SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

SLOPELAND COLLEGE OF TEACHERS EDUCATION

PLOT NO. 1333, NH - 102 SALT VILLAGE, KHONGJOM
785148
www.slopelandcollege.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Slopeland College of Teachers Education commonly known as **SLOPELAND COLLEGE**, a distinguished co-educational college established in year in the year 2012 under Slopeland Public School Trust at Salt Village, Khongjom, Thoubal District, Manipur. And it is first and only college with giving graduation course of Business Administration and Computer Application with teachers training programme in the southern corner of Manipur. It is affiliated to Manipur University. The vision was to provide educational opportunities for the hundreds of students/teachers of the rural areas in Manipur and the outskirt of the state who faced problems in pursuing higher education due to paucity of general degree colleges. The journey of the college marked a humble beginning with eight room structure at environmentally friendly area of sloping land of holistic and historically important hills of Khongjom. Initially, it had only four elective subjects to offer in the Teachers Training Programmes. The beginning was full of turmoil and hardship. Trainees/Students, few in number were mainly from low-income bracket groups and marginalized sections of the society.

Gradually with the passage of time, the institution acquired a structure and campus of its own and started attracting students from different parts of the state and neighboring states, owning to its pursuit of academic achievements. At present, the college has Teachers Training Programme with two other Under Graduate streams. Now, approximately 250 number of male and female of the rural and semi urban areas of the state and its neighboring are enrolled in the institute in quest of full filling their dreams for higher education with large and modern facilities of playground and well equipped Gym Station. The college is also well equipped with e-campus, fully digitalized where the campus is 24x7 Wi-Fi enabled.

These students along with teaching and non-teaching staff, men and women attend to this institution with scholastic aspiration and spirit of dedicated service turning the daily life of the college a hub of numerous educational activities, social service and a platform for value orientation.

Vision

The educational vision of the Institute is the promotion of learning equipping students/teachers with knowledge and skills and inculcates values of discipline, hard work, and team spirit. As understanding oneself helps one to make better decisions, the institute tries to evolve in the minds of students / teachers the spirit of hard work, human rights and

Ecology in order to make them socially responsible citizens. It tries to provide inclusive education by making it accessible to all sections of the society. Students are also trained to show stewardship and respect for all persons and to practice them in their communities. Keeping this vision in mind the college took the motto of nurturing the minds of teachers, students and all staffs attached to this college to achieve to their fullest potential as a citizen of this country. The Slopeland College of Teachers Education strives to become an internationally accredited training and higher education centre of excellence. It will be an intuition that;

- Trains talented leaders for India's transformation
- Offers a learning environment in support of trainees/students creativity and success
- Provides fulfilling opportunities for faculty and staff and

Engages in global partnerships to advance knowledge and universal well-being

Mission

The education imparted is characterized by thoroughness, high principles and freedom, which helps the students to develop their responsibility, self-reliance and the ability to make wise decisions, so that they turn out to become empathetic and socially responsible individuals. The mission of the college is nurturing the minds of the students so that they turn out to become a successful citizen of this country. This mission as well the vision of this college is communicated through large hoarding placed at the very entrance to the college. Further the mission and vision of the college is stated in the college prospectus and in the college website. The pursuit of excellence according to each one's potential is given paramount importance. The institution values the opinions of stakeholders. As the college aspires for academic excellence in higher education, it pays much importance and concentrates on the values and principles which guide the program curriculum. Working with this goal in mind, it helps to execute the mission and vision of the college.

The mission of Slopeland College of Teachers Education, as Indian-style nonprofits, trainees/students-centred institution striving for international distinction, is to deliver training and higher education in the fields critical core values and governing principles, which include caring, ethical behaviour, equal opportunity, gender equality, environmental consciousness and lifelong learning, underpin the institution's teaching, research service activities to produce the innovative, entrepreneurial, and socially responsible leaders that are helping to make Slopeland College of Teachers Education an exemplary institution in the training and higher education landscape. These values lead to activities that prominently include;

- Maintaining the institution as a not-for-profit, trainees/students' centred institution
- Pursuing financial and administrative autonomy and accountability
- Guiding growth and development through strategic planning
- Seeking quality assurance by accepting NAAC accreditation standards
- Fostering a culture of continuous improvement and evaluation
- Creating an environmentally sensitive and sustainable institution
- Developing a general education curriculum that foster critical thinking, cultural awareness and community engagement and lifelong learning to produce well-rounded graduates

