Professors	--	1	--	--

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

	Open		Reserved	
	M	F	M	F
Lecturers	---	---	---	---
Readers	---	--	---	---
Professors	---	--	---	---

c. Number of teachers from same state

02
----

Other states

10
----

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
-----------	-----------------------

D.Ed.	NA
B.Ed.	1:9
M.Ed. (Full Time)	1:9
M.Ed. (Part Time)	NA

13. a. Non-teaching staff

	Open		Reserved	
Permanent	M	F	M	F
	8	4	1	--
Temporary	--	--	---	--

b. Technical Assistants

Permanent	M	F	M	F
	1	--	--	---
Temporary	M	F	M	F
	---	---	---	---

14. Ratio of Teaching – non-teaching staff

1:1.09

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

33.8

16. Is there an advisory committee for the library?

Yes

✓

No

17. Working hours of the Library

On working days

9 AM to 5 PM = 8 hrs

On holidays

--

During examinations

9 AM to 5 PM = 8 hrs

18. Does the library have an Open access facility

Yes

✓

No

19. Total collection of the following in the library

a. Books

- Textbooks

5548

5198

350

- Reference books	
b. Magazines	<div>3</div>
	<div>38</div>
e. Journals subscribed	
	<div>29</div>
- Indian journals	<div>9</div>
- Foreign journals	<div>29</div>
f. Peer reviewed journals	<div>09</div>
g. Back volumes of journals	
h. E-information resources	
- Online journals/e-journals	<div>----</div>
- CDs/ DVDs	<div>40</div>
- Databases	<div>---</div>
- Video Cassettes	<div>5</div>
- Audio Cassettes	<div>10</div>
20. Mention the	
Total carpet area of the Library (in sq. mts.)	<div>122.61</div>
Seating capacity of the Reading room	<div>50 students (58.66 sqm.)</div>
21. Status of automation of Library	
Yet to automate	<div></div>
Partially automated	<div>√</div>
Fully automated	<div></div>
22. Which of the following services/facilities are provided in the library?	
Circulation	<div>√</div>
Clipping	<div>√</div>

Bibliographic compilation	<input checked="" type="checkbox"/>
Reference	<input checked="" type="checkbox"/>
Information display and notification	<input checked="" type="checkbox"/>
Book Bank	<input checked="" type="checkbox"/>
Photocopying	<input checked="" type="checkbox"/>
Computer and Printer	<input checked="" type="checkbox"/>
Internet	<input checked="" type="checkbox"/>
Online access facility	<input checked="" type="checkbox"/>
Inter-library borrowing	<input checked="" type="checkbox"/>
Power back up	<input checked="" type="checkbox"/>
User orientation /information literacy	<input type="checkbox"/>
Any other (please specify and indicate)	

23. Are students allowed to retain books for examinations?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

24. Furnish information on the following

Average number of books issued/returned per day	60
Maximum number of days books are permitted to be retained by students	15
by faculty	30
Maximum number of books permitted for issue for students	B.Ed. 02, M.Ed. 05
for faculty	10-15
Average number of users who visited/consulted per month	1500
Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled	1.50

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

0.50

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

	I (2012-13)		II (2013-14)		III (2014-15)	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	439	77,906	148	52,042	491	1,62,732
Other books	--	--	61	56,700	27	22,500
Journals/ Periodicals	5	7,599	5	27,510	15	8,275
Any others specify and indicate (News Paper & Magazine)	3+3	11,229	3+3	13,735	3+3	15,655
College Research Journal	100	9,440	100	18,880	75	32,213

## Criterion V: Student Support and Progression

1. Programme wise “dropout rate” for the last three batches

Programmes	Year 1	Year 2	Year 3
D.Ed.			
B.Ed.	--	---	--
M.Ed. (Full Time)	Nil	Nil	Nil
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	
-----	---	----	--

In English for backward classes

4. Does the institution offer Bridge courses?

Yes		No	√
-----	--	----	---

5. Examination Results during past three years (provide year wise data) (2012-13 to 2014-15)

	UG (B.Ed.)			PG (M.Ed.)			M. Phil		
	I	II	III	I	II	III	I	II	III
<i>Pass percentage</i>	100	100	100	100	100	100	-		
Number of first classes	99	94	101	34	30	35			
Number of distinctions	No provision of distinction in the examination results.								
Exemplary performances (Gold Medal and university ranks)				01	01	01			

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

(2012-13 to 2014-15)

NET

SLET/SET

Any other(specify and indicate)

TET/CTET

I	II	III
02	07	05
07	05	05
	---	---
60	45	80

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

Financial Aid	I (2012-13)	II (2013-14)	III (2014-15)
---------------	-------------	--------------	---------------

Merit Scholarship	-----	----	-----
Merit-cum-means scholarship	-----	----	-----
Fee concession	-----	----	-----
Loan facilities	-----	----	-----
Backward class welfare	12	09	---
Backward class			

(Additional rows may be inserted as per requirement)

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

Yes		No	√
-----	--	----	---

(First Aid Box)

9. Does the institution provide Residential accommodation for:

Faculty

Yes	√	No	
-----	---	----	--

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

60

Women

40

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

Sports fields

Yes	√	No	
Yes	√	No	

Indoor sports facilities

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	√			√		25
Inter-university				√		3
National				√		1
Any other (specify and indicate)	Personality development programme by National School of Drama.					

(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		
Regional		
National		
International		

18. Does the institution have an active Alumni Association?

Yes	√	No	
-----	---	----	--

If yes, give the year of establishment

2007

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 (2012-13 to 2014-15)

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	10	20	27
Employment (Total)	33	40	30
Teaching	30	34	25
Non teaching	03	06	05

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
04	07	03

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

	Yes	No
• Academic guidance and Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Personal Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Career Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## 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	Yearly
Staff council	Monthly

IQAC/or any other similar body/committee	Half yearly
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies) 1. Library committee 2. Admission committee 3. Curriculum & evaluation committee	Quarterly

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	√

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

--	--	--

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

05
----

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

National

International

12-13 13-14 14-15

-1-	1-	2
-----	----	---

--	--	--
----	----	----

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

--	0	4
----	---	---

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

1	2	1
---	---	---

e. Research development programmes attended by the faculty

--	0	4
----	---	---

f. Invited/endowment lectures at the institution

--	0	6
----	---	---

Any other area (specify the programme and indicate)

Delivering Lectures as Research Person Outside

---	---	02
-----	-----	----

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?

Yes	√	No	
-----	---	----	--

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

6 hrs
-------

8. Provide the income received under various heads of the account by the institution for previous academic session (2014-15)

Grant-in-aid

---
-----

Fees

1,35,55,650.00
----------------

Donation

-----
-------

Self-funded courses

----
------

Any other (specify and indicate)

----
------

9. Expenditure statement (for last two years)

	Year 1	Year 2
	2014-15	2015-16
Total sanctioned Budget	163.35	199.96
% spent on the salary of faculty	45.71	45.95
% spent on the salary of non-teaching employees	20.51	20.71
% spent on books and journals	0.20	1.51
% spent on developmental activities (expansion of building)	48.09	2.58
% spent on telephone, electricity and water	1.03	0.69
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	16.58	8.55
% spent on maintenance of equipment, teaching aids, contingency etc.	2.16	0.84
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	0.90	0.25
% spent on travel	0.18	.039
<b>Any other (specify and indicate)</b>	13.31	34.89
% spent on printing & Stationary	7.21	18.57
% spent on Vehicle repairment	1.20	2.28
% spent on Exam & Centre expenses	1.13	2.34
% spent on computer maintenance	1.89	3.08
% spent on Advertisement	0.93	4.12
% spent on Misc expenses	0.97	4.50
Total expenditure incurred	148.67	118.94

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.
2013-14	----	14,48,926.00
2014-15	20,30,979.00	----
2015-16	-----	41.60.008.98

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	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
----------------	-----	-------------------------------------	----	--------------------------

Finance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
---------	-----	-------------------------------------	----	--------------------------

Student Records	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----------------	-----	-------------------------------------	----	--------------------------

Career Counseling	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-------------------	-----	-------------------------------------	----	--------------------------

Aptitude Testing	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
------------------	-----	-------------------------------------	----	--------------------------

Examinations/Evaluation/	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
--------------------------	-----	-------------------------------------	----	--------------------------

Assessment	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
------------	-----	-------------------------------------	----	--------------------------

Any other (specify and indicate)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
----------------------------------	-----	--------------------------	----	--------------------------

14. Does the institution have an efficient internal coordinating 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 have 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? (2014-15 - B.Ed.)

	Category	Men	%	Women	%
a	SC	03	3	13	13
b	ST	04	4	11	11
c	OBC	05	5	29	29
d	<i>Physically challenged</i>	-	-	-	-
e	General Category	05	5	30	30
f	Rural	10	10	44	44
g	Urban	07	7	39	39
h	Any other ( specify)	---	---	---	---

(2014-15 - M.Ed.)

	Category	Men	%	Women	%
a	SC	02	5.7	01	2.85
b	ST	01	2.85	05	14.25
c	OBC	06	17.14	06	17.14
d	<i>Physically challenged</i>	-	-	-	-
e	General Category	09	25.71	05	14.28
f	Rural	12	34.28	07	20
g	Urban	06	17.14	10	28.57
h	Any other ( specify)	---	---	---	---

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	0	-	1	8.3
b	ST	3	17.7	2	16.7
c	OBC	2	11.8	2	16.7
d	Women	12	70.6	4	33.3
e	Physically challenged	-	-	-	-
f	General Category	11	64.7	9	75
g	Any other ( specify)	-	-	-	-

5. What is the percentage incremental academic growth of the students for the last two batches? **(B.Ed.)**

Category	At Admission		On completion of the course	
	Batch I 2013-14	Batch I 2014-15	Batch I 2013-14	Batch I 2014-15
SC	47.3 - 60	46-58.8	56-75	72-82
ST	47-64.5	46.8-70	61-74	67-87
OBC	45-74.25	50.13-66.8	66-73	64-83
<i>Physically challenged</i>	-	-	-	-
General Category	50.33-66	-	67-84	72-93
Rural	45.25-74	-	60-84	67-93
Urban	45-63.4	-	45-64.5	46.8-70
Any other (specify)	----	----	----	----

**(M.Ed.)**

Category	At Admission		On completion of the course	
	Batch I 2013-14	Batch I 2014-15	Batch I 2013-14	Batch I 2014-15
SC	58.5-78	56-59.2	68.1-79.4	72.5-72.5
ST	72-80	57-83	68-76.2	76.3-91.3
OBC	58-80	55.7-77	65.6-77	77.5-83.8
<i>Physically challenged</i>	-	-	-	-
General Category	62-84	57.4-82	64.4-84	73.8-93.8
Rural	58-76	55.8-83	63-79.4	72.5-88.8
Urban	58.5-84	57-82	64.4-84	73.8-93.8
Any other (specify)	-	-	-	-

## Executive Summary

Education, its values and relevance finds an important place in the constitution of India. It provides the conception of economic and social order for which the youth of the country should be educated. Its Preamble has reflected the national ethos and objective of national policy and it contains the sign post of its nature and to go ahead and achieve it. Therefore, education is considered as a means to bring awareness in the society and make an individual realise his obligations towards society, but social requirements changes and so does individual perception about educational perception and himself. Education which one receives today must be job oriented. This is the reason perhaps the nation makes policy and investments in education for professional education.

In teacher education there is the need of a growing knowledge base and hence teacher education institutions are given prime importance. Moreover, “Teaching is a profession that lies at the heart of both the learning of children and young people and their social, cultural, economic development. It is crucial to transmitting and implanting social values, such as democracy, equality, tolerance, cultural understanding and respect for each person’s fundamental freedoms”, (Mcbeth, 2012, 6<sup>th</sup> Education International World Congress, 2011). The criteria of professionalism includes high quality pre-service academic and professional preparation to demonstrate professional competence at the workplace, a period of induction and a trainee role as a pre-requisite to be recognised as a full member of a professional body together with continuous upgrading of skills through continuing professional development, code of professional ethics for the members and disciplinary procedures of those who infringe the rules. Teacher Education Institutions hence are to be geared up in that tempo, to remain exemplary. The Harkamaya College of Education since its inception in 2003 is trying hard to have the same.

The shift was perhaps occasioned partly by the experiences of the rising unemployment and partly by pressure to produce manpower resources from its own populace. Things were all in a crude state of affairs until merger, when people were kept in dark until the Christian Missionaries in the guise of philanthropies, intruded in this region for opening schools and dispensaries. The only system of education that could be found to prevail in Sikkim was the Monastic Education in the Monasteries. Until merger, there were, in the whole of Sikkim hardly four (4) or five (5) High Schools, all of which were established in Gangtok managed by the Missionaries. Today the picture is astoundingly different with progress taking place by leaps and bounds. But the schools are having considerable size of untrained personnel to teach. It is at this juncture that in 2003 the Rhenock Educational Society went ahead with its ambitious plan for establishing a Teacher Training College christened as Harkamaya College of Education located at Samdur, P.O. Tadong, Gangtok in the state of Sikkim with the approval of NCTE and affiliation from North Bengal University with hundred (100) intake capacity. It is specialized training being imparted to those seeking a career in teaching and this is the only Teacher Training Institute for the degree of Bachelor of Education in East Sikkim after one such institute in Namchi in South Sikkim. This Harkamaya College of Education is the brain child of Dr. Hari Prasad Chhetri, the Secretary of the Rhenock Educational Society who started the college with the vision of edifying human resources in the reconstruction of a healthy state of Sikkim. The objective of this institute is to create trained and committed group of teachers by providing professional research guidance, modern methods of teaching, development of manpower resources and produce competency based and committed teachers for all the levels of education.

It is a sincere attempt of the Management to have an honest and earnest approach to the students' problems, a meaningful and visibly relevant system of education catering to the needs of an overhauling change of revamping development priorities, producing men and

women of devotion and commitment, and leaders with sense of public responsibility. The institution is working since then with an overall objective of quality development of pedagogical science of teachers and teacher educators. Considering education as a means for bringing consciousness in the society and invoking a sense of responsibility towards a society, college is established by feeling the acute need of a Teacher Training Institution in Sikkim in order to fulfil the criteria of dearth of trained and professionally skilled teachers at the Secondary level of the state. Thus after merger of Sikkim to the Indian Nation the college has been successful in harmonising individual requirements as well as requirements of the nation as a whole in its endeavours. The ground reality however is offering and enhancing greater scope for employability rather than awarding certificates only. As a measure of improving the standard of secondary education in the state; the society started the Teacher Training Institution as it was the dream to see a conscious society that inspired for the promotion of education. The intention was that a society without the light of education will be doomed. Moreover, in Sikkim a good number of boys and girls were seen discontinuing schools every year due to many reasons for which it was an attempt to show them light and lead a happy and socially useful life. Development of comprehensive teacher education programme in the state and inculcation of values being relevant to the present day life was also another motive behind the opening of the institution.

In 2006, M. Ed class was started with the approval of NCTE with the intention of vocational job oriented courses by establishing linkage between the needs and requirement of the state and equipping its citizen with skills to take control of their desired destiny and quality of life. As such this is the only institute offering M.Ed course in the entire state. After the introduction of NCTE curriculum 2009, the institution demand has been multiplied and the products of this institution are now suitably placed in the job market. The National Curriculum Framework in Teacher Education has been metamorphically changed and

subjects relevant to nation building, were incorporated. The same curriculum is in vogue in all parts of the country and at present it is hoped that such type of Teacher Education will be viable for making India sooner or later an advanced country in education and will produce citizens of moral conduct having a thirst for humanitarian characteristics.

## **Criterion I: Curricular Aspects**

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## **1.1 Curricular Design and Development**

The college was established in 2003 with the purpose of providing trained teachers to the school. The college aims to make its students to illuminate the world and dispel all sorts of darkness around them. As a constituent college of Rhenock Educational Society initially it was affiliated to North Bengal University and after the establishment of Sikkim University, a Central university passed by an Act of Parliament, was affiliated to it from the session 2008-09. The vision of the college under Rhenock Educational Society, a charitable society was focussed on enlightenment and excellence. The motto of the college being “Learn to Live” focussed on continuous learning to teach and produce young students with intellectual competency input, morally upright, physically and emotionally integrated, socially committed teachers for rendering service in the emerging world scenario of education in Sikkim, a hill state of North East region of India. After its merger in 1975 in the Indian Union, Sikkim did not have a teacher education institution at the Governmental level in the city of Gangtok. Harkamaya College of Education is established with a view to rendering yeoman service to the untrained graduates and post graduates for strengthening a solid base of teacher education in the state. Since its inception, the college is lending its hands in achieving and sustaining excellence in teacher empowerment.

The programmes offered in the college are B.Ed and M.Ed courses of one (1) year each. After the NCTE regulations 2014, it has been two (2) years duration both at B.Ed and M.Ed level. These programmes offered in the college are meant to promote values of quality consciousness, sustainable development, eco-friendliness, love for fellow men, humanitarian service, value orientation in unity in diversity, inculcation of teacherly qualities and all personality traits of a teacher which are the indicators of quality education. The institution has its own clearly stated goals/ objectives and mission and vision.

The college is affiliated to Sikkim University with choice based credit and semester system with Grading. Since 2008-09 the B.Ed and M.Ed curriculum have been revised four (4) times where six (6) members of the faculty participated in revamping the curriculum.

## **1.2 Curricular Development Process**

The B. Ed programme was revised during the year 2009 and the semester system was introduced in this revision by the University where Continuous Comprehensive Evaluation, Semesterisation, Grading were the major features during this time. Prof. P. L. Mohapatra, Principal of the college participated in the curriculum designing process of Sikkim University at both Under Graduate and Post Graduate levels. Revision of the curricular development process was adopted in 2011 by Sikkim University by organising series of review meetings by conducting surveys at the university level for need assessment. All the subject teachers of the college were requested to highlight different thrust areas needed for Teacher Education curriculum as per the guidelines of NCTE and local specificity considering the eco-diversity of the state. All the members participated in this review committee in the tune of the modal syllabus prepared by University Grants Commission. In this exercise information data base was formed by taking feedback from students, academic experts and prominent syllabi of prominent Universities of India.

M.Ed curriculum was also updated during the year 2011-12. In this revision credit and grading system was introduced. The subjects were Foundations of Education, Advanced Educational Psychology, Methods of Educational Research and Statistics, Special Courses (any Two (2) of Eight (8) Elective subjects), Thesis and Viva-Voce. The different subjects with minimum credits for both B.Ed and M.Ed are given below:

### **B.ED. Syllabus of Sikkim University, 2014-15**

Table 1: Structure of B.Ed. Programme (Two (2) Semesters)

Semester	Paper	Subject Code	Title of the paper	Credit	Marks	Teaching Hours
I Monsoon Semester	I	B.Ed-CT-101	Principles of Education and Curriculum Development	4	100	60
	II	B.Ed-CT-102	Psychology of Development and Learning	4	100	60
	III/IV	B.Ed-OT-103	Method of Teaching English	4	100	60
		B.Ed-OT-104	Method of Teaching Geography	4	100	60
		B.Ed-OT-105	Method of Teaching History	4	100	60
		B.Ed-OT-106	Method of Teaching Economics	4	100	60
		B.Ed-OT-107	Method of Teaching Physics	4	100	60
		B.Ed-OT-108	Method of Teaching Chemistry	4	100	60
		B.Ed-OT-109	Method of Teaching Bio-Science	4	100	60
		B.Ed-OT-110	Method of Teaching Mathematics	4	100	60
	V	B.Ed-CP-111	Practicum	4	100	60
II Spring Semester	VI	B.Ed-CT-201	Development of Education System in India	4	100	60
	VII	B.Ed-CT-202	Instructional Science and Evaluation	4	100	60
	VIII	B.Ed-OT-203	Action Research	4	100	60
		B.Ed-OT-204	Environmental Education	4	100	60
		B.Ed-OT-205	Guidance and Counseling	4	100	60
	IX	B.Ed-CP-206	Internship Teaching	4	100	60
	X	B.Ed-CP-207	Practicum	4	100	60

Table 2: Structure of M.Ed. Programme (Two (2) Semesters)

Semester	Paper	Subject Code	Paper Title	Credit	Teaching Hours	Marks
<b>I (Monsoon)</b>	I	M.Ed.- CT 101	Educational Studies	4	60	100
	II	M.Ed.- CT 102	Learner and Learning	4	60	100
	III	M.Ed.- CT 103	Methodology of Educational Research	4	60	100
	IV	M.Ed.- CP 104	Practicum	4	60	100
<b>II (Spring)</b>	V	M.Ed.- CT-201	ICT and Teacher Education	4	60	100
	VI	M.Ed.- OT-202	Measurement and Assessment in Education or	4	60	100
		M.Ed.- OT-203	Value Education and Moral Development or	4	60	100
		M.Ed.- OT-204	Educational Technology or	4	60	100
		M.Ed.- OT-205	Teacher Education or	4	60	100
		M.Ed.- OT-206	Education for Peace and Human Rights Or	4	60	100
		M.Ed.- OT-207	Curriculum Studies or	4	60	100
		M.Ed.- OT-208	Early Childhood care and Education or	4	60	100
		M.Ed.- OT-209	Adolescence Education or	4	60	100
		M.Ed.- OT-210	Inclusive Education	4	60	100
	VII	M.Ed.- CP-211	Practicum	4	60	100
	VIII	M.Ed.- CP-212	Dissertation	4	60	100

After the introduction of 2014 norms and standards of NCTE the course curricular structure was changed and the same is presented in Table3 and Table 4.

**Table 3: Course Structure for Two-Year B.Ed. Programme**

	Course Code	Title of the Course	Total	External	Internal
<b>Semester—1</b>	B.Ed.-CT-101	Development of Learner	100	70	30
	B.Ed.-CT-102	Education in Contemporary India	100	70	30
	B.Ed.-CT-103	Language Across the Curriculum	50	35	15
	B.Ed.-CT-104	Understanding Disciplines and Subjects	50	35	15
	Course EPC 1	Reading and Reflecting on Texts	50*	--	50*
			<b>300</b>	<b>210</b>	<b>90</b>
Engagement with the Field: Tasks and Assignments for Courses 101,102,103 & 104					
<b>Semester –2</b>	B.Ed.-CT-201	Learning and Teaching	100	70	30
	B.Ed.-CT-202	Knowledge and Curriculum	100	70	30
	B.Ed.-CT-203	Assessment for Learning	100	70	30
	Course EPC 2	Developing Creative Skills	50*	--	50*
			<b>300</b>	<b>210</b>	<b>90</b>
Engagement with the Field: Tasks and Assignments for Courses 201,202 & 203					
<b>Semester—3</b>	B.Ed.-CT-301	Pedagogy of a School Subjects (Any Two) B.Ed.-CT-301(A): Pedagogy of English /Vernacular Languages B.Ed.-CT-301(B):Pedagogy of Social Sciences B.Ed.-CT-301(C): Pedagogy of Physical Sciences B.Ed.-CT-301(D): Pedagogy of Biological Sciences B.Ed.-CT-301(E): Pedagogy of Mathematics	200	70 + 70	30 + 30
	B.Ed.-CT-302	School and Society	50	35	15
	B.Ed.-OT-303	Optional Course( Any One) B.Ed.-OT-303(A) Health and Physical Education B.Ed.-OT-303 (B) Peace Education B.Ed.-OT-303(C) Value Education B.Ed.-OT-303(D) Special Education B.Ed.-OT-303 (E) Environmental Education B.Ed.-OT-303 (F) Guidance and Counselling	50	35	15
	Course EPC 3	Critical Understanding of ICT	50*	--	50*
			<b>300</b>	<b>210</b>	<b>90</b>
Engagement with the Field: Tasks and Assignments for Courses 301,302 & 303					
<b>Semester-- 4</b>	B.Ed.-CT-401	School Internship	250	175	75
	B.Ed.-CT-402	Inclusive Education	50	35	15
	Course EPC 4	Understanding the Self	50*	--	50*
			<b>300</b>	<b>210</b>	<b>90</b>
Engagement with the Field: Tasks and Assignments for Courses 401 & 402					
<b>Total Marks</b>			<b>1200</b>	<b>840</b>	<b>360</b>

**NB:** CT- Compulsory Theory, OT-Optional Theory, EPC- Enhancing Professional Capacities

\* = Result of EPC (out of 200) shall be awarded in terms of Grades Separately.

**Table 4: Course Structure for Two-Year M.Ed Programme**

<b>SEMESTER-I</b>					
Course Code	Title of the Course	Credit	Total	Internal	External

			Marks	Marks	Marks
M.Ed.-CT-101	Psychology of Learning and Development	4	100	30	70
M.Ed.-CT-102	History and Political Economy of Education	4	100	30	70
M.Ed.-CT-103	Educational Studies	4	100	30	70
M.Ed.-CT-104	Introduction to Research	4	100	30	70
M.Ed.-P-105	Communication and Expository Writing <sup>1</sup>	1	25*	25*	--
M.Ed.-P-106	Self Development <sup>1</sup>	1	25*	25*	--
		<b>18</b>	<b>400</b>	<b>120</b>	<b>280</b>
<b>SEMESTER-II</b>					
M.Ed.-CT-201	Philosophy of Education	4	100	30	70
M.Ed.-CT-202	Sociology of Education	4	100	30	70
M.Ed.-CT-203	Curriculum Studies	4	100	30	70
M.Ed.-CT-204	Teacher Education-I	4	100	30	70
M.Ed.-CT-205	Dissertation—Review of Researches, Styles, Strategies and Selection of the Problem <sup>2</sup>				
M.Ed.-P-206	Internship in a TEI--1 <sup>st</sup> Phase <sup>1</sup>	4	100*	100*	--
		<b>20</b>	<b>400</b>	<b>120</b>	<b>280</b>
<b>SEMESTER-III</b>					
<i>Select Any <b>Two</b> Specializations from course 301 to 304</i>					
M.Ed.-OT-301	Higher Education	4	100	30	70
M.Ed.-OT-302	Value Education	4	100	30	70
M.Ed.-OT-303	Assessment in Education	4	100	30	70
M.Ed.-OT-304	Adolescence Education	4	100	30	70
M.Ed.-CT-305	Research Methods (Advanced)	4	100	30	70
M.Ed.-CT-306	Teacher Education-II	4	100	30	70
M.Ed.-CT-307	Dissertation—Preparation and Presentation of Proposal <sup>2</sup>				
M.Ed.-P-308	Academic Writing <sup>1</sup>	2	50*	50*	--
		<b>18</b>	<b>400</b>	<b>120</b>	<b>280</b>
<b>SEMESTER-IV</b>					
<i>Select Any <b>Three</b> Specializations from course 401 to 405</i>					
M.Ed.-OT-401	Guidance and Counselling	4	100	30	70
M.Ed.-OT-402	Peace Education	4	100	30	70
M.Ed.-OT-403	Information & Communication Technology	4	100	30	70
M.Ed.-OT-404	Educational Planning and Management	4	100	30	70
M.Ed.-OT-405	Education for Gifted and Creative	4	100	30	70
M.Ed.-CT-406	Dissertation—Field work and Submission <sup>2</sup>	8	200	60	140
M.Ed.-P-407	Internship in a TEI—2 <sup>nd</sup> Phase <sup>1</sup>	4	100*	100*	--
		<b>24</b>	<b>500</b>	<b>150</b>	<b>350</b>
	<b>TOTAL AGGREGATE</b>	<b>80</b>	<b>1700</b>	<b>510</b>	<b>1190</b>

CT- Compulsory Theory, OT- Open Theory, P- Practicum

Professor P.L. Mohapatra, Principal of the college, Dr. Savita Mishra, Mr. K. K. Biswal and Mrs. Devikala as faculty members participated in the B.Ed and M.Ed curricular development

process. Prior to this exercise the following faculty members attended workshop of the course curriculum under Sikkim University in the month of April 2013.

### 1.3 Faculty participation of the B.Ed and M.Ed curricular process

Papers	Name of the faculty
Teacher Education I and II	Mrs. Devi Kala
Philosophy of Education	Mrs. Devi Kala
Development of Learner	Dr. Savita Mishra and Dr. Kushmeeta Chettri
Language across the Curriculum	Dr. Kushmeeta Chettri and Ms. Keekee Fern Cargay
Higher Education	Dr. Kushmeeta Chettri and Mr. Madhab Ghosh
Education in Contemporary India	Mrs. Devikala and Mr. Madhab Ghosh
Understanding Disciplines and Subjects	Ms. Ranita Chakraborty and Mr. Pawan Kr. Ray
Pedagogy of English	Dr. Kushmeeta Chettri and Ms. Keekee Fern Cargay
Pedagogy of Social Sciences	Mr. Kishor Kr. Biswal and Mr. Madhab Ghosh
Pedagogy of Physical Sciences	Dr. Savita Mishra and Ms. Ranita Chakraborty
Pedagogy of Biological Sciences	Dr. Savita Mishra and Ms. Ranita Chakraborty
Pedagogy of Mathematics	Mr. Pawan Kr. Ray
Health and Physical Education	Mr. Madhab Ghosh
Peace Education	Mrs. Devi Kala
Psychology of Learning and Development	Dr. Savita Mishra and Dr. Kushmeeta Chettri
History and Political Economy of Education	Dr. Kushmeeta Chettri
Educational Studies	Mrs. Devi Kala and Mr. Madhab Ghosh
Introduction to Research	Ms. Ranita Chakraborty
Philosophy of Education	Mrs. Devi Kala
Sociology of Education	Mr. Madhab Ghosh and Dr. Arati Chettri
Curriculum Studies	Ms. Keekee Fern Cargay
Value Education	Mrs. Devi Kala and Dr. Arati Chettri
Assessment in Education	Dr. Kushmeeta Chettri
Adolescence Education	Dr. Savita Mishra
Research Methods (Advance)	Ms. Ranita Chakraborty
Guidance and Counselling	Mr. Madhab Ghosh and Dr. Arati Chettri
Peace Education	Ms. Keekee Fern Cargay
Information and Communication Technology	Mr. Madhab Ghosh and Mr. Kishor Kr. Biswal
Educational Planning and Management	Dr. Savita Mishra
Education for Gifted and Creative	Dr. Savita Mishra

In the present curriculum design, there was a paradigm shift in the curriculum as per NCTE regulations in the B.Ed and M.Ed for developing global competencies in the future

prospective teachers through varied activities along with development of technical skills, teaching skills, communication skills, use of different models of teaching, value education for moral development, yoga, cleanliness activities, beautification programmes for aesthetic development, guidance and counselling for mental and emotional development.

### **1.3.1 The trends in Teacher Education reflected in the Curriculum**

The curriculum designed by the Sikkim University is suitable for meeting the overall development of the students. The institutions of Teacher Education under this University aim at developing global competencies in future teachers through manifold activities. For scholastic and non-scholastic developmental activities, the following procedure is adopted:

1. Personality development programmes
2. Communicative English classes
3. Extension activities in schools
4. Community development activities like; visit to hospitals, orphanages, rehabilitation centres
5. Conducting community surveys on literacy status, socio-economic status, projects on effectiveness in organisational climates in schools
6. Technical skill development; computer skill development, teaching skills, models of teaching
7. Moral development; value education classes under special assembly weekly once assembly session on moral, cultural, curricular themes
8. Aesthetic development
9. Mental and emotional development.

### **1.3.2 Faculty participation in Workshops:**

Name of Faculty	Name of workshop	Date
Dr. Savita Mishra	1. UGC Sponsored Refresher Course in Research Methodology, North Bengal University 2. ICSSR sponsored Research Methodology, Sikkim University 3. Workshop on A Psycho-social inquiry into Suicide: Suggestions and Interventions, Sikkim University and Govt. Of Sikkim, Gangtok on	20 <sup>th</sup> August to 9 <sup>th</sup> September 2013  16 <sup>th</sup> -27 <sup>th</sup> April 2014  28 <sup>th</sup> -29 <sup>th</sup> May 2015.
Mr. Madhab Ghosh	1. Workshop on IQAC, Sikkim University (1 day)	2015
Dr. Kushmeeta Chettri	1. An analysis to redesign B.Ed Syllabus (Core papers) in the light of NCFTE 2009, Banikanta Institute of Advanced Studies in Education, Guwahati.	1 <sup>st</sup> -2 <sup>nd</sup> April 2013
Mrs. Devi Kala	1. New Education Policy, Sikkim University (1 day)	2015
Mr. Kishor Kr. Biswal	1. Content Analysis of the Newly Implemented B.Ed syllabus of University of North Bengal (2 days)	18 <sup>th</sup> -19 <sup>th</sup> September 2003
Dr. Arati Chettri	1. Capacity Building of Women in Higher Education, Sikkim Government College (1 week) 2. STRIDE Workshop on Preparing Research Proposals in Distance Education, IGNOU, Regional Centre Gangtok (3 days)	2010  2009
Ms. Keekee Fern Cargay	1. Workshop on Orientation Course for Academic counsellors, IGNOU, Regional Centre, Guwahati (2 days)	2014

## **1.4 Books written by faculty which are included as reference books both at B.Ed and M.Ed**

Name of Faculty	Name of book	ISBN /ISSN No.
Dr. Savita Mishra	1. Triumphs and Trials of Secondary School Education in Sikkim – a diagnostic study	13-978-81-921643-0-4
	2. A Handbook on Environmental Education for B.Ed and M.Ed	13-978-18-921643-5-9
	3. Pedagogy of Science Teaching	978-93-8022-295-0
	4. Environmental Education: Principles and Policies	978-93-5128-189-4
	5. Approaches to Teaching and Learning	978-93-85876-80-6
	6. Value Education in Emerging Indian Society	978-93-83930-21-0
	7. Attitude Towards Science of Students	978-93-8022-263-9
	8. Psycho-Social School Climate	978-93-313-2818-2
Mr. Madhab Ghosh	1. Emerging Value Educational System in India	978-93-83930-21-0
	2. Approaches to teaching and Learning	978-93-85876-80-6

### **Best Practices in Curricular Practices**

The members of the faculty participated in a number of refresher and orientation programmes to get acquainted with modern trends and practices for quality enhancement in teaching. The faculty members also were all engaged in research and publications to assist the teaching community for academic and non-academic excellence.

The faculty of the college are distributed day wise of the week to develop creative talents in student-teachers on a thematic content of the curriculum. The following themes in the form of one act plays were developed by faculty and students, and enacted by the students in assemblies:

1. Equality of opportunity

2. Emphasis on education of girl child.
3. Learning disability and scope for improvement.
4. Inclusive Education.
5. Understanding and nurturing peace among students.

Among the other scholastic activities, students participate in providing publications in college magazine, display of creative abilities through poems, essays, short stories in the wall magazine.

The non-academic activities consist of celebration of national and international days, to disseminate the inherent messages of the days in each of those events. The newly introduced credit based choice system also was another task which required teachers to gain knowledge and training organised by Sikkim University.

### **Observation by Previous Peer Team**

*The syllabus of affiliating Sikkim University is followed. The college faculty participated in the curriculum development as members of BOS.*

*Five (5) out of Seven (7) methods are offered. Four (4) electives are offered out of Nine (9).*

*The institution has semester pattern with Credit System having Grades.*

*Principal and faculty analysed the curriculum in the last five (5) years at the College level.*

*Feedback mechanism by the students is developed in the college.*

*Curriculum is revised very recently in 2010.*

*Faculty involved in curriculum updating.*

## **Criterion II: Teaching Learning Evaluation**

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### **2.1 Admission Process and Student Profile**

For admission into B.Ed and M.Ed classes the eligibility criteria are faced as per NCTE norm a graduate or post graduate in arts science having 50 % marks in aggregate and relaxation up to 5% for SC, ST and OBC categories. The conditions written by NCTE are strictly adhered to. Applications are invited through advertisement in leading news papers and banners displayed at different crucial places with entrance examination noted on it and website of the college [www.hce.sikkim.org.in](http://www.hce.sikkim.org.in), the details of the programmes are given in the prospectus with particulars about mission, vision, route map, details of faculty and all other infrastructural facilities. The rank list is prepared giving weight age to marks in the qualifying exams plus scores in written examinations plus scores in viva-voce test. Reservation of seats is done as per the following: 30% from state of Sikkim and university norm of Schedule Caste and Scheduled Tribal and 5% as the management quota.

Students selected for the course have to submit the following certificates:

- Transfer certificates from the last college attended,
- Certificates of the last qualifying degree,

- Conduct certificates and leaving order in case of in service teacher.

Admission to the course is done by giving a Proforma to the students and guardians to sign an affidavit meant for the discipline of the college and anti-ragging statement. The college admits students from all over India by maintaining transparency in the entire admission process. Last year there were two foreign (Bhutan) students in B.Ed. The profile of the students in the last academic year is given in the Proforma in Section 1. Every year special attention is given to the differently a-abled students but excluding 2012-13 no differently-able student applied for admission.

Each year the newly admitted students' aptitude for teaching is tested through a teaching aptitude test. The college also assess their learning level, knowledge and skill and competence in English (as medium of instruction is English).

Initially at the time of admission the Principal of the college orients the students to ensure the code of conduct of the student teachers. The college has separate committees like disciplinary committee, anti-ragging committee etc through which the institution controls for safeguard of the privileges of the concerned.

## **2.2 Catering to Diverse Needs**

Every year an orientation programme is organised for all the students in the first week of starting of the session. On the first day of the commencement of the course the Principal and other faculty members address all the students of B.Ed and M.Ed in the hall with the view to making them aware of the curriculum, rules and regulation, library and ICT facilities, evaluation, co-curricular activities etc. A meeting of the former students is also arranged for

interaction of the student teachers under the aspect of the Alumni Association to acquaint the fresher's with the institution as well as course of profession.

All the students are given printed copy of the syllabus in the first week of the course itself where the structure of the semesters, credit, credit hours, grade weight age, grade point , cumulative grade point, semester grade point and criteria for internal and external evaluation are mentioned. The annual calendar prepared by the institution mentioning their working days, co-curricular activities, tests and evaluation and specific co-curricular activities is also distributed. In order to cater to the diverse needs; programmes on social awareness, dignity of labour and life skills among students are the activities regularly conducted in the college. Some of the activities are:

1. *Slum visits*: The student teachers visit the slums to give awareness about food habits, cleanliness, habit and habitat, legal awareness, importance of living a healthy life, awareness programme on AIDS and HIV and the specific measure provides by the give to avail the opportunity.
2. *Survey*: Social surveys are conducted to standard social issues like dowry, women empowerment, suicidal saga, happy family life, educational survey for status and level of education in the hamlet along with organization of literacy classes for the illiterates.
3. *Preparation of teaching aids*: Student teachers prepare charts models to facilitated the classes.
4. *Campus cleaning and hygiene*: The College offers special education as an elective paper and therefore visits to special schools and institutions for mentally challenges and differently-abled are arranged as practical part of the curriculum.

Considering the individual differences among the students the institution provides academic teaching through remedial programmes. Slow learners are given special attention through additional coaching, repeated teaching and personal corrections. The institution organises co-scholastic programmes under the guidance and supervision of the faculty effectively. The students have also participated in all the co-scholastic programmes organised by Government of Sikkim, Sikkim University, NGO of Sikkim and many other social functionaries.

## **2.3 Teaching Learning Process**

Before the commencement of each year, the faculty sits together to chalk out plans and programmes for the ensuing academic year where various sub-committees were formed to execute the plans. The time table and work allotment for one semester are prepared on basis of these discussions. Dates of the various programmes during the academic year are fixed after discussion with the faculty semester wise and the academic calendar with the list of holidays are notified on the notice board. Feedback from the faculty, students, alumni, PTA and academic experts are taken. An IQAC cell formed in the college maintains systematically the activities and programmes, which too gets reflected in the website.

### **2.3.1 Student Centred Active Learning**

Learning is made student centred by making effective use of ICT regarding the latest trends of the teacher education. Teachers use multi-media packages, instructional material, power point presentations, interactive white board, projectors, OHP, for making teaching learning process more active. Inter class quiz competitions, video-clippings, power point presentations of biographies and important conceptual materials are done for active learning process. In M.Ed class activities for students for their all round development, the standardized tools on

cognitive and non-cognitive aspects are administered for assessment to help them learn better. Self learning packages for different curricular subjects are developed and displayed in the special assembly classes on Fridays for observation by the faculty and the staff. Students develop those packages that are required to explain the theoretical framework and utilitarian value of the material.

Students and teachers use the library effectively. Internet is widely used by both the teachers and the students. For preparation of assignments, projects and seminars both students and teachers work in different laboratories and discourses are made on the weekend to link theory with practice. The teacher educators use different methods and techniques depending upon the students' needs and interest.

### **2.3.2 Student Centres Learning**

To make learning more active and student centred, the students are made into small groups; to practice constructive, collaborative and cooperative mode of teaching in those small groups. The teaching techniques of brain storming, project method, special learning, and individual assignments are exercised. The other student learning process consists of group discussion, seminar presentation, action research, field trip, debates and supervised study. In topics like healthy foods habits, energy conservation, pollution and environment relevant projects are undertaken by the students. Models of teaching such as concept attainment, inquiry model, jurisprudential inquiry model and semantics are taught theoretically and student are asked to discuss on one model to his/her choice to teach.