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength

To most of the interviewed observers and stakeholders of Slopeland College of Teachers Education, the strength of the college resides unequivocally in the unique education, it offers to francophone North East India – one that is taught in English. The respondents also value that fact that Slopeland College of Teachers Education has anchored its quest for quality education on the standards and criteria of Indian Higher Education System. Further, the Slopeland College of Teachers Education faculty and staff understand that they serve in a trainees/students-centred environment. Slopeland College Teachers Education has implemented a comprehensive 6 months semester evaluation system for trainees/students and also weekly and monthly tests to judge its success and provide data for continuous improvement. Finally, our college is being proactive and flexible to ensure its continuity and to insulate itself from major external disturbances.

Most importantly, there is the potential to enlarge the institutions service to emerging regional economies with their burgeoning demand for professionally trained labour force

1. The selection of the faculty is done by a Board of Staff Selection Committee along with the members nominated by affiliating university.
2. Teachers deputed for Orientation and Refresher courses, Seminars, Workshops and Conferences are updated on the changing trends in education and related areas.
3. Staff/ student feedback are considered for quality improvement.
4. Timely internal student evaluations.
5. Focus on learning- centered education, participatory and interactive learning through assignments, seminars, projects etc.
6. Transparent admission process.
7. Library with good collection of standard books and journals.
8. Promoting programmes to cater human values, social sensitiveness, self-reliance, National Integration etc.
9. An IQAC is there for quality enhancement of the students and encouraging students to participate in co-curricular and extra-curricular activities.
10. Pollution-free and eco-friendly green and clean campus at the sloping land.
11. Value based and skill oriented education is prime aim of the degree programme emphasized through well-defined syllabi, regular classes and assessments.
12. The examination process is conducted strictly and totally insulated with secrecy of all confidential matters.
13. Blood donation camp, rallies (Aids awareness, Anti dowry, Anti-tobacco, Anti Drug and National Integrations), philanthropic activities and outreach programmes to empower the marginalized and downtrodden.

Institutional Weakness

Institutional Weakness

1. Poor economic background of the students and of the locality (rural) is a constraint on the level of

accessibility to various fields of higher education. 40% to 45% students belong to economically weaker section of the society.

2. In spite of good academic records, poor knowledge base and weak language skills pose a great challenge since it takes away the precious time meant to transact the present curriculum.
3. Very few numbers of research and interdisciplinary projects.
4. The college has not yet been able to set up boys and girls hostel for the benefit of outstation students.

Institutional Opportunity

In addition to leveraging the above strengths, we also plan to fully capitalise on promising opportunities open to Slopeland College of Teachers Education. These opportunities relate to our growing network of international academic partners. Slopeland College of Teachers Education has, moreover, made ample provision of growth, with construction on its new campus slated to begin in 2022 in addition to the existing campus. These campuses will help position of Slopeland College of Teachers Education to become a regional platform for gaining and sharing global knowledge, as well as encouraging innovation and educational exchange programme.

1. Research and consultancy initiatives.
2. Encouraging students for competitive examinations and higher studies.
3. Encouraging more collaboration for study and research at national level.
4. Students have excellent opportunities to explore and participate in outreach programmes for the local communities.
5. Introduction of add on programmes like IT skill enhancement, Journalism and Mass communication, e-commerce etc. can definitely enhance the employability.

Institutional Challenge

Challenge

Slopeland College of Teachers Education has suffered from normal "teething" pains as it peruses a fast track strategic agenda towards achieving international distinction. One such challenge is that not all our administrative and support staff required professional competency levels. Another significant challenge is insufficient internal communication mechanisms, not only for the promulgation of rules and regulations but also for sharing the institution's vision and strategic objectives. Systems must be put in place to more effectively disseminate information below senior management.

1. Constant repair and maintenance of the infrastructural facilities and the building as a whole is one of the greatest challenges the college is facing, Since the college is a private college, it is dependent on financial support from the fees and contribution from the trustees and well wishers, which is available at

specified interval.

1. The Alumni input and support in terms of academics and personal presence is limited.

1. Extracurricular talents and ventures are not being nurtured in the current system due to time constraints.

2. Poor education backgrounds of the parents prevent even the high achievers from moving out for higher levels of learning or employment3

3. Students are mostly first generation learners getting little motivation from the parents or the society.

4. Execution of collaborations with various institutions.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Planning and implementation of the curriculum by the college are done most effectively by introducing students/teachers and stakeholders first to the larger mission and the wider vision that defines the particular purpose which the college stands for and seeks to promote. The college use the curriculum provided by Manipur University, under which it is affiliated. The Principal as the head of the institution along with the members of the Teachers' Council maintains a congenial and academic environment of the college. To ensure that the University curriculum is followed in the best of the spirit, college academic calendar is prepared with the active involvement of the teachers. Central routine for the 3 (three) Programmes offered by the college are prepared by the Routine Committee and thereafter each department prepares departmental routine for allotment of classes among teachers. Apart from regular classes, tutorials or extra classes are held to complete the syllabus in time and for providing inaccessible materials like notes, reference books to the students. Each department have a departmental library from where students can borrow books when they are in need. The college has ICT enabled classrooms where teachers of each department take classes following the Central routine to clarify the doubts of certain topics in a much easier way so that the students can understand the topic easily. The college follows continuous evaluation process by conducting sessional examinations, one group discussion/quiz/viva voice before the end semester exam. As the goal of the institution is to provide quality education to the students, our faculty members are encouraged and supported to attend National/International seminars, conferences, orientation and refresher courses, workshops. Some of the faculty members have also undertaken Minor/Major research project. Various extension and co-curricular activities are also conducted to enlighten the students and make them conscious of the social, cultural, economic and environmental realities so that they become a responsible citizen of the nation.

Teaching-learning and Evaluation

The core activity of the college is the two-fold process of teaching-learning and the evaluation procedure. College has total nineteen optional/elective subjects as per the syllabi prescribed by Manipur University for 3 (three) programmes and among these in fourteen optional/elective subjects offered by the college to the trainees/students can pursue major course. For vibrant academic result teachers of this institute adopt different measures, like slow learner's and advanced learner's are identified. Accordingly, students are groomed. For this extra tutorial classes are taken. Trainees,/Learner's performance is measured by class activities, laboratory work, assignments and role in departmental activities. Students remain in touch with departmental teachers round the clock with different online means like Whatsapp group. On need basis, sometimes different online platforms are also used. These develop a cordial relationship between teaching faculties and learners. This is justified by the excellent academic result with 95 percent success rate. Hence a learner can reach to the label of thinking critically and to understand how the learning process works. Evaluation helps to build an educational programme, assess its achievements and improve upon its effectiveness. The knowledge imparted and learnt comprises of the Manipur University's syllabi. The outcomes of each courses are measured based on the trainees,/learner's performance in the curricular and co- curricular activities. The best way of programme outcomes is judged on feedback system by trainees/learners. As a result drawbacks, limitations or any constraints are rectified by faculties. Such activities help as a buffer in achieving the course milestones effortlessly. To encourage trainees,/learners, on successful completion of their training/courses and on attainment of highest marks, felicitation is given.

Infrastructure and Learning Resources

Slopeland College of Teachers College creates a conclusive physical ambiance through provision of facilities for quality teaching. There are eleven smart classrooms equipped with white and green boards. College has one multipurpose hall, three ICT enabled / smart class rooms, one workshop rooms and store/sports store rooms, one conference/seminar hall, etc. The science laboratories, laboratories of Computer Science have instruments and equipments to meet the current requirements of undergraduate teaching and learning process. These physical facilities are developing through constant monitoring. The college has facilities like separate Administrative Block, Academic Section, Establishment section. The college library have undergone extensive renovation and up gradation. Automation of library is partially done. ERP software that is Tally software in cloud version of management/administration is presently in use for trainees'/student's admission, registration, administration, examination, finance, accounts, payments procedures. Other then this each of the Department has own departmental library, Trainees/Students are free to use these Departmental books whenever required.

Basic requirements like clean and hygenic drinking water, clean toilets with sufficient water supply, separate toilets for male and female faculties, for students and for non-teaching staff members are provided by the college. There is a playground where students practice various sports. The college is encircled by a boundary wall. There is a huge main gate and a guard room at the entrance which provide security to the college. There is greenery all around the college campus and has a beautiful garden which is maintained by expert gardeners. Maintenance of all these is given primary importance. The college encourages different cultural upbringing. Both Male and Female trainees/students have a common room with indoor game facilities for their refreshment. There is a Teachers' council for smooth functioning of the college. For maintaining the infrastructure of the institution, Teachers' council have constituted different committees which look after the overall development of the college focussing on the academic performance of the trainees/students. Attention is also paid in sports/games and cultural activities which are essential ingredients for character building process of the trainees/students.