Micro teaching technique is adopted to impart training to the students for classroom transaction during teaching. Students evaluate the teachers and teachers also make formative and summative evaluation of the performance. There is specific time period in the time table for conducting of practical sessions.

### **2.3.4 Innovative Instructional Approach**

Under this the student teachers prepare their lesson plans in constructivist approach. They are encouraged to write and publish creative write ups to be flashed on the wall magazine. The M.Ed programme is inclined to book reviews, creative writing, and every student is trained for reviewing a book. Teacher aptitude and personality test are administered on both B.Ed and M.Ed students and the research proposal taken by the M.Ed students are presented in a seminar with students and all the staff members where faculty provide a constructive feedback.

Every year the college collects M.Ed dissertation and abstracts and the students are trained to get acquired with statistical analysis, use of SPSS, Power Point Projection and report writing. Field visits and multi-media packages are organised for organization of multi skill in teaching. Each student teacher has to prepare Five (5) micro lessons in at least Five (5) teaching skills.

### **2.3.5 Practice Teaching in Schools**

Practice teaching in schools include internship programme along with experience as a teacher in the school. Each student is required to deliver Thirty (30) lessons in Two (2) method subjects, Fifteen (15) lessons in each of the school assigned to him/her. Each student teacher is required to record daily activities in the school by preparing the year plan, unit plan, etc. Practice teaching is conducted in Ten (10) Secondary and Senior Secondary High Schools by allotting maximum Eight (8) teacher trainee to practice teaching on the basis of availabilities of facilities and number of classes in the school, convenience of the transport, etc. They have to prepare lesson plans and submit those to teacher educators. The concern subject teacher also checks the lesson plans and the utility of the teaching aids prepared by the teacher trainees. The teacher trainees like regular teacher are required to address the

students in the topic of importance. The M.Ed students make their observations of the classes on the B.Ed teacher trainees and have to submit a report regarding the lessons delivered by B.Ed teacher trainees. The students after completing their internship submit their diary immediately after the completion of the practice teaching. As a part of the teacher trainee programmes the trainees participate in all the co-curricular practices in school and are intended to learn each of the activities of the school as real teachers.

## **2.4 Teacher Quality**

All members of the faculty have qualified the NET conducted by the UGC or have equivalent qualifications. All the teaching vacancy are filled against sanctioned posts and faculty recruitment is done under a highly transparent system by a board constituted for the same consisting of a nominee from the Government, expert from the University, Principal, Management Nominee, and the Director. The rank list is prepared on the basis of university norms and selection of teaching faculty is done. Most of the faculty members are having additional master's degree in different subjects. The faculty of the college are earnest in updating their knowledge by doing different additional courses, attending seminars, conferences, refresher and orientation courses and publishing research papers, articles and books. All these updating features of knowledge get reflected in the class room and help the students in acquisition of knowledge and skills. The name, designation, and qualifications of the teachers for the academic session in the year 2014-15 are given in the annexure 1.

Sl.no.	Name	Designation	Qualification
<b>Faculty for M.Ed</b>			
1	Prof. (Dr.) P. L. Mohapatra	Professor	M.Ed, Ph.D., Diploma in SED, AE, Cambridge University
2	Dr. Savita Mishra	Associate Professor	M.Sc. (Environmental science), M.Sc. (Applied Biology), M.Sc. (Zoology), M.A. (Education), M.A. (EPA), M.Ed, M.Phil, Ph.D (Education)
3	Dr. Arati Chhetri	Associate Professor	M.A. (Political Science), M.Ed, M.Phil, Ph.D (Education)
4	Mr. Kishore Kumar Biswal	Assistant Professor	M.A. (Geography), M.Ed, M.Phil,
<b>Faculty for B.Ed</b>			
1	Dr. Sita Chettri	Assistant Professor	M.A. (Geography), M.Ed, M.Phil, Ph.D (Education)
2	Ms. Kushmeeta Chettri	Assistant Professor	M.A. (English), M.Ed, NET, SLET
3	Mrs.Devi Kala	Assistant Professor	M.A. (English), M.Ed, NET
4	Mr. Madhab Ghosh	Assistant Professor	M.A. (History), M.Ed, NET
5	Ms. Aabriti Sharma	Assistant Professor	M.A. (English), M.Ed, NET
6	Ms. RanitaChakrabortty	Assistant Professor	M.Sc. (Micro Biology), M.Ed, SLET
7	Ms. Keekee Fern Cargay	Assistant Professor	M.A. (English), M.Ed, NET
8	Mr. Pawan Kumar Ray	Assistant Professor	M.Sc. (Mathematics), M.A. (Education), M.Ed.

#### 2.4.1 Quality Enhancement of the Faculty

The entire faculty is very eager to update and upgrade their knowledge by attending seminars, presenting of papers, acting as resource persons and publishing a number of publication on papers. The faculty of the college contribute and act as editorial members. They have published numbers of research articles in reputed journals. The college journal, Himalayan Journal of Social Science ISSN 2231-6639, is a peer reviewed bi-annual research journal on social sciences to promote research and academic excellence to teacher educators and

teachers of university and colleges. The faculty of the college also contribute and act as editorial board members. The details of the conferences, seminars attended by each of them are separately enclosed as annexure 2.

Feedbacks to the student teachers are given on the spot after the completion of the class. The institution ensures that the student teachers are quite updated in the educational needs of the school. For this the student teacher are sent to the school; here they are required to do internship for 45 working days to go through the regular time table process of evaluation, question paper framing, guidance and counselling of over and under achievers. The quality enhancement of the faculty can very well be judged from the bio-data given by each individual faculty. The teacher educators suggest measures for teaching subjects enriched in content and pedagogy, advise the student teachers for the use of appropriate teaching aids. Such rehearsals are done by each teacher educator before sending the students for internship.

The most initiative step of the institution for ensuring professional development of the teaching staff is that the institution offers scope for attendance in seminars, workshops, refresher courses, orientation courses for their career development. For development of professional competencies the institution organized the following workshops in the college where subject expert and method subjects were taken group wise.

### **I. Workshops on Method Subjects**

Sl.no.	Name of the workshop	Participants
1	Development of teaching model in Bio-science	Dr. Savita Mishra, Associate Professor, Ms. Ranita Chakraborty, Assistant Professor and all the student teacher opting Bio-Sc as method subject.
2.	Development of teaching model in Mathematics	Mr. P. K Ray and all students teacher opting mathematics as method subject.
3	Development of teaching model in Geography	Mr. K. K Biswal, Mr. Prabin Chettri as external and all students teacher opting Geography as method subject.
4	Development of teaching model in History	Mr. Mahdab Ghosh, Dr. Anira Lepcha, Assistant Professor, Sikkim University and students teacher opting History as method subject.

5	Development of teaching model in English	Dr. Kushmeeta Chettri, Mrs Devi Kala, Ms. Keekee Fern Cargay and student teacher opting English as method subject.
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## II. Development of lesson plan

Sl.no.	Lesson Plan	Participants
1	Development of teaching model in Bio-science	Dr. Savita Mishra, Associate Professor, Ms. Ranita Chakraborty, Assistant Professor
2.	Development of teaching model in Mathematics	Mr. P. K Ray.
3	Development of teaching model in Geography	Mr. K. K Biswal, Mr. Prabin Chettri as external.
4	Development of teaching model in History	Mr. Mahdab Ghosh, Dr. Anira Lepcha, Assistant Professor, Sikkim University.
5	Development of teaching model in English	Dr. Kushmeeta Chettri, Mrs Devi Kala, Ms. Keekee Fern Cargay.

## III. Multi Skill Development in Teaching

Sl.no.	Skills	Resource Persons
1.	Skill of introducing	All method teachers as resource persons
2	Skill of questioning	All method teachers as resource persons
3.	Stimulus variation	All method teachers as resource persons
4.	Illustrating with Examples	All method teachers as resource persons
5.	Enforcement	All method teachers as resource persons
6.	Explanation	All method teachers as resource persons
7.	Using blackboard	All method teachers as resource persons

### 2.4.2 The functioning of Workshop

The functioning of Workshop is supervised by the Principal and micro teaching skills are evaluated by the teacher educator with the help of Proforma prepared by the faculty of the college. Every year on a specific day of every week the faculty sits together and discusses the effective conduct of the teaching practices of the institutions where the teacher trainees are equipped with the teaching skill for deliberations.

The institution has the provision of rewarding the best performers in its annual function by awarding gold and silver medals.

## **2.5 Evaluation Process and Reforms**

The institution is affiliated to Sikkim University and hence the evaluation processes of Sikkim University are practiced in the institution. There is the provision of credit, grading and semester system both at B.Ed and M.Ed level. In the new curriculum the weightage to internal and external evaluation is 30% and 70% respectively as per NCTE 2014 guidelines. The grade for internal assessment is calculated by giving weight age to different components like attendance, assignment, seminar, project, etc. The teacher educators systematically evaluate the assignments on the basis of regularity, content, conclusion, and references. For the evaluation of projects and surveys punctuality, data collection, compilation, active involvement is considered for internal assessment as per the grading suggested by the Sikkim University. A minimum of 75% of attendance is mandatory for the entire course to appear for the examination. All the components are taken care of and submitted to the examination section where the internal assessment grade, other grade point are published well in advance for correction if any; if students grievances are there. So the evaluation system is a three (3) tier system consisting of evaluation at teacher level, college level and then university level. There is online system of posting internal marks to the university evaluation website. The teachers in charge of examination section do this work and post the internal marks to the university. As evaluation scheme involves techniques such as, assignments, projects, practical; it becomes very comprehensive. Thus, the institution follows continuous and comprehensive procedure to evaluate the performance of the students. This is to be noted that assignments, EPC and projects are all related to each paper. So far as practice teaching is

concerned evaluation is done by evaluating the performance during the session and other peer teaching and simulated teaching sessions. For evaluating physical education and health education programmes internally, experts from the field are invited. In the M.Ed level there is specific Grade Point and marks for practice teaching at the B.Ed and B.A. Pass and Honours level. So the academic strength of the students is evaluated through internal assessment by taking the average of the aggregate score of each M.Ed student in deliberation of the topic in class room situation. It is to be mentioned here that each M.Ed student is required to deliver five (5) practice teaching classes either at B.Ed or B.A Education Pass and Honours level being supervised by five (5) supervisors. As all the marks allotted for practice teaching are internal; transparency is maintained by evaluating the practice teaching class with one supervisor for each. Thus the evaluation process adopted in the institution is free from bias.

## **2.6 Best Practices in Teaching Learning and Evaluation**

The institution offers free coaching programmes for NET, SLET and TET to boost the academic potentialities of the students. Additional activities like quiz programmes, social surveys, innovative projects and assignments are given to the students for academic advancement. Within the last three years out of 35 M.Ed students five (5) have cleared NET, five (5) SLET and more than twenty five (25) have passed TET of West Bengal to be recruited into teaching profession at the school level. The teaching learning process is conducted by the teachers by using multi-media learning packages in the smart room. It can safely be concluded that the teaching learning process gains importance. To make learning more active and student centred; students are divided into small groups to practice constructive mode of participatory form in practice as another mode of instruction. The project of book review by M.Ed students is also another best practice in teaching and learning

situation. After the completion of the course all the teacher educators have to submit their lesson plans and work record to the principal for evaluation. So, systematic and scientific planning, executing, evaluating of the works of the teachers are maintained. The management and head of the institution assess the individuals with the help of this work record.

### **Observation by Previous Peer Team**

*The NAAC peer team in 2011 observed and suggested the following:*

*Admission process is done at the college level. The process of admission is advertised in State and National news papers. Government norms and reservation rule followed.*

*Tutorial and remedial programmes are to be systemized. Marginal efforts made to meet diverse needs. Knowledge based test conducted to assess the entry behaviour.*

*10 lessons in simulation including demonstration and micro teaching lessons, 15 lessons in school are practiced in each method by every student-teacher. The interactive and multi-media approach yet to be introduced. Limited use of Library resources.*

*75% faculty qualified and 25% yet to improve their qualifications. Only two teachers participated in refresher courses, seminars, workshops. Staff development programmes for computer/ internet training need to be conducted.*

*50% weight age given to Internal Evaluation and 50% to external evaluation. Use of ICT in assessment and evaluation of students' performance yet to be initiated.*

*Mid-term Answer sheets are shown to the students to make the process transparent.*

## **Criterion III: Research, Consultancy and Extension**

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### **3.1 Promotion of Research**

The institution has made repeated attempts to get registered as a research centre under Sikkim University and the process to get sanction is still under process. In the last academic year there were five (5) Ph. D degree holders among the faculties, out of which two (2) have left on promotion as principals of secondary teacher training institutions. At present three (3) of the faculty members are Ph. D degree holders and four (4) are perusing research leading to Ph.D under different universities. The M.Ed students of the institution have dissertation work as part of their course programme and the institution encourages action research projects under practicum. Under the guidance and supervision of Professor-cum-Principal, till now twenty two (22) scholars have been awarded Ph. D in different areas of study and under different universities. The faculty members have participated in a huge number in the national and international level seminars for presentation of their topics which have been published in different publications of that institution. Participation in national, international and state level seminar conferences and workshops are presented in the individual profiles of the faculty members. The institution being a self financed college does not get any UGC assistance for

organizing seminars and workshops, but the faculty members have attended national workshops and seminars at their own. The priority areas of research are psychology of learning, test and measurement, correlates to achievement, teacher education, language teaching, science teaching, geography, education management and technology, environmental education UEE, SSA, RUSA, RMSA etc.

Action research forms a part and parcel of the curriculum. In the present academic session action research as an EPC has been included in M.Ed curriculum. So students of M.Ed are to undertake action research in a school. During the last five (5) years the institution has organized three national level seminars sponsored by NEIES, NAAC and ICSSR (Eastern). Almost all the teachers have; to their credits; participated in national level workshops, seminars organized in different parts of the country.

Sl. No	Name	Number of seminar attended	Date
1.	Prof. Dr. Premalata Mohapatra	1. As Course Director for NEIES sponsored national seminar on “Educational management with special reference to north east India” Harkamaya College of Education	27 <sup>th</sup> -28 <sup>th</sup> June 2011
		2. As Course Director for ICSSR sponsored national seminar on “ Life Skills Education: Challenges and Prospects” Harkamaya College of Education	30 <sup>th</sup> -31 <sup>st</sup> July 2014
		3. As Course Director for NAAC sponsored national seminar on “ Monitoring Mechanism at the elementary level and its impact on Quality Education”	29 <sup>th</sup> -30 <sup>th</sup> April 2013
		4. As Resource Person for Ravenshaw University as Chief Speaker in Dipali Sinha Ray, Memorial Lecture	27 <sup>th</sup> December 2014
		5. As Resource Person for UGC sponsored seminar as Chief Speaker in Karai College on Human Rights Education B. S. E. Meetings in Education, Sikkim University	5 <sup>th</sup> November 2013

2.	Dr. Savita Mishra	1. UGC sponsored national seminar on “Interdisciplinary Approach to Resource Development in Eastern Himalayan Region: Human and Natural”, Kalimpong College, Kalimpong.	24 <sup>th</sup> -25 <sup>th</sup> March 2012
		2. UGC sponsored national seminar on “Microfinance Initiative, Inclusion and Impact in India and Sustainability of SHG as Poverty Alleviation Programme”, Kalimpong College, Kalimpong.	28 <sup>th</sup> -29 <sup>th</sup> April 2012
		3. UGC sponsored national seminar on “A Comparative Analysis of Rabindranath Tagore’s Philosophy with Western Educational Philosophy”, Birbhum, West Bengal	23 <sup>rd</sup> -24 <sup>th</sup> September 2013
		4. ICSSR sponsored national seminar on “Monastic Education in Sikkim”, Sikkim University	5 <sup>th</sup> April 2014
		5. ICSSR sponsored international seminar on “Human resource mobility in south Asia”, Sikkim Government College, Tadong	18 <sup>th</sup> -19 <sup>th</sup> October 2013
		6. National seminar on ‘Strategies and Management of Elementary Education in Sikkim’ at Harkamaya College of Education.	27 <sup>th</sup> -28 <sup>th</sup> June, 2011
		7. Paper presented at the International Conference on ‘Tourism: Local responses to Marginality Threats in Mountain Regions’ at Sikkim University, Gangtok, organized by SU in collaboration with Japan Foundation.	13 <sup>th</sup> December, 201
		8. Paper presented on ‘Enhancing the Quality of Teacher Education through E-Learning’ in Conference on ‘Preparing World Class Teachers through Online Education’ in collaboration with United States and India Educational Foundation at Coimbatore.	20 <sup>th</sup> -21 <sup>st</sup> April, 2012
		9. Paper presented on ‘Effectiveness and Benefits of Computerisation in Education’ during Third Peoples Education Congress’ in Gujarat Vidyapeeth Ahmedabad.	19 <sup>th</sup> -23 <sup>rd</sup> November, 2012
		10. ‘Human Development Approaches to	15 <sup>th</sup>

	Development and the Impacts of World Human Development Reports’ delivered by Prof. Sakiko Fukuda Parr from New School University, New York - author of the Global Human Development Report of the United Nations Development Programme	December, 2008
	11. “Higher Education-Way ahead” organized by Sikkim (Central) University	June 2009
	12. ‘Economic Reforms in India: Are we heading towards an Inclusive Growth’ organized by Sikkim (Central) University – lecture delivered by Prof. G K Chadha, Chief Executive Officer, South Asian University & Former Economic Advisor to Prime Minister of India	26 <sup>th</sup> March, 2010
	13. ICSSR sponsored “Skills for successful living: Effective Communication” organised by Harkamaya college of Education	29 <sup>th</sup> - 30 <sup>th</sup> July, 2014
	14. Seminar paper presented on “Globalization and Tourism in Sikkim”, organized by Birpara College	11 <sup>th</sup> -12 <sup>th</sup> September, 2014.
	15. Paper presented in U.G.C. Sponsored National Seminar “Climate Change and its impact on Agriculture and Water in Sikkim” at Jalpaiguri College.	22 <sup>nd</sup> September, 2014
	16. Paper presented in U.G.C. Sponsored National Seminar “Quality concerns in Teacher Education Programme in Sikkim” at Vidyasagar College of Education, Phansidewa, Darjeeling.	22 February, 2015
	17. NAAC Sponsored National Seminar “Creativity of secondary school students in relation to gender, caste and school interventions” at Loyola College of Education, Sikkim.	27 <sup>th</sup> -28 <sup>th</sup> March, 2013
	18. State level Seminar on “Uses of Technologies in the delivery mechanism in IGNOU to improve quality in higher education” at IGNOU, Sikkim.	15 <sup>th</sup> -16 <sup>th</sup> March, 2013
	19. Paper presented in NAAC Sponsored National Seminar “Qualitative improvement in Teacher Education Programme in Sikkim” at Harkamaya College of	29 <sup>th</sup> -30 <sup>th</sup> April, 2013

		Education, Gangtok, Sikkim.	
		20. Paper presented in ICSSR Sponsored National Seminar “MGNREGA: An Evaluation in context of Rural Enhancement” at Rhenock Government College, Sikkim.	14 <sup>th</sup> -15 <sup>th</sup> November, 2014
		21. Paper presented in U.G.C. Sponsored National Seminar “Prospects and Challenges of Teacher Education in India” at Siliguri B.Ed. College.	19 <sup>th</sup> -20 <sup>th</sup> May, 2015
		22. Paper presented in National Seminar “Professional Development of Teachers Educators for quality education” at Education College, Murshidabad.	13 <sup>th</sup> -14 <sup>th</sup> June, 2015
		23. Paper presented in National Seminar “Economic growth and National unity” at New Delhi.	30 <sup>th</sup> September 2010
		24. Paper presented in National Seminar “Individual Achievements and National Development” at New Delhi.	19 <sup>th</sup> July, 2010
		25. Paper presented on ‘Enhancing quality in Teacher Education programme’ at International Conference in Kabiguru Rabindranath College of Education.	13 <sup>th</sup> -14 <sup>th</sup> March 2015
		26. Paper presented on ‘Gender Status of Women in South Asia’ at International Conference in Sikkim University, Gangtok	22 <sup>nd</sup> -23 <sup>rd</sup> May 2015
		27. Paper presented on ‘Development and growth in North-East Region: Prospects and potential’ at International Conference at Sikkim university, Gangtok.	25 <sup>th</sup> -26 <sup>th</sup> June, 2015
3.	Mr. K.K. Biswal	1. NEIES sponsored national seminar on “Educational management with special reference to north east India” Harkamaya College of Education	27 <sup>th</sup> -28 <sup>th</sup> June 2011
		2. UGC sponsored national seminar on “Legal Environment of Business in North East Region of India”	27 <sup>th</sup> -28 <sup>th</sup> March 2012
		3. NAAC sponsored national seminar on “Features of Minimum Level of Learning (MLL)”	29 <sup>th</sup> -30 <sup>th</sup> April 2013
		4. ICSSR sponsored national seminar on “	30 <sup>th</sup> -31 <sup>st</sup> July

		Life Skills Education: Challenges and Prospects” Harkamaya College of Education	2014
3	Dr. Arati Chettri	1. ICSSR sponsored national seminar on “e-governance in higher education : challenges and prospects with special reference to north east region”, SIKKIM University	20 <sup>th</sup> -21 <sup>st</sup> February 2016
		2. NAAC sponsored national seminar on “Monitoring Mechanism at the elementary level and its impact on Quality Education”	29 <sup>th</sup> -30 <sup>th</sup> April 2013
		3. “ Impact of SSA in Sikkim on enrolment at its primary level”	**
4.	Dr. Kushmeeta Chettri	1. ICSSR sponsored international seminar on “Human resource mobility in south Asia”, Sikkim Government College, Tadong	18 <sup>th</sup> -19 <sup>th</sup> October 2013
		2. ICSSR sponsored international seminar on “Engendering Democracy in South Asia: Issues and Challenges”, Sikkim University	22 <sup>nd</sup> -23 <sup>rd</sup> May 2015
		3. NEIES sponsored national seminar on “Educational management with special reference to north east India” Harkamaya College of Education	27 <sup>th</sup> -28 <sup>th</sup> June 2011
		4. NAAC sponsored national seminar “Community participation in education” Loyola College of Education	27 <sup>th</sup> -28 <sup>th</sup> March 2013
		5. NAAC sponsored national seminar on “Strategies for enhancing the quality in teacher education programme” Harkamaya College of Education	29 <sup>th</sup> -30 <sup>th</sup> April 2013
		6. IGNOU sponsored national seminar on “Role of IGNOU for augmenting higher education through open distance learning in the state of Sikkim” IGNOU, Regional Center, Gangtok	15 <sup>th</sup> -16 <sup>th</sup> March 2013
		7. ICSSR sponsored national seminar on “e-governance in higher education : challenges and prospects with special reference to north east region”, SIKKIM University	20 <sup>th</sup> -21 <sup>st</sup> February 2016
		8. ICSSR sponsored national seminar on “Rural development and challenges in India: Avenues, awareness and assessment”, Cluny Women’s College	21 <sup>st</sup> -22 <sup>nd</sup> March 2016
5.	Mrs. Devi Kala	1. ICSSR sponsored international seminar on “Human resource mobility in south	18 <sup>th</sup> -19 <sup>th</sup> October 2013

		Asia”, Sikkim Government College, Tadong	
		2. NAAC sponsored national seminar on “Strategies for enhancing the quality in teacher education programme” Harkamaya College of Education	29 <sup>th</sup> -30 <sup>th</sup> April 2013
		3. NAAC sponsored national seminar “Community participation in education” Loyola College of Education	27 <sup>th</sup> -28 <sup>th</sup> March 2013
		4. ICSSR sponsored national seminar on “Life Skills Education: Challenges and Prospects” Harkamaya College of Education	30 <sup>th</sup> -31 <sup>st</sup> July 2014
		5. ICSSR sponsored national seminar on “Rural Empowerment in India: Efforts, Achievements and Constraints”, HRDD, Sikkim	15 <sup>th</sup> November 2014
		6. UGC sponsored national seminar on “Prospects and Challenges of Teacher Education in India”	19 <sup>th</sup> -20 <sup>th</sup> May 2015
6.	Mr. Madhab Ghosh	1. State seminar “Problems of distance learning of various programmes under IGNOU”	15 <sup>th</sup> -16 <sup>th</sup> March 2013
		2. National Seminar on “Emotional Intelligence of Adolescence”	27 <sup>th</sup> -28 <sup>th</sup> March 2013
		3. National Seminar on “Collaborative Learning Approach”	29 <sup>th</sup> -30 <sup>th</sup> April 2013
		4. National Seminar on “Educational Philosophy of Swami Vivekananda and Relevance in Present System of Education”	13 <sup>th</sup> -14 <sup>th</sup> August 2013
		5. National Seminar on “Radhakrishnan as a Teacher and Philosopher”	5 <sup>th</sup> -6 <sup>th</sup> September 2013
		6. National Seminar on “Rabindranath Tagore is a Great Philosopher and Educationist in India”	25 <sup>th</sup> -25 <sup>th</sup> September 2013
		7. International Seminar on “Reasons and Remedies for Human Trafficking in South Asia”	18 <sup>th</sup> -19 <sup>th</sup> October 2013
		8. National Seminar on “Child Labour and Migration in India”	22 <sup>nd</sup> -23 <sup>rd</sup> November 2013
		9. International Seminar on “Role of Teacher in Modern Classroom”	22 <sup>nd</sup> -23 <sup>rd</sup> January 2014

		10. National Seminar on “ Major Issues, Problems and Remedies of Teacher Education in West Bengal”	3 <sup>rd</sup> -4 <sup>th</sup> February 2014
		11. International Seminar on “ Value Based Education for Human Development in Modern India”	29 <sup>th</sup> -30 <sup>th</sup> April 2014
		12. National Seminar on “ Dr. Sarvepalli Radhakrishnan: Value Education in Present India”	19 <sup>th</sup> -20 <sup>th</sup> May 2014
		13. National Seminar on “Value in Action: Awareness, Reflection and Action”	30 <sup>th</sup> -31 <sup>st</sup> July 2014
		14. National Seminar on “Higher Education and its Structure in India”	27 <sup>th</sup> -28 <sup>th</sup> September 2014
		15. National Seminar on “Problem of Teacher Education in Open Distance Learning Mode Under NSOU”	21 <sup>st</sup> -22 <sup>nd</sup> October 2014
		16. National Seminar on “ Integrating Pedagogy with Technology in Teacher Education: ICT with Intervention for Effective Teachers Preparation”	December 2014
		17. National Seminar on “ Prospective of Integration of ICT with Teaching-Learning Process in Teacher Education’	19 <sup>th</sup> -20 <sup>th</sup> February 2015
		18. International Seminar on “ Attitude and Practice of B.Ed Students Towards ICT in Teaching Process”	13 <sup>th</sup> -14 <sup>th</sup> March 2015
		19. National Seminar on “A Study on Teacher Educators’ Motivation to Work in B.Ed Colleges”	19 <sup>th</sup> -20 <sup>th</sup> May 2015
		20. International Seminar on “ Vocational and Technical Education in India for Rural Development”	19 <sup>th</sup> August 2015
		21. International Seminar on “ Impact of Yoga on Life of Students in the Present System of Higher Education”	December 2015
		22. National Seminar on “Administrative Behaviour of Heads Of Primary and Secondary Schools: A Comparative Study”	December 2015
7	Ms. Ranita Chakraborty	1. ICSSR sponsored national seminar on “ Life Skills Education: Challenges and Prospects” Harkamaya College of Education	30 <sup>th</sup> -31 <sup>st</sup> July 2014
		2. ICSSR sponsored national seminar on “	14 <sup>th</sup> -15 <sup>th</sup>

		Rural Empowerment in India: Efforts, Achievements and Constraints”, HRDD, Sikkim	November 2014
8	Ms. Keekee Fern Cargay	1. ICSSR sponsored international seminar on “Human resource mobility in south Asia”, Sikkim Government College, Tadong	18 <sup>th</sup> -19 <sup>th</sup> October 2013
		2. NAAC sponsored national seminar on “Strategies for enhancing the quality in teacher education programme” Harkamaya College of Education	29 <sup>th</sup> -30 <sup>th</sup> April 2013
		3. ICSSR sponsored national seminar on “Life Skills Education: Challenges and Prospects” Harkamaya College of Education	30 <sup>th</sup> -31 <sup>st</sup> July 2014
		4. ICSSR sponsored national seminar on “Rural Empowerment in India: Efforts, Achievements and Constraints”, HRDD, Sikkim	14 <sup>th</sup> -15 <sup>th</sup> November 2014
9	Mr. Pawan Kr. Ray	1. ICSSR sponsored national seminar on “Life Skills Education: Challenges and Prospects” Harkamaya College of Education	30 <sup>th</sup> -31 <sup>st</sup> July 2014
		2. ICSSR sponsored national seminar on “e-governance in higher education : challenges and prospects with special reference to north east region”, SIKKIM University	20 <sup>th</sup> -21 <sup>st</sup> February 2016
		3. National seminar on “ Concept of Quality of Teacher Education”	28 <sup>th</sup> July 2014

The institution being a private organization is just in its infancy and the M.Ed session was started from 2006-7. Within the short span of time more that 150 dissertation are guided by the faculty members. Three (3) members of the faculty are awarded Ph.D., four (4) are perusing Ph. D under different universities and more than hundred (100) papers by the faculty members are published in journals and periodicals. One of the faculty members has written textbooks (7) and two (2) have edited two (2) books. This speaks of the research culture of the faculty members during the last three years.

### **3.2 Research and Publication Outputs**

The college was established in 2003 with B.Ed section and M.Ed in 2006. For the promotion of research and publication output of faculty, the institution publishes a journal titled as Himalayan Journal of Social Sciences bearing ISSN number 2231-6639. It is a bi-annual and peer reviewed journal published in April and October every year. It aims to promote research and academic excellence among teacher educators, teachers of universities and colleges in different parts. The main objective of the journal is to promote and encourage researches in various subjects of social science to disseminate accurate knowledge for improving the educational scenario. As most of the teachers of this institution have published books and papers in reputed international and national journals it is evident that the faculty is highly engaged in research and the research culture is highly developed. Two (2) members of the faculty are also notable and recognized guides for research projects. The faculty members of the institution have concentrated on the publication of books, articles and seminar proceedings; the seminar proceedings of the NAAC and ICSSR are worth mentioning. Faculty members have applied for minor research projects under ERIC and UGC but sanction of the project is yet to be received. However one of the faculties has undertaken projects on environmental education and universalization of elementary education with a special reference to SSA in Sikkim by getting a minor assistance from the management. There are enough of articles published by all the faculty members in different journals. Details of various training programmes and all workshops on material development both instructional and other materials organized by the institution, attended by the staff, and training provided to the staff are detailed below. The list of the journal in which the faculty members have

published and details of the awards and honours received by the faculty members in the last five (5) years are also presented below.

### **3.3 Consultancy**

The institution provides consultancy services to educational institutions, research scholars and teacher educators. All the members of the faculty are competent to undertake consultancy. The research scholars of the university and of different colleges come to this institution to avail the consultancy facilities as and when they need. The faculty of the institution is doing voluntary service by offering free research consultancy. One of the faculties is conversant with SPSS in capacity building workshop of the university who is competent to provide consultancy for statistical analysis of data using this package. Almost all the members of the faculty acts as resource persons for various schools, social organization, government agencies and educational institutions all over the state. One of the faculties has been paid by the government for consultancy activities under SSA by the government of Sikkim. Experienced faculty during the internship programme has given consultancy in respect of play way method, project method in teaching of mathematics and science and continuous comprehensive evaluation.

### **3.4 Extension Activities**

The institution is linked with community development programmes through various extension activities partnering with NGO, government and Sikkim University. Community “Safai Abhiyan” under “Swaacha Bharat” programme is organized by the students of this

college for keeping environment clean and developing awareness among the community members

### **3.5 Collaborations**

The institution also has a collaboration link with other colleges for extra mural lectures, mutual exchanges of students, participation in the co-curricular activities with each other, organization of college wise events like sports meet, cultural meet, literary meet, etc.

The institution has developed strong linkage with university in respect of seminars, workshops, interactive sessions and both national and international level extra mural lectures. The institution also takes part in the activities of the university with respect to admission, evaluation and other developmental activities as and when required. There is also strong established relationship with the faculty members of different disciplines of the university in respect of mutual exchange of teachers, students, teaching work and research work.

### **3.6 Best Practices in Consultancy and Extension**

#### **3.6.1 Major Measures Adopted**

The institution has practiced research in a perspective as the curriculum demands. Hence the institution is geared up to undertake research activities. The research problems after being completed are published in reviewed journals. The M.Ed. dissertations have been put under research abstracts giving in detail objectives, hypotheses, major findings and implications for further research. Under extension activities, the teacher educators have offered consultancy programmes in different schools for empowerment at the school level. Among the equality

initiatives the institution has practiced active participation in literary campaigns, imparting effective pedagogical skills to teachers and advocating the inclusive education programme.

In order to enhance quality of research the students of M.Ed have free access to the internet of the institution and the institution provides them with good journals, periodicals and surveys for collection of literature. The institution also in collaboration with the local schools, university library and internet system gives guidance. The list of problems with significance thrust areas are obtained from national and international bodies and on those topics research is conducted. The students are give ideas on the contextual portions of the problem of study. The faculties are provided incentives and encouragement for quality researchers. Eminent scholars from the field of research are invited to deliver talks. Sikkim University has organized many such programmes and the institution is constantly sending its members for their education and content enrichment. During the last five (5) years in respect of consultancy and extension activities the institution has offered consultancy programme in schools in respect of environmental protection and preservation, safe drinking water, keeping the environment clean, practices adopted for increase of enrolment in the schools, hygiene and sanitation, development of metacognition abilities in mathematics, assessment of reading comprehension, and diagnostic measures for spelling error etc.

### **3.6.2 Significant Innovations**

Under the significant innovation in research teaching models have been developed taking into consideration both the content and method in different methodological subjects.

## **Observation of the Previous Peer Team**

*Among faculty, two (2) Ph.D. and five (5) M.Phil. holders, one (1) NET qualified, two (2) are gold medallist, one (1) silver medallist and one (1) is the recipient of Asian Achievers Award. Two (2) faculty are recognized guides. Research culture lacking, which needs to be developed.*

*Very few valid publications are at the credit of faculty members. Major, Minor research projects yet to be taken up by the faculty. The faculty needs to concentrate on publication of books, articles, seminar proceedings etc.*

*No paid consultancy activities. Paid Consultancy cell may be started.*

*Extension programmes need to be strengthened.*

*College should initiate collaboration with the national level with the advance school/ department in education in the country.*

*Management encouraged the faculty with funds for the conduct of a research project.*

## **Criterion IV: Infrastructure and planning resources**

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### **4.1 Physical Facilities**

The college was started in 2003-04 with limited infrastructure and facilities but now the college is endowed with adequate physical facilities to support the academic pursuit for ensuring all round development of the stakeholders.

#### **4.1.1 Physical Infrastructure**

The college has a total built up area of 3011.73 sq.mts and the total land area of 4090 sqm. spread over two blocks with well furnished spacious class rooms, staff rooms, computer laboratory, technology laboratory, psychology laboratory, science laboratory, halls, counselling room, guest room, store, canteen, hostels for both men and women, toilets, administrative office and office for the management. The two halls are measuring 2072.5 sq.ft. and 2552sq.ft. and is fully equipped with modern technological facilities of projectors, screen, and is well ventilated; and it also acts as a spacious class rooms. Various laboratories like bio-science laboratory, psychological laboratory, geography laboratory, computer laboratory, technology laboratory, smart room have been established and are functioning

under the teacher in charge. The college has twenty two (22) computers out of which fifteen (15) are in computer laboratory. The college provides free internet access to all the students and faculty. Broadband connection is available in the college. The local area network in the college is connected to library, Principal's room, office, faculty room and computer laboratory.

#### **4.1.2 Augmentation of Infrastructure**

The college has augmented to keep pace with the academic group and other requirements as the institute has adequate building to house all the adequate programmes in the campus, the college tries its best to give the maximum to its students. It also has an excellent built up area with a new addition of one separate block costing crores of rupees.. The details of the rooms along with the plinth area and the year of establishment are furnished here with:

#### **Rooms and facilities in the college**

Room / infrastructure	Plinth area in sq.ft	Facilities
Principal's room (Second floor)	111.37 sq.ft	Computer, internet, inverter, table n chair, almirah, n washing n toilet, sofa set, fan
Office room (Second floor)	100.75 sq.ft	Tables, Chairs, almirah, telephone, fax, internet, fan, inverter
Conference hall (first floor)	2072.5 sq.ft	Conference table, chairs, sound system, projector, fan, inverter
M.Ed Class-room (first floor)	499.4 sq.ft	Tables, chairs, white board, podium, fan
Examination room	219.5	Internet n inverter
Staff room		Internet n inverter
Accounts	59.7	Inverter
Computer lab	132.25	
Bio lab	414.3	
ET lab	177.2	
Class room (Room 7)	625.7	

Director's room	270+140	
AD room	122	
Library	688.4	
Reading room	642.25	
Xerox room	97.98	
English cum Psychology Lab	321.4	
BLISc	309	
Geog lab	436.5	
Counselling room	110	
Felicitation room	143.7	
Indoor games	5268.6	
G1 New Building	554.2	
G2	340.5	
G3	302.7	
G4	333.5	
Room 11	16.9×16	
Room12	16.9×12.6	
Room 13	16.9×13.1	
R14	21.9×15.4	
R16	16.9×13.2	
R17	30.11×16.10	
1	40×17	
2	22×20.6	
3	18×17	
4	17×13	
5	14×6.8	
6	12.6×9.6	
1 Girls common room	40×17	
Staff room	22×20.6	
Boys common room	45×17	
Coffee house	6.6×17.6	
Vacant	5.6×17.6	
Hall	2554 sq.ft.	

## Equipments

Hardware	No	Year	Amount spent
Desk n bench			
Book case for lib	6	2012	72,000
Chair with cushion	20	2013	48,000
Steel almirah	1	2013	25,400
Office almirah	1	2013	22,000
Library book case	4	2013	36,000
Plastic chair	100	2014	48,000
Mattress for hostel	26	2014	29,140
Bed for guest room	1	2014	32,600
Mattress for guest room	1	2014	14,600
Profile for hostel	58	2014	8,700
Writing table	22	2014	48,400
Plastic chair	27	2014	10,260
Stretcher	1	2014	1,900
Steel bed (hostel)	14	2015	95,900
Steel Almirah (office)	4	2015	1, 14, 500
White board	7	2015	17,587
Planner board	3	2015	1,000
Shelves in confidential room		2016	40,000
Additional alternations of hostel		2016	4,894

## Electronic equipments

Cannon toner	1	2012	1,700
Cannon Xerox	1	2012	9,295
Cannon toner	4	2012	6,346
D-link broad band	1	2012	2,400
Battery charger	1	2012	5,955
Toner hp	1	2012	4,346
Software antivirus Kaspersky	2	2012	2,690
Cannon toner	2	2013	3,173
Toner repairing		2013	1,800
Hp toner cartridge	2	2013	8,400
Cannon NPG 28	2	2013	3173
Cannon NPG 28	2	2013	3173
CFL bulb	1	2014	280
LAN wire	20	2015	950
USHA regulator	1	2016	10,700
Laser pointer			
Laser printer			
Projector screen 6x4	2		3,000
Projection screen wall			
Cannon camera			35,000

The following software has been added during the last five (5) years: Library manager for the Library.

#### **4.1.3 Facilities for Co-curricular Activities**

The institution lays its utmost importance on co-curricular activities. There is a nominate student union of the college with associations and clubs under the steward ship of faculty members. All the students take part in the cultural activities under the aspics of those associations like science club, seminar, cultural association, overall programme, and prefects in the hostels. For organization of these co-curricular activities the following facilities are made available to the students:

- Auditorium/multipurpose hall
- Computer laboratory
- Science laboratory
- Technology laboratory
- Display boards
- Indoor game like table tennis, badminton and carom board

So far as outdoor games are concerned every year inter-colleges meet among the constituent colleges of Rhenock Educational Society are organized. In order to ensure the health and hygiene of the staff and students, the institution takes the help of Sikkim Manipal Medical College and some other private clinics in close vicinity. The institute does not have a health centre but special care of the physical and mental health of the students is done through yoga, guidance and counselling, and medical inspection by a team of members of Sikkim Manipal Medical College. The college has first aid and rest room facilities and the teacher in charge of teaching health and physical education looks after this. Medical camps are arranged in the college for medical check-up of the students. The health club functions this aspect and this

club organizes Blood Donation Camps, Hepatitis B Immunization Programmes, Yoga classes and awareness campaign for health and sanitation and environmental protection. In case of sports facilities the college conducts annual sports day every year. Football, volley ball, cricket are the different events which are undertaken in the clubs because of lack of funds and application of 12B UGC applied a long ago and no funds are made available it has been difficult to organize sports events by making use of a bigger play ground, however the play ground of Rhenock Educational Society is shared by all the three colleges under it for annual meets in football, volley ball badminton and cricket. Last year the college won the cricket tournament organized on behalf of Rhenock Educational Society.

#### **4.1.4 Canteen Facilities**

As the number of the students is very small the college maintains a small cafeteria where coffee/tea vending machine is installed. Tea and coffee are provided to the students along with small snacks and fruit juices are available in the cafeteria. On special occasion it makes use of full fledges kitchen for students from participating community lunch/dinner. It is also useful during seminars and other programmes like workshops, alumni meet and parent teacher association when food has to be served. There is an aqua guard system centrally placed and between the two blocks.

#### **4.1.5 Hostel Facility**

As the institution is residential in character the college has provided two separate hostels; one for boys and the other for girls. All the hostels have mess facilities for the students; run by students also, but the cooks and cooking utensils are provided by the college. All the rooms are having well ventilated space, balcony, open space for having meetings and cultural meeting. The girls' hostel is a multi storied building having five (5) floors with sixteen (16) rooms. All the rooms are well furnished with tables, chairs and other facilities. There are

dining halls and meeting halls along with a TV. The boys' hostel too is a multi storied building with the same facilities as the girls' hostel.

## 4.2 Maintenance of Infrastructure

### 4.2.1 Maintenance of Infrastructure

The infrastructure is well maintained with sufficient budget for the same. The fund is utilized for maintaining and strengthening the physical and in structural infrastructure such as buildings, ICT facilities, laboratory, library, learning resource centre, furnishing the computer lab, library books, etc. For the best utilization of the funds; the college maintains internal audit mechanism along with external audit with a Chartered Accountant. As Sikkim is vulnerable to frequent strokes of earthquake sufficient watch and work is given for the maintenance of the building. The budget allocation and utilization of funds in the last five years are given below:

Year	Items	Budget allocation	Budget utilization	Unspent balance
2012-13	Building	86,00,000.00	85,23,013.00	76,987.00
	Lab	10,000.00	8,501.00	1,499.00
	Furniture	4,40,000.00	4,38,643.00	1,357.00
	Equipment	1,60,000.00	1,55,016.00	4,984.00
	Computers	20,000.00	15,392.00	4,608.00
	Software	0.00	0.00	0.00
	Transport/Vehicles	30,000.00	29,327.00	673.00
2013-14	Building	47,00,000.00	46,53,921.00	46,079.00
	Lab	60,000.00	56,700.00	3,300.00
	Furniture	2,50,000.00	2,42,532.00	7,468.00
	Equipment	10,000.00	8,690.00	1,310.00
	Computers	0.00	0.00	0.00
	Software	0.00	0.00	0.00
	Transport/Vehicles	30,000.00	24,815.00	5,185.00

2014-15	Building	58,00,000.00	57,21,348.00	78,652.00
	Lab	30,000.00	22,500.00	7,500.00
	Furniture	2,20,000.00	2,12,497.00	7,503.00
	Equipment	30,000.00	25,556.00	4,444.00
	Computers	0.00	0.00	0.00
	Software	0.00	0.00	0.00
	Transport/Vehicles	50,00.00	45,474.00	4,526.00
2015-16	Building	0.00	0.00	0.00
	Lab	0.00	0.00	0.00
	Furniture	80,000.00	75,476.00	4,524.00
	Equipment	20,000.00	11,000.00	9,000.00
	Computers	0.00	0.00	0.00
	Software	0.00	0.00	0.00
	Transport/Vehicles	50,000.00	48,449.00	1,551.00

#### **4.2.2 Utilization of infrastructure**

The physical infrastructure such as buildings, ICT facilities, laboratory, library of the college are well maintained from time to time by necessary finance and human resources. For ensuring its accessibility and utilization to the utmost; specific post has been created and is looking after all these. The laboratories are optimally used by the students where necessary arrangements are provided in the time table itself. The multipurpose hall is fitted with LCD projector on the ceiling and this facility is used regularly in class room teaching, power point presentations and organization of seminars. All the cultural programmes like competitions, debates are conducted in the auditorium. Reprographic facilities are provided to the staffs and students at a nominal rate. The college has signed a memorandum with Sikkim University for online journals through INFLIBNET, Shodhganga and Vidhyanidhi etc.

#### **4.2.3 Environmental Issues Associated With Infrastructure**

As it has been already been stated that Sikkim is highly vulnerable to earthquakes, therefore, the management takes ample care of the management issues associated with the issues of the infrastructure of the college. The campus is maintained clean and green and it has a beautiful

garden although the college is on a hill. In between the two blocks there is a small but beautiful lawn. The campus cleanup is looked after by the supporting staff but during the observation of the cleanliness week the students and teachers participate in the campus cleanup every year. This is also done in and around the hostels. The college has an eco friendly waste management system, water cooler, water purifier ensure non-polluted drinking water. The kitchen and flower garden ensures an entire beauty to the college campus.

### **4.3 Library as a Learning Resource**

#### **4.3.1 Library and Information**

The library and information source of the college is situated on the fourth floor of the main building. Adjacent to the library there is a reading room. The library offers its services to many users comprising of the teacher trainee, teaching and non-teaching staffs of the college and students from outside especially from Sikkim University and Sikkim Government College, Tadong. The library is well furnished with iron almirahs and a good number of both Foreign and Indian publications to access the information. The arrangement inside the library has been in such a way that we have well ventilated, well lighted and spacious library. The library functions under the supervision of two technically trained BLISc. qualified librarians. For the convenience of the readers photocopy (Xerox) facilities are provided in the library. For printing and scanning of information of the book the students and teachers are given the scope for the same from the college office.

The intuition subscribes to the following resources to the college and all the electronic resources are obtained through free e-books and ([www.bookzz.com](http://www.bookzz.com)) internet resources. The library users can search the computerized details of books online and for that computers are

provided to the users in the computer laboratory. There is also provision for the users to search the databases in different ways, like author of the book, title, keywords, etc. Shodhganga is supported by university through inflibnet.

Evaluation of the results and dissemination of the same to the University is also done through the appropriate software provided by the University. The institution has a library advisory committee which helps the librarian in carrying out the administration of the library more effectively. The committee comprises a chairperson (Principal), a conveyer and four (4) members of teaching staff along with student representation from both B.Ed and M.Ed. The committee is empowered to receive the various library resources and recommends all matters related to the organization and services of the college library. The major responsibilities of the library committee are:

- Selecting and ordering of books, journals, magazines and some specific reference materials.
- Framing and modifying the general rules and regulations for the proper functioning of library.
- Evaluating the standard and maintenance of the library for keeping the library well equipped.
- Making the availability of library services to the maximum use both by the staff and students.
- Helping the librarian to introduce innovative service to the library.

The library is not computerized digitally but for accession, searching books the library manager software is fitted into the computer of the library. There is a property counter outside the library for keeping the personal things of the users and the reading room has two separate sections like reading room and teacher section. All newspapers and recent journals

and magazines are kept in the reading room. For displaying of important information there is a notice board placed outside the library. Internet is provided to the computer of the library where users browse the internet from the computer. As the computer has DVD writing system for downloading the articles it becomes easy for the students to use and edit, Shodhganga, Vidhyanidhi, MGU thesis over internet. For effective and user friendly library all students are registered and after filling a prescribed form; i-cards are issued to the students and faculty. The provision of Six (6) books to M. Ed and Four (4) books to B. Ed students at a time is maintained. Each book is issued for fifteen (15) days. Books from reference section are never issued but are taken by the students to the reading room and the reference book is to be returned after using it. Renewal of issued book is usually not practiced but if the same book is not reserved by anyone it is re-issued. The library opens for Six (6) working days of the week and on all days excluding public holidays and college holidays. It functions from 9 a.m. to 5 p.m. It has a book bank facility. The students belonging to economically backward classes avail more book than regular students via this book bank facility. There are two schemes of book bank in the library, one as a student funded book bank and the other is for BC book bank. The library has access to catalogue through which users can search documents through authors, titles and accession numbers. Books are classified according to Dewey Decimal Classification 21<sup>st</sup> Edition. There is a library committee for systematically reviewing various resources for adequate access and relevance. For this the library advisory committee sits twice a year to help the librarian to carry out the library functions more effectively. The committee comprises the Chairman, Principal, Convener, Four (4), members of the staff, Two (2) student one each from B. Ed and M.Ed. The committee relates to all the various needs and recommends all matters related to the organization and service of the library. The committee has also instituted a best library user hours for the students users. The functions of the library committee are as follows:

- Selection and ordering of books, journals and magazines.
- Framing and modifying the general rules for smooth functioning of the library.
- Inspection of the library twice a year to evaluate proper maintenance.
- Physical verification of the library at the end of the year.
- Proposing library services use to the maximum by the staff and teacher trainee to suggest and help the librarian to introduce innovative uses to the librarian.
- To suggest the display of new arrival of books on a special rack, the cover page, pages being displaced there.
- To check the number of books and number of beneficiaries using book bank facility and maintenance of record thereof.

#### **4.3.2 Infrastructure and learning resources**

- Construction of Annex Building with other 2 class rooms, a big hall, and elective class rooms fitted with modern facilities.
- Computerized library for automation with a new software “Library Manager”
- Connection with Inffibnet and Sikkim University Digitalised Library for browsing dissertations, e-books and e-journals.
- Updating and maintaining separate website
- Administrative transactions computerised
- Enhancing the use of library by instituting the best library user award
- Generator provision for uninterrupted power supply

## **4.4 ICT as Learning Resource**

### **4.4.1 ICT as Learning Resource**

The institution; provides ICT facilities to its members and its students; which has adequate computer facility and other learning resources with easy access, processing and dissemination of knowledge. ICT has made the teaching and learning process easier. The regular teaching learning program of M. Ed class is done in the smart room. The college has a well established computer laboratory room separately for M. Ed and B. Ed classes. Teacher educators and student educators use multi-media packages such as text, animations and graphics, sound to support the learning activities. Multi-media teaching learning process using LCD and LED projector with interactive work are in effect in the class room where learning is easier and interactive. The white board affects the class room interactive process. M. Ed students use computers and other technologies like SPSS which is installed in Sikkim University library which is nearby the college.

Among LCD projectors, the institution has screens, amplification system, sound box and many other materials. The purchases of these materials and availability have been given in Criterion 4 under Equipment OPH.

### **4.4.2 Curriculum for Imparting Computer Skills**

Integration of information technology into its B. Ed and M. Ed programme has been a special feature in the Sikkim University syllabus. In the B. Ed and M. Ed curriculum educational technology and ICT is a common course as compulsory and electives. The course is mainly aimed at equipping the students with computer skills, analytic skills, and soft skills which are the primary requirement for employment opportunities. Special training is giving to students for making blogs and social systems. The college website reflects the materials prepared by

the teachers and students in a group. For easy dissemination of any matter into the college these materials prepared by the teacher and students helps a lot.

Computer training for both theory and practical classes are given to the students free of cost for the first year. For this a special time table is allocated in the regular routine, those who complete the course successfully are given certificate thereof. The curriculum of the computer training programme include basic concepts of word processing , excel, power point, blogging, internet and e-mail, social networking etc. attempts are being take to give special training in SPSS for which a member of the staff had been trained in a workshop. As a part of the B. Ed and M. Ed programme the students are given theory and practical lessons in computer lessons, hardware computer assisted instruction, storage devices, interactive lessons, e-learning, web based learning etc.

#### **4.4.3 ICT in Curriculum Transaction**

ICT is used as a rule for doing assignments, data collection and conducting research in the M. Ed class. Teacher and students use e-mails for assignments and projects. The mounted LCD projected in multipurpose hall allows the teacher to share activities in the class room. Video cameras are used for micro-teaching and recorded videos are used for getting feedback of such classes.

#### **4.4.4 Technology in Practice teaching**

In practice teaching/ internship in the previous years, Forty (40) working days were devoted. Students are sent to school for their teaching practice in the second semester as per the Old Curriculum. For developing lesson plans and its extensive transaction student teachers use OHP, LCD and LED projectors along with internet. They also make power point presentations, multi-media packages and internet for practice teaching and post practices.

Laptops are used by teacher for class room presentation. One portable public carrier system during the internship, the students makes use of this in addressing the assembly.

#### **4.4.5 Audio-visual facilities and their utilization**

Various audio-visual facilities are available in the college as has been addressed in the pre-paragraphs. Projectors, OHPs, video camera, DVD players, film strip, projector etc., are there for the use of students and are encouraged to use these facilities in teaching learning process during internship.

#### **4.4.6 Laboratory facilities**

The college is having two (2) method laboratories, geography and bio-science. It has all the equipments require to perform and demonstrate. It includes relevant teaching aids like charts, models, slides, pictures and appropriate furniture like chair, table, work-boards, writing board, gas and water supply. The geography laboratory includes appliances for map reading, tracing, table survey, etc. There are rock materials, microscopes, telescopes, theodolite in the geography room. Language laboratory is there to give training to school children in reading, listening and speaking skills. Psychology laboratory is especially equipped with all latest test including intelligence, aptitude, creativity, attitude, interest etc. For personality tests Rorschach Ink Blot Test and TAT are available in the laboratory. This laboratory is extensively used by the M. Ed students and staff members for research purpose and B.Ed students are also familiarises for their assignment works.

#### **4.4.7 Multipurpose hall**

The college has two (2) spacious multipurpose halls which cater to the demands of educational activities; it is a well furnished auditorium having facilities for public address

system, permanent LCD and a podium. It is a venue for the common programmes of the colleges like national seminars, workshops, quiz programmes, PTA and alumni meetings.

The second (2<sup>nd</sup>) multipurpose hall is designed to be used as a conference hall. As the college is situated in the hilly area there is no facility for parking of the vehicles. As per Sikkim government rules no vehicle can be parked in front of the institutions. The college also does not have a transport facility as it is residential in nature, it is situated on the road side of NH10 hence public transport and taxis are available.

## **4.5 Other Facilities**

### **4.5.1 Optimal Use of Instructional Infrastructure**

The institution has adequate number of class rooms, laboratory, library and computer facility and other learning resources. The two (2) halls of the college and the M. Ed class are equipped with adequate furniture and ICT facilities where participatory learning is initiated. The college has white boards in each and every class which facilitates class room presentation easy by integrating a wide level of integration such as a picture from internet, a graph for spread sheet, or a text from a MS Word file. One permanent projector system is also available in two (2) halls of the college. For practice teaching the students make power point presentation of slides for critical evaluation of the lesson.

The college also has various audio-visual facilities like LCD projector, OHP's, White Boards, Video camera, DVD players, Film strip projector, Slide projector in the E.T. room, and students are encouraged to use these in their teaching and learning process.

The college has five (5) laboratories like Computer laboratory, Psychology laboratory, Science laboratory, Geography laboratory and Language laboratory. The computer laboratory has twenty three (23) computers along with internet facility. The sitting capacity of computer laboratory is 30 students. The psychology laboratory includes the latest tests in intelligence, aptitude, creativity, personality, attitude and interest. As the psychology laboratory is extensively used by the M. Ed students and faculty members for research purposes, test booklets with manuals and scoring keys are placed at the disposal of the librarian. These are borrowed by the staff and students as and when required. The language laboratory is equipped with spoken language system, portable public address system and necessary instruments, materials for reading, speaking and listening in English language. The science laboratory is equipped with gas and water supply, the chemicals, required for conducting test and consumables are also available in the science laboratory. It includes relevant teaching aids like charts, models, slides, pictures, work tables, black board, and electricity. Specimens are taken for the use of microscopes. The geography laboratory is a separate laboratory having provision for conducting practical work in geography (theodolite survey is performed by the student by the available instruments in the laboratory). Other practical works like map reading, plane table survey, tracing are also conducted inside the laboratory. There is a laboratory attendant and a teacher-in-charge of the laboratory. The rock materials are encased in glass cases. There is the provision of fire extinguisher in the laboratory.

#### **4.5.2 Multi-purpose hall**

The college has spacious auditorium; in the form of Multi-purpose halls catering to the demands of the educational activities conducted in the college. The two (2) multi-purpose halls accommodate 200 persons. The cultural activities are organized on the pandals of the multi-purpose halls. These are also used as conference halls fitted with latest technology.

For games both indoor and outdoor, the indoor games are played in the college itself like table tennis, carom, chess; but the outdoor sports like football, volleyball, badminton and cricket tournaments are played on sharing basis with another constituent college of the society. As the college is on the roads side of the National Highway 10; having a bus stop within 20 meters and the college being residential in character is not in need of transport facilities. For organizing cultural activities of the college there is provision of observation of these functions in the parent Rhenock Educational Intuition. For transportation of the students from one intuition to the other or participation in cultural programmes the society is having two (2) buses and five (5) small vehicles.

#### **4.6 Best practices in infrastructure and learning resources**

The management is highly supportive to update the teaching learning processes. Construction of the new seminar hall at the adjacent block is one of the examples of the management to provide basic infrastructure. The college does not get money from any outside source except from the student's fees but the payment of salary is as per UGC norm to all the teachers is a great gift from the management to the community.

- The college has broadband internet connection and made available free of cost to members of the staff and students.
- Access to the e-journals and e-books through infolibnet is another best practice.
- Enhancing the use of library by instituting it as a best user award is another practice.
- Adequate toilet and washing facilities are provided to the students.
- Inverter/generator allows uninterrupted power supply.
- Process of digitalization of the library is an ongoing process.

### **Observations in the previous peer team report**

*Beautiful architectural college building well maintained. Separate common rooms, wash rooms for male and female students. For outdoor games and sports, the playground of schools and the fields of Government are shared. Psychological lab, language labs are to be set up.*

*Maintenance is well taken care of by the management. Budget provision is made available for maintenance of infrastructure.*

*Library has a furnished reading room with a reading room facility of 50 capacities. Computerisation of the library is initiated. Use of inflibnet yet to function.*

*College has 10 computer terminals. ICT enabled learning environment and training facility need to be expanded.*

*There are hostel and canteen facilities. Hostel facilities both for ladies and gents are to be improved. Need to initiate health/ medical check up.*

*Book bank facility for SC/ST/BC and economically backward students.*

## Criterion V: Student Support and Progression

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### 5.1 Student's Profile

After the introduction of Two (2) year duration programme of the B. Ed and M. Ed the academic session 2015-17 has shown a dismal figure, during this session this strength of B. Ed students is 46; having five (5) boys and forty one (41) girls. In M. Ed section out of 50 the student enrolment is only 14 in which four (4) are boys and ten (10) are girls. Initially the M. Ed course started in the year 2006 having the initial strength of 25. It was raised to 35 in 2012 and now it has been increased to 50 in M.Ed.

The course wise and gender wise students during the last five (5) years are given below:

#### Course wise and gender wise division of students:

Year	B. Ed			M. Ed		
	Boys	Girls	Total	Boys	Girls	Total
2011-12	31	69	100	13	19	32
2012-13	37	63	100	12	23	35
2013-14	30	70	100	20	15	35
2014-15	17	83	100	18	17	35
2015-16	05	51	46	04	10	14

## **5.2 Student Progression**

### **5.2.1 Students' Preparedness**

This criterion is devoted to the student's preparedness for the programme. The academic year begins with an orientation programme after admission on its first day of the college. For this formal inaugural ceremony is arranged in order to orient the newly admitted student to the programme. Usually the Morning Prayer relating to all religions is done followed by the self introduction of the faculty and the students. Prior to this the Principal and the staff provide orientation to the parents and students at the time of admission. On the day of inaugural ceremony the students and teachers interact with each other regarding college, principles, decorum maintained in the campus and discipline, college formalities, which leads to maintaining a cordial relationship among the students and with the intuitions faculty and supporting staff. For one (1) week this orientation programme continues. The students are given information about the vision, mission, goals and objectives, value of teaching profession, code of profession, various programme and facilities, library rules and regulation etc. One teaching aptitude test is administered to all the students at the beginning in order to study the outcome for the training programme by comparing its scores with the scores of final examination. This helps the institution in assessing its own talents. In this week the talent day programme is also organized to be aware of the various talents of the students. This programme is conducted immediately after the admission process. Therefore, it becomes possible on the part of the institution to receive and judge the talents like their pre-requisite knowledge and skill for the teaching profession. During this time the members of the alumni association are also invited to provide orientation of the teachers on teaching, code of ethics, values to be a teacher, and roles and responsibilities of a teacher in respect of qualitative improvement in educational system. In order to generate spiritual spirit the institution has the

provision of Morning Prayer each day before the commencement of the classes. Therefore students belonging to different religion background sing the prayer song so that the atmosphere of the college gets rejuvenated with spiritual ethos.

There is a sincere attempt in making a very good atmosphere in the college through encouragement of social cohesion in the institution. The institution maintains its environment with quietness, neatness, cleanliness; it has an advisory body to meet the new comers to tell them about different facilities available. Every member takes keen interest in explaining the students about the nature of work, attendance, uniform, tutorial system, co-scholastic activities, various participation in University, celebration of days of important awareness programme, and different activities conducted semester wise. The performance of the institution is reflected at the results at the university, after introduction of the credit system, grading has been introduced at the University; the results of both the B. Ed and M. Ed for the last five (5) years are presented as follows:

### Percentage of students

	B. Ed					M. Ed				
Year	Appeared	A+	A	A-	B+	Appeared	A+	A	A-	B+
		85-94%	75-84%	65-74%	55-64%		%	%	%	%
2011-12	99	05	35	54	05	32	04	11	14	03
2012-13	99	4	27	50	18	35	1	1	14	08
2013-14	94	-	22	51	21	30	01	08	19	02
2014-15	101	49	46	06		35	17	18	-	-
2015-16	46	Not applicable				14	Not applicable			

Where,

A+	A	A-	B+	B	B-	C+	C	C-
85-94%	75-84%	65-74%	55-64%	45-54%	35-44%	25-34%	15-24%	>15

For the last five (5) years the college is continuing to secure cent percent pass in first class i.e. all the students have passed the B. Ed and M. Ed programmes with more than 60% marks.

### **5.2.2 Dropout Rate of Students**

In the last five (5) years the drop-out rate is nil in the institution. None of the students have dropped out from the institution. Only during 2015-16 academic session a boy had dropped out because of his personal reason.

### **5.2.3 Progress to Higher Education**

The faculty motivates the students to go for further studies in keeping the idea of continuous and lifelong education. The institution also arranges interviews for placement in collaboration with many firms and offers help to get placement in schools and colleges. Students going for further study mainly centre in the teaching line. Below is given a list of students appearing at the SLET, NET, Ph.D. and central/state services within the last 2 years (2013-14, 2014-15) from M.Ed classes:

SLET	7 (2013-14), 10 (2014-15)
NET	6 (2013-14), 10 (2014-15)
Ph.D.	Awarded 3 (2013-14) , Awarded 3 (2014-15) Four faculty was registered 2013-14 Three were registered in 2014-15

Some students go for further studies but maximum of them choose teaching as a career. A detailed list of students in this regard is presented here below.

### Percentage of students heading for further studies and opting teaching:

M. Ed Students			
Year	Further study Ph.D, NET	Teaching in Schools	Teaching in Colleges
2011-12	Madhab Ghosh (NET, Ph.D.) K. F. Cargay (NET, Ph.D.) Prena Lepcha (SLET, Ph.D.)	20	15
2012-13	Amitava Dey (Ph.D.) Reshma Khatum (NET, Ph.D.) Aabriri Sharma (NET, Ph.D.) Mecal Ongmu Lepcha (NET, M.Phil.) Nabonita Sarkar (NET)	12	22
2013-14	Upendra Rai (NET) Roshan Khatiwara (SLET) Ranita Chakraborty (SLET, M.Phil.) T. C. Bhutia (NET) Sucheta Das (NET)	20	15
2014-15	Kunzang Bhutia (Ph.D.) Raju Sharma (NET) Nabyendy Mandal (M.Phil.) Anupm Pokhrel (M.Phil.)	12	20

B.Ed Students		
Session	Teaching in Schools	Teaching in College
2011-12	90	5
2012-13	92	4
2013-14	95	3
2014-15	88	4

### 5.2.4 Placement

In India, specifically in the North Eastern region of the country, there is a placement of the college under the guidance of one (1) Assistant Professor, who keeps contact with various agencies for suitable placement of the passed out students. Letters addressed to the Principal into recruitment in teaching job are displayed in the notice board for information of teacher trainees. Two (2) campus recruitment programmes have been organized in the college for recruitment of teachers in colleges of Gourbanga University and North Bengal University.

Many teacher trainees get selected through these interviews. The institution supports placement by providing a special room, a notice board for publication, coaching for TET, SLET, SET and NET are made free in the college and the same is displayed in the regular time table of the college.

## **5.3 Student Support**

### **5.3.1 Students' Support Services**

The student support services are provided to the students right from implementing good practices in admission, learning processes and evaluation processes conducted in the institution. The campus is made safe for students with adequate security in their stay, supply of fresh air, safe drinking water supply are added advantages of this institution. For acquiring healthy and better experiences in the campus the intuition provides necessary assistance. In this connection all the faculty members get involved in getting assurance to the students. Adequate health services are optimally provided to the students in collaboration with Sikkim Manipal Institute of Medical Sciences along with this the intuition adopts other welfare resources like scholarship to students, freedom in paying fees in more instalments, supply of records in practical assignments, uniforms and other materials at subsidized rates. The intuition also provides career guidance programme to the students to enable them to enter a job especially in teaching for which guidance is given to appear in competitive examinations through coaching classes. During the last three years students' qualifying in SET, TET, SLET and NET is given below in a table:

Examinations	2012-13	2013-14	2014-15
NET	2	7	5
SET/ SLET	7	5	5
TET/ CTET	60	45	80

There is also an anti-ragging and ethics committee as per the UGC guidelines and University directives to check cases of ragging.

### **5.3.2 Best Students' Award**

Award for outstanding student each academic year is presented by Rhenock Educational Society in its Foundation Day. The best student award is in form of a Gold plated medal. Students occupying 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> position in different cultural activities organized on the eve of celebration of the Foundation Day among the three (3) colleges of the society also are awarded in terms of prizes and awards, specific certificates are given to the students. Last year there was the occasion of celebration of the 25<sup>th</sup> Silver Jubilee year of the society when our college participated and won medals and received the prizes.

### **5.3.3 Mentoring**

The institution provides mentoring services to the students. Students with educational and personal problems approach the teacher concerned. The teachers render their assistance and give them special attention.

### **5.3.4 College Website**

The institution has its own website namely, [www.hcesikkim.org](http://www.hcesikkim.org) and the parent society namely, [www.res.ac.in](http://www.res.ac.in) also gives information about the college. In the website the following information are furnished:

- A brief account of the college and the society
- Aims/Objectives of the institution

- Location, affiliation and recognition
- Faculty and supporting staff
- Library- its rules and study centre
- Laboratories- Psychology lab, ET lab, ICT lab etc
- Placement and information bureau
- Wall magazine and bulletin
- Medium of instruction
- Uniform, hostel accommodation
- Rules and conduct
- Internship programme
- Courses available
- Procedure for admission, admission form
- Fee structure, attendance and incentives for it
- Examination/ evaluation system

#### **5.4 Best Practices in Student Support and Progression**

One of the best practices of the college is that after admission in the initial two weeks the faculty of the college orient to the students about the institution, its vision, mission goal and objectives. The text talks of their independent choices of entering into teaching profession whether by chance or by choice. An elaborate extempore discussion on value of teaching profession its status, code of ethics for teachers are delivered. The students are made aware of various courses offered in the college along with the elective subjects, evaluation process, facilities available in the institution, utilization of library, rules and regulations. Further, in a meeting the govt of India rules in respect of harassment of women, ragging, etc. are vividly

explained in the college stage programmes for conveying messages about evils of dowry system, evils of drugs and alcohol, awareness of HIV and AIDS, road safety, cleanliness campaign are also imparted in a common gathering of all the students, staff and some alumni and parents of the locality.

The institution has the provision of providing free coaching, to appear for competitive examinations like NET, SLET, TET and CTET for which specific periods have been allotted in the time table and specific experienced faculty have been assigned for the work. Under assignment program the students are encouraged to prepare low cost teaching aids, write creative poems on topics, which are displayed on the wall magazine.

One of the distinctive features of best practices is maintenance of discipline and the uniform dress along with ID cards for the students of the college. The students at M.Ed class are encouraged for teaching at the Under Graduate level which are supervised by the faculty and review the dissertations of previous years for compilation of the same. The innovative practices include:

- well furnished and equipped class room for learning with e technology
- Well equipped computer lab
- Well equipped Library with access to publications of national and international importance
- Guidance n counselling programmes
- Arrangement of effective placement services inclusive in teaching and administrative
- Remedial classes for backward lass
- Formation for students' council
- Organizations of seminars, meetings of alumni association
- Maintenance of code of ethics

- Development of creative talent in non-scholastic subjects.

### **Observation by Previous Peer Team**

*Student with top ranking having Gold and Silver medals in the University. 15 students qualified NET and 21 in SLET/SET in the last 3 years. Dropout of students negligible.*

*College Placement Cell needs to be strengthened. Enrichment programs for advanced learners and remedial programs for slow learners are to be strengthened. Financial support for deserving students' needs to be provided other than the govt. scholarships.*

*Co curricular activities include publication of annual College magazine. Facilities for cultural activities are present. College may streamline the opportunities for extra-curricular activities for the students.*

*Special support services are provided to the students belonging to neighbouring countries*

## **CRITERION VI: GOVERNANCE AND LEADERSHIP**

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### **6.1 Institutional Vision and Leadership**

The college strives to develop itself into a famous centre of Teacher Education in the North Eastern part of the country. The state had a dire need of trained teachers, and even until now the state is having a huge backlog of content teachers. The programmes offered in the college are mirrored values such as quality consciousness, love for fellowmen, teachers' competence, and teachers with good personality traits. The institution has clearly stated goals and objectives. The purpose of the institution includes developing unique teachers who excel in global scenario and realize the worth of "Guru".

The purposes of the institution include:

- i. To develop quality consciousness among teachers by creating a strong affinity towards national values.
- ii. To develop human values like love for fellowmen, tolerance, unity and integrity.
- iii. To provide knowledge and understanding of pedagogy and skills essential for quality education.

- iv. To help the teachers in understanding the nature of child, i.e., his or her abilities, aptitudes, emotions, instincts, ambition and intelligence etc.
- v. To assist teachers in understanding principles, techniques, methods, processes of teaching and learning.
- vi. To help teachers in organizing, supervising and participating in curricular and co-curricular activities of the school.
- vii. To provide knowledge regarding various teaching aids, print media and electronic media, which are essential to facilitate the teaching learning process.
- viii. To provide a clear understanding of the historical background of Indian education vis-à-vis education system of other countries.
- ix. To prepare above all quality teachers who can bring desired change to the society through educational inputs by realizing their responsibilities to the community.
- x. To encourage academic pursuits on the basis of research and development undertaking various projects.

The vision of the institution is to prepare resourceful and skilled teachers who will give direction to the educational situation and who will shoulder the responsibility of bringing quality in secondary education. The institution puts tremendous pressure on inculcation of values of citizenship, leadership, integrity, national solidarity, etc. in addition to the other special values required for a human individual. The mission includes having an effective leadership and an organisational structure and a system of decision making. The institution takes into its consideration planning human resource development performance appraisal system, introduction of course curriculum as per the challenges at regional, national and global context, teaching research and innovation through manifold extension activities,

motivating both the teachers and students to lead a good socialized life by ensuring good governance in the institution.

The institution reiterates on values formation among the teacher trainees through its co-curricular activities. It scrutinizes its goals and objectives in addressing the needs of the state and office bearers.

Secretary -M. Ed

Class Representative -B. Ed

-M. Ed

Cultural Secretary -B. Ed

-M. Ed

Seminar Secretary -B. Ed

-M. Ed

Prefects for the Hostel

Gents -B. Ed

-M. Ed

Ladies -B. Ed

-M. Ed

It is constituted on nomination basis. No formal election takes place. The advisors are selected through cultural activities which are proposed and further seconded by students.

Major activities of the student council include:

- Celebration of cultural functions of national importance.
- Local functions.
- Puja in college/ Teachers' day

- Organization of seminars
- Environmental cleanliness
- Organization of cultural activities
- Organization of games and sports
- Maintenance of disciplines
- Publication of materials in wall magazines, annual magazines, etc.
- Anti Ragging Campaigns
- Cultural Exchange Programmes of inter college and inter university.
- Campaign against drug addiction.

The mission of the college includes the institutional goals and objectives in terms of addressing the needs of the society. One of the important missions of the college is to develop intellectually competent, morally upright, psychologically integrated and socially committed teachers for rendering valuable services to the society. Serving the community through extensive activities is a social responsibility. Our institution enables both the students and teachers to undertake community activities through projects useful to the society.

The governance and management of the institution has a sound feedback mechanism. Feedback from the students, teachers, employees, alumni and parent teacher association are taken for performance assessment of the institution. The Director of the college management interacts with the staff personally and the staff meetings are organized to analyze the different feedbacks received from the stakeholders. Besides evaluation of the student teachers the management also evaluates teachers for their professional development. The NAAC peer team has suggested a development with futuristic oriental needs to be related under institutional vision and leadership. In that context institution gathered other valid information from other sources; got the feedback and developed a futuristic plan of clearing the backlog

of untrained teachers of Sikkim which the B. Ed part time course is initiated. Approval from NCTE is pending where as affiliation from Sikkim University and recognition from Government of Sikkim has already been received.

For human resources development and total quality management, teachers were encouraged to participate in workshops, conferences and seminars by the management. Publications in journals were encouraged and the staff room was provided with well lighted, ventilated rooms with all basic amenities; almirahs with lockers, drinking water facilities, computer with internet connection etc. The faculty members are actively involved in the decision making process and the institution sustains and enhances the quality of Teacher Education.

The leadership role of the head of the institution in governance and management was highly appreciative by the NAAC Peer Team of 2011-12. The Principal co-ordinates the functions of the college and the management give functional autonomy to the Principal except policy matters and issues. The Principal with the co-operation of the staff implements the programme by working as a link between management, university, Government and the college. Democratic and co-operative leadership style is followed and the grievances are solved at the institutional level.

## **6.2 Organisational Arrangement**

### **6.2.1 Committees for Organisational Arrangement**

For organisational arrangement different committees have been constituted by the institution for management of different institutional activities. Below are given the details of meetings held; decision made on management, finance, infrastructure, faculty, research, extension and

examinations during the last year. In each committee the member numbers were three (3) to four (4) as per necessity:

Committee	Meetings Held	Decisions Taken
Educational Board for Publication		<ul style="list-style-type: none"> <li>• Publication for bi-annual research journal entitled “Himalayan Journal of Social Science”.</li> <li>• Bulletin of the college (bi-annual). Submission of manuscripts by 4<sup>th</sup> September and publication by 15<sup>th</sup> November.</li> <li>• Edit the magazine, submission of articles for bulletin and journal by 5<sup>th</sup> February, editing and printing to be complete by 30<sup>th</sup> March and publication of bulletin and journal in the month of April.</li> </ul>
Anti-Ragging Committee		<ul style="list-style-type: none"> <li>• Anti-ragging debates and discussions, formation of committees</li> <li>• Writing of undertaking from all the students</li> <li>• Organization of awareness programme, conduct of inquiry and taking disciplinary actions against the culprits</li> <li>• Making surprise visits to the hostel, display of posters on the college walls, wardens advised to make surprise visits as and when required.</li> </ul>
Cultural Committee		<ul style="list-style-type: none"> <li>• Celebration of Bhanu Jyanti; cultural activities like song, dance, speech, recitation</li> <li>• Foundation day; cultural activities like song, dance, inter-college debate, extempore competition, awards and prizes to the participants and winners</li> <li>• Independence Day; flag hoisting, speech, recitation, patriotic songs</li> <li>• Teachers day</li> <li>• Saraswati Puja</li> <li>• Community “safai” (cleanliness), awareness campaigns on cleanliness and aids in the locality.</li> <li>• Participation in other activities like literary and cultural activities of the university and other colleges.</li> </ul>
Alumni Association		<ul style="list-style-type: none"> <li>• General meetings</li> <li>• Plantation in the college campus,</li> <li>• Cleanliness drive</li> <li>• Blood donation camp</li> <li>• Monitoring and evaluation of the college activities</li> <li>• Developmental activities like enrichment of library, PTA, bridging the gap between theory and practice</li> <li>• Exposure to job opportunities</li> </ul>

		<ul style="list-style-type: none"> <li>• Sanctity and maintenance of discipline in and around the campus</li> </ul>
Library Committee		<ul style="list-style-type: none"> <li>• Principles for book bank facility to the students as per semester were decided, Updating the library before the beginning of the academic session, Provision for reference books</li> <li>• Statistical charts of books issued to students under SAF and BC scheme were decided</li> <li>• Appraisal use of book bank facility by the students by the end of each semester, selection of the applicant to avail such facility to be done on recommendation of the library committee, storage of information for students in book bank almirah</li> <li>• Proposal for purchase of journal related to research in education, textbook, reference books, classification and categorization of books and journals</li> <li>• Internet provision for dissertation work for the M. Ed students</li> <li>• Maintenance of rules and regulations inside the library, timing of the library, etc</li> </ul>
Research Committee		<ul style="list-style-type: none"> <li>• To send faculties to attend seminars, workshops organized by different institution/ universities</li> <li>• Selection of research proposal for M. Ed students, selection of research guides, preparation of abstracts, review of literature, undertaking minor research projects</li> <li>• Publication of research journal of ISSN, encouraging faculties for higher degrees in research</li> <li>• Undertaking action research projects, field studies, identification of talents in curricular and co-curricular activities</li> <li>• Bulletins are to be published bi-annually, funds for the same are to be brought from the society, Research journals to be published</li> <li>• Wall magazine to be renewed</li> <li>• Research abstract to be prepared until 2014 and published</li> <li>• Annual membership for the research journal to be pursued</li> <li>• Write-ups for the journals to be collected</li> <li>• Publication unit to be separated</li> </ul>
Canteen Committee		<ul style="list-style-type: none"> <li>• Canteen to act as felicitation centre</li> <li>• Maintenance of discipline in the canteen, neatness and cleanliness</li> <li>• Empowering the canteen to provide lunch and tiffin to the participators and guests during any inter college and college competitions</li> </ul>

		<ul style="list-style-type: none"> <li>• Reviewing income and expenditure</li> <li>• Suggestions invited for better functioning of the canteen</li> </ul>
Purchase Committee		<ul style="list-style-type: none"> <li>• Constitution of purchasing committee, agenda on purchase of books, furniture like chairs, tables and desks, stationary items, equipments for the computer lab</li> <li>• Purchase of sundry materials for the college and sports goods, books and journals, door screens, examination contingency etc</li> <li>• Purchase committee was empowered for verification of the stock by studying the requirements and proposal for purchase of other relevant materials</li> <li>• Decisions on purchase of electronic devices and sound system were made for getting approval from the authority</li> <li>• Repair of photocopy machine, purchase of equipments for wireless internet system covered under the proposals</li> </ul>
Internet/ ICT Monitory Committee		<ul style="list-style-type: none"> <li>• Smooth running of the ICT lab</li> <li>• Formation of new committee</li> <li>• Handing over responsibility to a new member of the non-teaching staff for the maintenance of ICT lab</li> <li>• Proposal for new ICT equipments</li> </ul>
Grievance Redressal Committee		<ul style="list-style-type: none"> <li>• Orientation of the students for maintaining discipline in the campus according to the rules and regulations of the institution and the hostel</li> <li>• Accepting complaints of any sort of indiscipline, breeching the code of conduct of the institution and sanctity</li> <li>• Give priority to the environmental conditions prevalent in the hostels and reducing gaps in students of SES background and communities</li> <li>• Maintaining a healthy relationship both in and outside the college campus</li> <li>• Giving due importance with patient hearing to the complaints made by the students in the day to day functioning of the college and trying a balance out of it</li> </ul>
Finance and Development Committee		<ul style="list-style-type: none"> <li>• Construction of new building</li> <li>• Purchase of another photocopy machine for the library</li> <li>• Repairing of staircase</li> <li>• Extension of the teachers' dais in the college halls</li> <li>• Cupboards for the library</li> <li>• Pigeon holes for the new incumbents and purchase</li> </ul>

		of sofa sets for the Principal's chamber
Sports Committee		<ul style="list-style-type: none"> <li>• Selection of students for participation in the university badminton tournament</li> <li>• Organization of indoor and outdoor events for inter college competitions like carom and cricket</li> <li>• Awarding prizes</li> <li>• Purchase of equipments for the competitions</li> <li>• Purchase of shields for winners</li> </ul>
Examination Committee		<ul style="list-style-type: none"> <li>• Examinations and results to be declared to be held according to Sikkim University guidelines</li> <li>• Decisions for conducting Even (Spring) and Odd (Monsoon) End Semester Examinations</li> <li>• Development of question bank and orientation of students in regards to writing the answers according to the question</li> <li>• Preparation of examination is to be completed for each semester</li> <li>• Submission of relevant records to the university</li> </ul>
Monitoring Committee for Practice Teaching		<ul style="list-style-type: none"> <li>• Permission to be sought from HRDD Sikkim for conduct o practice teaching in more number of schools</li> <li>• Permission letters to be brought</li> <li>• Schools to be contacted, students to be distributed to schools as per their choice and facilities available</li> </ul>
Guidance and Counselling Committee		<ul style="list-style-type: none"> <li>• Organization of career guidance programme</li> <li>• Talent hunt programme</li> <li>• Job guidance programme</li> <li>• Invitation to different schools and other sectors regarding recruitment of students in different jobs</li> <li>• Organization of career fair programme</li> </ul>
Academic Management Committee		<ul style="list-style-type: none"> <li>• Distribution of course curriculum and other co-curricular activities among the members of the staff</li> <li>• Assignments and extra classes for unfinished courses, preparing the students for each semester examinations</li> <li>• Distribution of course content for each semester</li> <li>• Finalization of topics for dissertation of M.Ed students, expediting research work of M.Ed students</li> <li>• For smooth conduct of practice teaching programme</li> </ul>
Faculty Improvement Committee		<ul style="list-style-type: none"> <li>• Faculty improvement programme to be organized for the coming session, areas to be specified and each faculty is given free choice for deliberation of topics</li> <li>• Decision was made to spare at least two (2)</li> </ul>

		<p>teachers per year to orientation and refresher courses</p> <ul style="list-style-type: none"> <li>• Faculty to be engaged in consultancy programme in different schools</li> <li>• Faculty to be engaged in research leading to M.Phil. and Ph.D.</li> </ul>
Gender Sensitization Unit		<ul style="list-style-type: none"> <li>• Discussion on progress in regards to salient features of the bill laid down by honourable Supreme Court for effective implementation of programme in creating awareness regarding gender sensitivity</li> <li>• No issues of discriminating behaviour was noticed, formation of a new committee on GSU <ul style="list-style-type: none"> <li>➤ Word of appreciation to teachers participating in women empowerment workshop at Sikkim Government College. Decision was taken to promote understanding in women for opting high profile jobs</li> <li>➤ Nomination of teachers to participate in the gender sensitization meeting; action plan prepared</li> </ul> </li> </ul>
Placement Committee		<ul style="list-style-type: none"> <li>• Notification to students on employment opportunities was issued</li> <li>• Collaboration with private colleges for recruitment of teachers</li> <li>• Private agencies like Mission, other associations were given opportunities for recruitment of teachers</li> <li>• Decisions were taken to invite many other institutes for placement</li> </ul>
Student Welfare Committee		<ul style="list-style-type: none"> <li>• Organizing a career guidance programme</li> <li>• Decision on book bank to SC, ST and OBC students</li> <li>• Organizing a talent hunt programme for students in the campus</li> <li>• Organizing a job guidance programme by inviting appropriate authorities</li> <li>• Invitation extended to different schools and other sectors for recruitment drive</li> <li>• Request to Welfare Directorate for financial assistance to the students</li> </ul>
College Development Committee		<ul style="list-style-type: none"> <li>• Construction of new building</li> <li>• Purchase of another photocopy machine for the library</li> <li>• Repairing of staircase</li> <li>• Extension of the teachers' dais in the college halls</li> <li>• Cupboards for the library</li> <li>• Pigeon holes for the new incumbents and purchase of sofa sets for the Principal's chamber</li> </ul>

Internal Quality Assessment Cell	<ul style="list-style-type: none"> <li>• Quality benchmark and parameters were developed discussions on holding of workshops and seminars were made</li> <li>• Discussions of NEIES and preparation of relevant materials</li> <li>• Preparation of annual quality assurance report</li> <li>• Intuition to act as a nodal agency for quality related activities</li> <li>• Procedures and modalities to collect data and information on various aspects of institutional functioning</li> <li>• Collection of feedback from the students regarding syllabus, functioning style, improvement in teaching for assuring quality</li> <li>• Adequacy maintenance and proper allocation of support structure and services</li> <li>• Research sharing and networking</li> <li>• Credibility of the evaluation procedures.</li> </ul>
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### 6.2.2 Organizational Structure and the Academic Staff Body

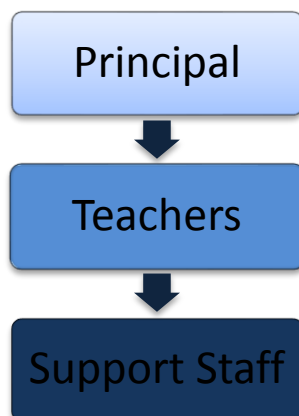
The organizational structure and the details of academic staff body are presented below:

Committees	Members
Staff Council secretary	Mr. K. K. Biswal
Examination In-Charge (Registration, Form Fill-up)	Mr. K. K. Biswal (Head) Dr. K. Chettri Mr. M Ghosh
Practice Teaching & Demonstration Classes (School Contact, Allotment, Distribution of Duty to Teachers) (B. Ed)	Dr. A Chhetri Mr. P. K. Ray
Library & Reading Room	Dr. K. Chettri Mr. K. K. Biswal Mrs. M. Adhikari Mrs. M. Subedi
Bulletin, College Magazine	Dr. K. Chettri Mrs. Devi Kala Ms. K. F. Cargay
E.T. Lab & I.T, ICT	Dr. A Chhetri Mr. M.Ghosh Mr. Edwin Subedi

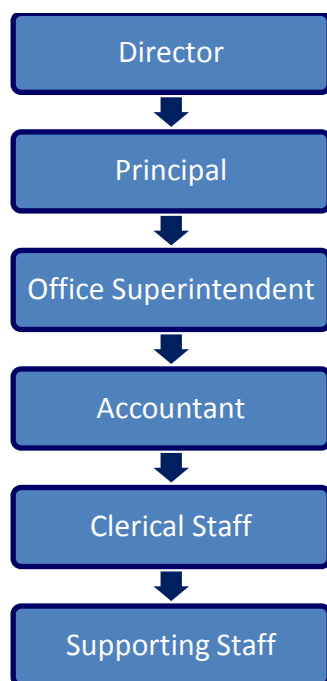
	Mr. Amit Kumar
Time Table & Class Arrangement, Academic Management	Dr. S. Mishra Dr. K. Chettri Mr. K. K. Biswal Mrs. Devi Kala
College Computer & Fax (Sikkim University)	Mr. Ghosh
Students' Attendance	Mr. P. K. Ray
Log Book Maintenance	Students' Attendance
Hostel Superintendent (Boys)	Mr. K. K. Biswal Mr. P. K. Ray Mr. M. Ghosh
Hostel Superintendent (Girls)	Dr. Arati Chhetri Ms. R. Chakrabortty Ms. K. F. Cargay
College Calendar	Dr. S. Mishra
Online Activities (Downloading and Filing)	Mr. M. Ghosh Ms. R. Chakrabortty
Students' Discipline and Campus Cleanliness along with Rooms/ Black Board etc.	Dr. Arati Chhetri Mr. P. K. Ray Mr. B. Sharma (OS) Mr. E. Subedi
Anti-Ragging/ Gender Studies	Dr. Arati Chhetri Mr. P. K. Ray Mr. M. Ghosh Ms. K. F. Cargay Ms. R. Chakrabortty
Alumni Association	Dr. A. Chhetri Mrs. Devi Kala
Admission, Advertisement, Posters	Dr. S. Mishra Mr. B. Sharma (OS)
Photographs	Mr. M. Ghosh
Co-ordination with NAAC, NCTE, NUEPA	Mrs. Devi kala Mr. K. K. Biswal Mr. M. Ghosh
IQAC/ AQAC	Dr. S. Mishra Mr. M. Ghosh
SU/ UGC Nodal Office Co-ordination	Mr. K. K Biswal
Cultural Activities/ Institutional Activities & Wall Magazine etc.	Dr. A Chhetri Mr. P. K. Ray Ms. R. Chakrabortty Ms. K. F. Cargay
Student Progression and Placement	Mr. P. K. Ray

Uniform/ Identity Card	Dr. A. Chhetri Mr. B. Sharma Mr. P. K. Ray
Journal of HJSS (reiew/ Correction Typing and Manuscript Preparation)	Mrs. Devi Kala Ms. K. F. Cargay Dr. K. Chettri
Human Harassment Cell	Dr. A. Chhetri Mr. P. K. Ray

The academic structure of the institution consists of many committees headed by teachers-in-charge. One (1) of the teachers remain in-charge (Head of the Committee) and two (2) or three (3) teachers assist as the in-charge in advising, giving suggestions for smooth functioning as such the heads are held responsible for smooth functioning. The organizational structure consists of the Director of the college (Patron), Additional Director (In-charge), Governing Body and the Principal as the Conveyer of the Governing Body. The academic organization consists of:



The administrative organization consists of:



### **6.2.3 Decentralization of Administration**

The patron of the institution makes appointments of teachers selected by the selection committee and promotion of teaching and non-teaching staff as per the rules of NCTE and University. All academic matters are discussed in the staff council and decisions have been taken collectively. When decision has to be taken with regards to financial matters, the matter is put before the Governing Body for approval.

### **6.2.4 Collaboration of the Institutions**

The Principal acts as the co-ordinator between the college and the management. A healthy relationship is maintained with the different organizations, other department of the University, schools, DIET's and SCERT. The institution has a very strong link with the school sector because the schools help in the Practice Teaching programme. On its Foundation Day the college organizes inter school and inter college competitions like creative essay, quiz and cultural activities like song, dance, drama, art (rangoli) and painting.

The college has links with the following agencies:

- University Department of Education
- All India Association of Science and Research
- All India Association for technology
- Himalayan Pharmacy Institute
- Damber Singh College
- Government Colleges of Sikkim
- DIET's and SCERT of Sikkim
- Red Cross Society of Sikkim
- Municipal Corporation of Sikkim
- Rehabilitation Centre and NGO's of Gangtok

### **6.2.5 Feedback in Decision Making**

The institution uses various data and information obtained from the field study for performance, improvement and decision making. Feedback from students are analysed and decisions are taken or modified. The data and information collected by the students in terms of institutional climate, teacher education programme in Sikkim, evaluating programme, SSA, RMSA, VC's and SMDC's which are recommended to the Government for performance improvement.

Teachers have personally gone to specific schools for promoting co-operation, sharing of knowledge, innovative skill development of objective based test, methods of teaching, etc. to different schools. For this purpose special staff meetings are organized and the alumni association meeting is conveyed. The intuition through its faculty improvement programme promotes co-operation among the members of the staff for sharing of knowledge and

experiences. Talented, learned persons of the University, Academicians of the local area are invited to help in achieving and sustaining excellence in teacher development.

## **6.3 Strategy Development and Deployment**

### **6.3.1 Monetary Information System (MIS)**

The institution has a functional MIS management information system to select, collect, align and integrate data and information on academic and administration issues of the institution. The office of the Principal keeps a detailed record of academic and professional data of the students and staffs. The automation of the library is under process, but simultaneously the institution has the facility for collection, integration and communication of information.

### **6.3.2 Allocation of Resources**

Human resources are a vital component of Quality Education. Therefore the quality of education is largely tied-up with quality. For this reason the recruitment of teachers is always a challenging situation. Appointment of teachers having high academic qualifications, highly motivating and conscience motivated teachers are always given priority while recruiting teachers. There is an internal quality assessment cell for functioning internal and quality management if its institution. The institution has also provision for sending its teachers to seminars, workshops for their professional development. The management encourages the faculty member for doing research, extension, publications in journals, writing in books for their professional growth. Constant updating of theory and practice of teacher education is a pre-requisite for quality teaching learning process in a knowledge society. Therefore, whenever the curriculum is revised the teachers are directed to attend orientation programme and seminars. The financial needs of the college are met through self-financing source.

Therefore no outside resources are obtained. The college monitors its internal resources for conducting state, national seminars and conferences. The college is proud of getting ₹ 75,000 from NAAC for organising National Seminar on “Strategies for Enhancing the Quality in Teacher Education Programme” and ₹ 50,000 from ICSSR for organising another National Seminar on “Life Skills Education: Challenges and Prospects”.

#### **6.3.4 Development of Academic Plan**

Development of academic plan is as per university norms. A work plan is made at the beginning of the academic year. The planning includes curricular and co-curricular activities basis on which the annual calendar of the college is printed and given to all the staff members. The programmes of the year are conducted in accordance with the plan. All the members of the staff perform their specific duties assigned to them and the practice teaching programme is executed after consultation with the heads of the schools for a smooth implementation. The Principal of the institution personally visits every practicing teaching school and meets the Heads to discuss about practicing teaching classes, *modus operandi* and practice teaching, allotment of students as per requirements and maintenance of disciplines in the schools.

#### **6.3.5 Objectives of Institutional Development**

In order to materialize the goals of teacher education the teachers are deployed to assure individual employees contribution towards institution development. The vision and mission of the college are communicated to the grass-root level. The college has a website and different means of the communication of the college are staff report, college magazine, college calendar and college prospectus, and alumni associations. This has been achieved through a very highly enthusiastic teaching faculty and administrative staff.

### **6.3.6 Monitory and Revision of the Vision, Mission and Implementation Plans**

The institution through its faculty improvement programme promotes co-operation through sharing of knowledge. As it has linkages with other sections, departments, schools and other organizations the faculty are engaged in their activities. The feedbacks received out of these activities are mainly responsible for evaluating the vision and mission of the college. Guest faculty from the nearby colleges and university departments are invited for refreshing the teacher trainees' knowledge about teacher education.

### **6.3.7 Planning and Deploying New Technology in the Institution**

The college has a well equipped language laboratory and media laboratory to improve the communication skills of its students. We update our technology software as and when required; very recently we have added to our laboratory a Smart Room, video cassettes on teaching the different approaches and the students are taught basics of computer free of cost in the first (1<sup>st</sup>) year. The institution is highly interested in the acquisition and use of new technology but financial restrictions pose problems; as we do not get any financial aid neither from the University nor from the UGC and application to Form 12B is still pending at the UGC. The computer laboratory is well equipped with twenty two (22) computers and internet browsing. Free internet service is provided in laboratory, library, faculty room, administration room; we have also sufficient amount of instructional aids like LCD, OHP, printer, scanner, slide projector, photocopier etc.

## **6.4 Human Resource Management**

### **6.4.1 Faculty Development Needs and Career Progression of the Staff**

The institution on principle has adopted provision for training and content enrichment of the members of the Staff as per norms. Teachers are granted leave on duty to attend UGC sponsored seminar and orientation courses as well as Refreshers courses conducted by the staff academic colleges. During the last three (3) years four (4) teachers were sent to Jawaharlal Nehru University and North Bengal University to attend the refresher courses and two (2) teachers to attend the Orientation courses held at North Bengal University by the academic staff college. All the teachers have also participated in the revision in the B. Ed Curriculum after the introduction of B. Ed and M. Ed Curriculum. In their last visit the NAAC Peer Team had advised for strengthening capacity building and faculty improvement strategies as such in the capacity building training. Two (2) teachers had attended workshop held at Sikkim Government College sponsored by Sikkim University. So, as for the faculty improvement is concerned all the faculty members have research publications, seminar presentation, publication of books and edited books to their credit. Almost all of them having cleared NET or SLET and enrolled in Ph.D courses have proved their professional growth.

Training to the non-teaching staff in office management, e-billing, and online application in financial management are also given. The accountant of the college has obtained his Master's Degree in Commerce to keep him well abreast with the knowledge of accountancy. Whenever there is an occasion the non-teaching staffs are trained by the management in respect of programmes like service and payroll, computer hardware maintenance and on-line registration of post-matrices scholarship. To ensure the availability of qualified and committed faculty the institution follows the rules and regulation of the management keeping in view the rules and regulation of the State Government and UGC.

The institution also discusses in the staff councils different topics of national importance and emerging concern like rights to education, right to information, knowledge commission etc. The welfare measures of the faculty are taken care of by the management by giving hill allowances and adopting group insurance scheme, EPF, etc.

#### **6.4.2 Mechanism for Performance Assessment**

The college has adequate mechanism for performance assessment of the faculty. Student feedback is one of them for quality enhancement. At the end of each year the students feedbacks on teachers, course of instruction are collected which are evaluated by the Principal and the management. In case of lapses suggestions to improve are given with dead line and in case of good things the management offers rewards in terms of presentation of khadas etc. The faculty members are advised by the management to self evaluate their performance through self-appraisal reports. Personal interactions with the management regarding promotion, salary, college improvement are the ardent programmes in the management of the institution. The management also manages the service records personally for the career guidance of the faculty members. The Principal of the college goes through the teachers' diary, lesson book, work to verify for the completion of the courses and the content required to be imparted to the students in course curriculum.

Basing upon the performances assessment, promotion and increase of salary are done by the management. The institution constantly motivates teachers to take up research in Education. For this the management permits the teachers to attend the Course Work with full salary and special leaves as and when required for content enrichment. The in-built mechanism of the management to check the work efficient of teaching and non-teaching staff is a great importance of the institution. Work allocation to both teaching and non-teaching is done at the end of the semester programme for the forth coming session or the academic year. All the

official applications are counter signed by the Principal. Frequent meetings are made by the Principal to make an appraisal of the work done in the college. Performance appraisal sheets are regularly filled in, discussed and put before the management for information.

### **6.4.3 Welfare Measures for the Staff and Faculty**

The college has welfare programmes which affect and improve staff well being, satisfaction and motivation.

- a) Organization of career courses, seminars, workshops on important subjects.
- b) Self appraisal/ self report of the members of the staff.
- c) Regular payment of salary and other benefits.
- d) Provision of study leave.
- e) Providing funds for research studies.
- f) Providing secretarial services and stationary to the staff to conduct research studies.
- g) Implementation of insurance policies (health and group Insurance).
- h) Provision for EPF for the staff.
- i) Provision for house rent allowances.
- j) Hill compensation allowances.
- k) Provision of transport facilities/ TA/ DA for practice teaching.
- l) Provision for award for the best teacher in a gathering of the management by organizing short trips to nearby place in the form of field trips.
- m) Talent search and recognition of the talents.
- n) Encouragement to young researchers.

#### **6.4.4 Staff Development Programme**

The institution permits teachers to be involved in a variety of quality based activities directed towards teaching and learning process. For academic excellence as well as professional development the institute conducts national level seminars and workshops and sends its teachers also for the same to sustain the quality of the output and keep pace with the changing educational scenario. For the non-teaching staff the college has arranged accounts training, laboratory training, computer training, and software training necessary for the official work.

#### **6.4.5 Strategic Plans for Accommodating Diverse Faculty**

To recruit diverse faculty who have the desired qualifications the college makes advertisement sufficient time ahead on its notice board. It is a good fact that the college pays salary to the teachers as per the UGC scale. Whenever there is an increase in the DA of the State Government the college maintains that as per feasibility and permissibility to use the college fund.

The college does not have the scope for part-time teaching course however, ad-hoc faculty are appointed on regular posts for one (1) year only. After one (1) year the post is regularised and the faculty moves from probation period to regular service conditions. No relaxation is given on minimum educational qualification however there is difference in the salary of regular and ad-hoc faculty but there is no marked difference in the workload and other specifications.

#### **6.4.6 Ensure Professional Development of the Faculty**

The institution takes special interest in the personal and professional care of the faculty. It encourages its teachers in various career developmental programmes as a result the college is having faculty comprising of four (4) Ph.D. degree holders, five (5) NET qualified, three (3)

SLET cleared, with five (5) more teacher having completed Course Work for Ph.D. and awaiting time to submission of thesis for award of Ph.D.

Teachers have a special training and competence in SSA, RMSA, RUSA, Inclusive Education and CCRT. A number of teachers are also actively involved in various community engagement programmes by acting as a resource person in professional colleges, UGC coaching classes and transaction of both content and pedagogy in IGNOU centres. Free consultancy is given inside the college for NET, SLET, SET and TET which is reflected in the college time table itself by the faculty members. Some of them are guides for dissertation in M.A. Education Programme under IGNOU and Ph.D. programme under different universities. Consultancy services are offered by the faculty in Educational Technology, Models of Teaching, Guidance and Counselling, preparation of self instructional materials in the practicing schools.

#### **6.4.7 Physical Facilities provided to Faculty**

The Principal and the Associate Professors are given separate rooms with computer and internet facility. The faculty room is very spacious and is provided with a big elliptical table, chairs fitted with cushions, almirahs, with pigeon holes, broadband with Wi-Fi connection, safe drinking water with filter, warm drinking water, cupboards with locker, printer, etc. For the faculty the college has separate accommodation in the laboratory and library.

#### **6.4.8 Mechanism for Faculty and other Stake-holders to Seek Information**

Faculty and other stake holders can seek information through college website, calendar, magazine and the alumni association. There is also a grievance redressal cell for both the faculty and students.

#### **6.4.9 Workload Policies and Practices**

The diary maintained by the teacher along with lesson plans and schemes of lessons are the bright testimonies to reflect the work load practices by the faculty. In addition to the curricular the teachers are required to mention other auxiliary works like assignments. Tutorial, remedial classes, interaction with students, cultural programme and research guidance. As stated earlier the faculty is well educated and also the college had special programme for mentoring.

#### **6.4.10 Institutional Mechanism for Motivation of Staff Members**

Appreciation of good work done by the faculty is always done by the head of the institution and for motivation of the faculty; letter of appreciation, presentation of khadas, token of appreciation are rewarded which act as strong motivators.

### **6.5 Financial Management and Resource Management**

Being self-financed, a fee collected is the main source of income. No financial support is received from anywhere mobilizing resources is also not a part of the institutional policy. For UGC assistance the college has prayed for 12B which is still pending in the UGC. The students' fees collected from the basis of college development. The accounts are audited regularly. The college has an internal auditing system and an external auditing system by a Chartered Accountant. The college has a TDS system where there is a regular deposit of the income tax of the faculty as per rules.

## 6.6 Best Practices Governance and Leadership

- Maintaining of quality management strategies in academic study arena.
- Decentralized administration machinery and participatory policy management.
- Transparency in decision and execution.
- Rewards to the top rankers every year in the Foundation Day by awarding gold medals.
- Teachers' diary and work record for monitoring teaching.
- Felicitation to faculty prominence.
- Invitation to promote academicians to encourage the faculty and students.
- Organization of seminars and workshops for professional growth.
- Encouragement to the members of the staff to interact with the local public.
- Organization of community development camps.
- Continuous interaction with schools and various departments of the University.
- Maintenance of the IQAC of the college.
- Continuous comprehensive evaluation system for up gradation of knowledge.
- Encouragement to faculty members with special leaves with pay for pursuing Ph.D. courses.

### Observations by Previous Peer Team

*The top leadership is very effective. Scope for introducing ad-on courses is to be explored. A developmental plan with futuristic orientation needs to be created.*

*Governing body mainly responsible. Principal constituted several committees for the organization of academic and administrative activities.*

*Academic planning is the responsibility of Affiliating University. MIS is yet to be initiated.*

*Ad-hoc faculty is employed for computer lab. Welfare measures of the faculty taken care by giving hill allowance and group insurance scheme. Capacity building and faculty improvement strategies need to be strengthened.*

*Being self financed, fee collected is the main source of income. Surplus budget be utilized for various developmental activities. Attempts are to be made for the mobilization of resources.*

*Management's participation and involvement in the administration of the institute is encouraging and motivating.*

## **Criterion VII: Innovative Practices**

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### **7.1 Internal Quality Assurance System**

#### **7.1.1 Internal Quality Assurance Cell**

The college has an Internal Quality Assurance Cell (IQAC) and it was established during 2009-10 after coming into Sikkim University. It is considered as a new approach to teaching; having its core the ideas of accountability and competencies. The accomplishment of the learning objective can be observed and measured in the specified learner behaviour. It is constituted to sustain the quality of teacher education programme through co-operation efforts, involvements, dedication and effective implementation with the help of all the stakeholders. It is committed for meeting the development with respect of teacher education programme. The composition of the cell is as follows:

- Principal as the Chairman
- Member Secretary (Conveyer)
- Two (2) teaching members of the staff
- One (1) among the educationist of the college
- One (1) from Library faculty
- One (1) from Computer Faculty

- One (1) from the Management
- An outsider in the form of an eminent educationist.

The major functions of the IQAC are:

- To maintain quality for the various academic facilities of the institute.
- To disseminate information and various quality parameter.
- Monitoring of academic activities.
- Analysis of the result of Mid-Semester.
- Analysis from the feedback from the students.
- Assigning responsibility to monitor progress.
- Interaction with parents in case of continuous failure.
- Assessment of IQAC to NAAC based on quality parameters.

The IQAC meetings are held frequently specifically twice in a week during examinations and six (6) to seven (7) times during the entire academic session. It suggests measures for the improvement of research, publication, teaching learning process, infrastructure, students' support contentions, faculty improvement programme, organization of seminars and conferences, community support services, etc.

The IQAC functioning for quality development is divided into four (4) major academic and co-scholastic divisions. They are:

- *Research Wing*: Master level research; Research Guidance and Consultancy; Statistical Procedures
- *Publication Wing*: Seminars; Articles; Students' work and assignment projects; Writing of article and documents

- *Student Support Wing*: For scholarships, awards, coaching programmes, NET, SLET, SET, TET; Placement services, health services; free internet and computer services
- *Extension Wing*: Programme for community, SUPW; Literacy survey, literacy classes for the community

The IQAC also functions in linking the alumni with curricular and co-curricular activities; support from parent teacher association, health services, support activities, placement services, guidance and counselling and imparting value and yoga education.

### **7.1.2 Mechanism to Evaluate the Goals and Objectives**

The major goals of the institute are:

- To develop quality consciousness among teachers.
- To produce devoted and committed teachers.
- To provide knowledge and pedagogy of skills, essential for quality education.
- To help teachers in understanding the nature of the child's ability, aptitude, interest etc.
- To train them to become resourceful teachers.
- To develop a concern in them to create a strong affinity towards national values.
- To give value orientation for moulding into unique personality.
- To re-orient to the needs of teaches as per the needs of modern age.
- To promote educational research and extensions.
- To produce teachers of world class culture.
- To develop quality consciousness in them.
- To equip them to access to modern technology and communication.

In order to realise these stated goals and objectives the institution uses the following mechanism:

- *Updating of College Documents:*

The institution through its management board evaluated the general functioning of the college. Discusses and evaluated the annual report, budget, accounts and future plans. The Patron of the college takes bold steps for giving necessary guidance by holding staff meetings frequently.

- *At the Institutional Level:*

The members of the college sit together for making methodological plans for all the scholastic and non-scholastic plans. The academic calendar speaks of the dates for curriculum transaction, important observation days, celebration of important events. The time schedule published in the calendar is followed strictly. The staff council meeting sits on every Saturday to evaluate the progress of activities mentioned in the college calendar. The college also convenes meetings of the PTA and Alumni Association at regular intervals to gather feedback and suggestions for implementations.

The student feedback on teachers, course content and instruction are collected at the end of each year along with the feedback for the teachers from the practicing schools. Students' progress is evaluated through assignments, seminars, projects and other works.

### **7.1.3 Quality of Academic Programme**

The institution ensures the quality of academic programme by providing infrastructural and human resources. For ensuring academic quality the management is very keen for appointment of qualified teachers and encourages the faculty to participate in quality

improvement programme like attendance in refreshers and orientation courses; acquiring Ph.D. and M.Phil. degrees; publications and articles in journals and newspapers, undertaking minor research projects for the benefit of the community. The faculty have performed projects on environmental education, science education, value education, activities of the NGO's were undertaken in respect of community health service, sanitation programme and rehabilitation programme, etc. Academic management is enhanced through improvement in library services, technology up gradation and mode of transaction of curriculum, research consultancy service from alumni and parent teacher association.

#### **7.1.4 Quality of Administration and Financial Management**

Quality of financial managements maintained through internal audit, external audit by Chartered Accountant to ensure quality in administration the management has adopted decentralization of different activities of assigning each activity to one of the member of the staff. The college maintains accounts, cashbooks and ledger which are taken care of by an accountant and senior accountant officer of the society to ensure transparency. The institution maintains cash books and for each expenditure receipt is issued. As a self financed college, the college does not get a single paisa neither from the University nor from the State Government, but the institution maintains its finance in payment of salary to the staff drawn through cheques in banks and filing of income tax with Form 16, maintained centrally at the society's office.

## **7.2 Inclusive Practices**

### **7.2.1 Issues of Inclusion**

The institution sensitises the teachers to issues of inclusion. A teacher specifically trained in Inclusive Education was there but left now and whenever the occasion will arrive one member of the staff would be sent to undergo training. But as per curriculum, learning disabilities, inclusive education an alternative to Universalization of Elementary Education are taught in the class. Moreover, inclusive education is part of the B. Ed and M. Ed programme as an elective course. Besides the institution conducts surveys and prepares projects by students on special schools of the locality. Arrangements are made in the college campus for commemoration of World Disability Day by organizing a talks and debates on Inclusive Education. Specific films shows are also screened on basic theme of inclusive education (Amir Khan's starred Tare Zameen Par), but so far neither physically challenged nor visually challenged students are enrolled in the institution. The door is open but students do not come. The college offers programmes like street play, processions and campaigns in favour of Inclusive Education in the vicinity.

### **7.2.2 Curriculum**

In the academic plan as per the provision in B. Ed and M. Ed curricular, special needs of the children and concept of inclusive education are taught. There is no need of making students conscious of gender disparity. Therefore the student is showing advancement in girls' education; gender differences are hardly found.

### **7.2.3 Fostering positive social interaction and active engagement in learning self-motivation.**

The curriculum is prepared by the University in accordance with the National norms hence, in order to create learning environment that foster positive interaction a specific interaction was there. After introduction of Two (2) Year B.Ed course, special education in the form of an elective topic, has been included in B.Ed and in IV<sup>th</sup> (fourth) Semester a specific paper on Inclusive Education carrying fifty (50) marks is in B.Ed. Therefore, the college of teacher Education offers programmes for the general students later to deal with the challenged students in the school. In the M.Ed course also as per NCTE there is a specific elective subject on Education for Creative and Gifted. Therefore, the learning environment in the college is in favour of imparting instructional programme for motivation of students and positive social interaction. The college also takes interest in development of appropriate teaching aids for slow learners regarding self motivation in students. Regular discourses are arranged by the college which is being participated by luminaries and signified personalities of the community.

### **7.2.4 Dealing with Children from Diverse Backgrounds**

The college equips the students with necessary experience in dealing with children from diverse backgrounds. It ensures development of proficiency for working with those children by personal guidance and personal influence.

### **7.2.5 Special Needs for Physically Challenged**

The institution does not have physically challenges students, but in order to address to these special needs there are arrangements for attendance, sitting arrangements, for attending classes and for appearing the examinations. In case of depression among students (if

observed), the faculty takes interest in counselling and advising for better result and acceptance. The college has a Women Cell which serves as a venue for enlightening the issues of gender issues. The college also has Grievance and Redressal Cell; and Guidance and Counselling for staff and students to tackle gender issues.

## **7.3 Stakeholder Relationship**

### **7.3.1 Access to Information on Organizational Performances**

The institution ensures the access to the information related to academic and administrative performance during staff meetings and parent teacher association meetings, alumni get together, quality assurance meeting for qualitative improvement of the institution. Contact with the stake holders is also done through website of the college. The members of the teaching and non-teaching meet under the leadership of the principal to discuss the data gathered by various mechanisms. The following programmes are taken into active considerations such as; students' evaluation and the teachers, alumni feedback, practicing schools Head's feedback, parents' feedback.

### **7.3.2 Share and Use the Information / Data**

The institution shares its success in fieldwork with different stakeholders through cultural functions and suggestions made by alumni association, university authority and State Government.

### **7.3.3 Feedback Mechanism in Vogue**

The institution contributes to national development by training young teachers; the students are exposed to constitutional values, literary surveys and observance of important national

days. The college is founded on the sound base of human values. The entire educational programme practices their aims of the fundamental values. Value education classes are taken in terms of morning assemblies every Friday for quality improvement. The college uses modern technology by the application of free internet services along with a Harkamaya Facebook. The college tries to keep abreast with the latest development in the field of Teacher Education. It also supportively accepts the suggestions made by different stake holders which are necessary for quality improvement. Since 2003-04 the institution is continuing in the path of development of excellence and is in the attempt of reaching at the peak of Teacher Education institutions.

#### **7.4 Best practices for Innovative Practices**

As a college of Teacher Education this institution takes the responsibility of shaping the future teachers. Therefore, the college offers programmes as free coaching, preparation of IT based programmes, observation of important days of the year, constitution of nature club, social science club, maths club, and tourism under the auspices of which various co-scholastics programmes are conducted. Even though inclusive education forms a part and parcel of the curriculum the college does not have any disabled children as its students but while celebrating the world disability day activities relate to it are shared by the faculty n the students. The support from alumni and parents is best used for the academic development of the college. The research consultancy service for teachers and researchers developed under IQAC of the college gives scope for undertaking minor prospects and financial assistance for conducting seminars and workshops. Free internet service to teachers are provided in the computer lab and library are much potential in respect of best practices under quality assurance. For development of quality the IQAC is committed to the multi dimensional

development of the institution in terms of research papers research guidance and consultancy, publications of books and articles and setting of the smart room in the college.

### **Observation by Previous Peer Team**

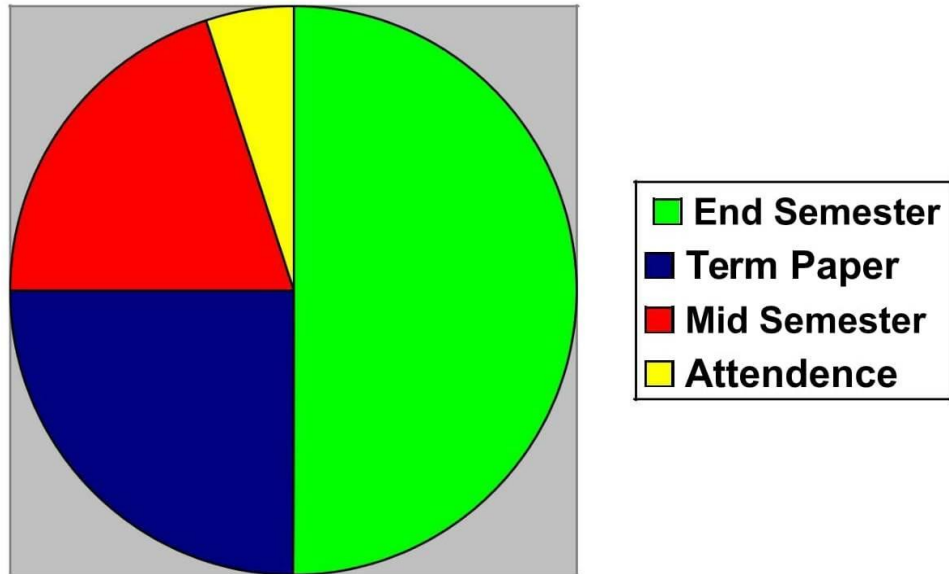
*IQAC constituted. National and global standard in higher education to be incorporated in creating the quality framework. Management and Teachers to draw plan for academic diversity.*

*Large majority of female in the student population. Due representation to marginalize and backward groups. Physically challenged need to be provided with facilities.*

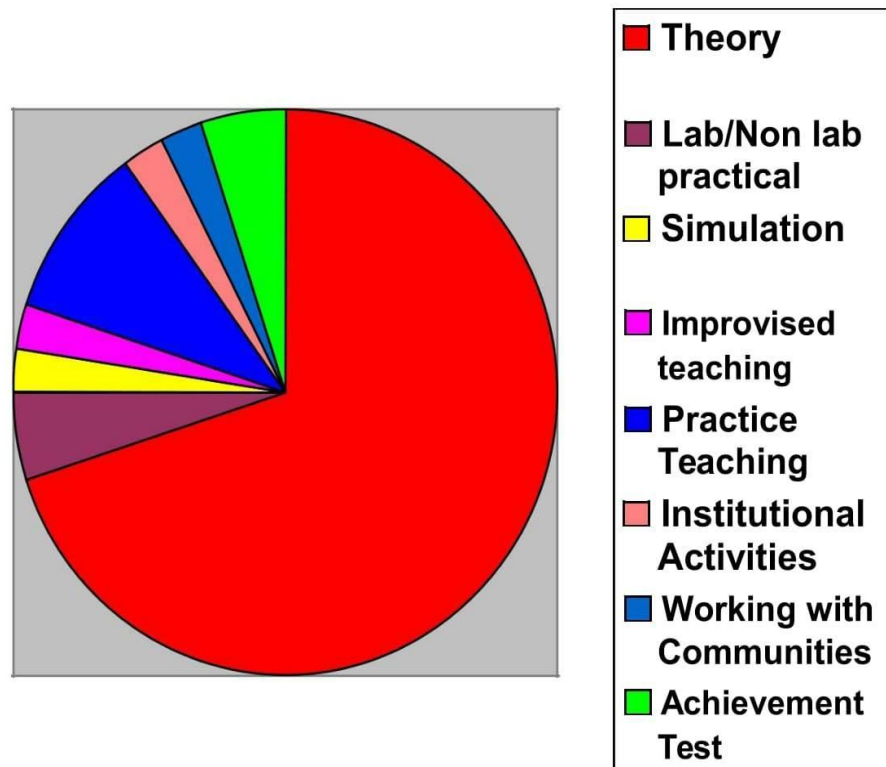
*Overall relationship is cordial and positive. Alumni association is to be direction oriented. Community resources could be explored.*

## 2014 - 2015

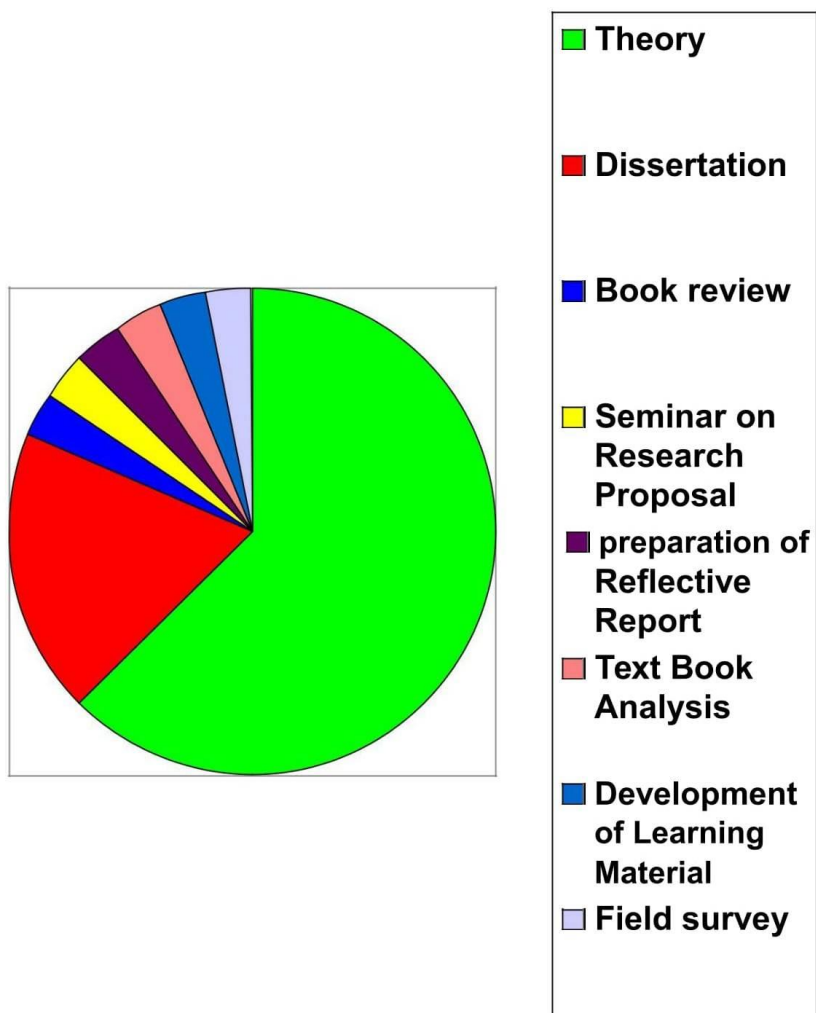
Mapping of Academic Activities of the Institution																																											
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41		
Admission and Orientation	■	■																																									
Theory		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	
Tutorials/ Seminars																		■	■																								
Sessional Work Tests & Assignments												■	■																		■	■											
Practical Work			■	■	■	■		■	■	■	■	■	■	■	■	■	■															■		■		■		■					
Preparation of Internship																									■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	
Demonstration Observation of lessons/micro teaching/ simulations																									■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	
Micro teaching/simulation									■	■	■	■	■	■	■	■	■	■								■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Practice Teaching/ Internship																										■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Co-curricular Activities			■	■		■	■				■			■										■									■										
Working with community/ Project work																																	■	■	■			■	■	■	■	■	
End - Term Examination																					■	■	■																■	■	■	■	
Faculty Development Programme																						■	■	■																		■	



### **1. Pattern of Evaluation in Theory Papers in both B.Ed & M.Ed**



## 2. Course Structure of B.Ed Programme



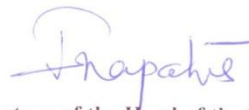
### 3. Course Structure of M.Ed Programme

### Declaration by the Head of the Institution

I certify 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 Not 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**  
Harkmaya College of Education  
Samdur Tadong  
Gangtok-Sikkim

Place:

Gangtok

Date:

21/2/16