Student Support and Progression

Slopeland College of Teachers College perennially strives to prepare its trainees/students not just for examination, but also encourages the trainees/students to participate in cultural activities and in games and sports. Such activities bring out the hidden talents to the fore as many students of this college have won prizes at inter college, state and international level competitions. The college provides skill enhancement programs like Yoga and Meditation and many other physical fitness programs. Free coaching for Joint Entrance examination and various competitive examinations is provided to ST students. Apart from class room interaction, tutorial classes or extra classes are taken in all departments. All teaching faculties are in constant touch with the students through various online platforms. Seminars, quiz competitions, field studies are undertaken in some of the department. The main aim of the college is to groom the trainees/students well and help them to move towards higher education or get employment. Many of our students have qualified for NET/ SLET/GATE and Teachers Eligibility Test (TET) examination and are rendering services in various schools and colleges. To help the students financially, the government provides stipends like General stipend, OBC stipend, SC/ST stipend, Girls stipend, LIG stipend, Merit stipend to the trainees/students of this college.

There is Students' Council in the college and is constituted as per the rules and regulations laid down by the Directorate of Higher Education. The student representative plays an important part in encouraging and motivating trainees/students to take part in various activities like Blood Donation program, Voters' day, Yoga day and other co-curricular and extracurricular activities of the college. The trainees/students of this institution has successfully won awards/medals for outstanding performance in sports/cultural activities at university/state level. The college has registered Alumni Association which offer various voluntary services for the welfare of the college. There is Grievance Redressal cell constituted with some teaching staff as its members and the Principal as the Chairman. Thus the college tries to facilitate all around holistic development for the trainees/students.

Governance, Leadership and Management

Slopeland College of Teachers College being a B.Ed. Training, BBA and BCA Degree College, all the major decision is taken by the College Management Committee in the light of the guidelines adopted by Directorate of Higher Education, Government of Manipur and affiliating university i.e. Manipur University and also NCTE, the recognizing authority. However for smooth functioning of the academic and administrative affairs of the college, the college administration is decentralized and various sub- committees are formed at the beginning of the academic year. The Principal of the college as the key leader along with the various sub-committees of the Teachers' Council and Non- teaching staff try to implement important decisions regarding academic and co- curricular activities. The Heads/Heads in charges of various department take care of the day to day regular academic development of the department

The Drawing and Disbursing officer looks after the financial matters of the college. All financial accounts of the college are audited. All external audit regarding all the government grants and non-government fund and expenditure of the college is conducted by the College Management Committee, staff and students. The college also encourages individual research work, Minor and Major Research Projects, Workshops,

Seminars undertaken by the teaching faculty members to upgrade themselves. Annual Confidential Report (ACR) for self-appraisal annually among teaching faculty is conducted centrally by the Directorate of Higher Education. Not only teaching faculties, the non- teaching staffs are also deputed to various training programme to enhance their potentiality.

As regards the adoption of various welfare measures the college is under the process providing facilities like General Provident Fund, Gratuity, Pension facilities, Festival advance, loan without interest from General Provident Fund for all teaching and non-teaching staffs. Medical Reimbursement bill as applicable for the Gazetted officers are provided. Benefits of availing Bharat Darshan three times during the service tenure is granted to all staffs. Casual leave, Earn leave, Medical leave, Child Care leave, Paternity leave as per the Government rules are also sanctioned to all staffs. The Internal Quality Assurance Cell time to time undertakes quality sustenance and quality enhancement measures for effective teaching learning process.

Institutional Values and Best Practices

Slopeland College of Teachers College perpetually strives to prepare its students not only just for examination, but also encourages students to participate in cultural activities and in Games and Sports. The college to maintain harmony and to create goodwill among students organizes various national, international, commemorative days, events and festivals with great zeal. Every year the college organizes gender equality promotion programs, emphasizing women empowerment, self-protection, laws for women etc.

The college supports two best practices like developing empathy through community service to inculcate good values among students and promotion of environmental consciousness. The objective of the practice makes the environment carbon neutral and helps to maintain a healthy atmosphere in and around the college. Time to time the college conducted Green audit and lay stress on green campus. Environment consciousness has made the college to maintain solid, liquid and e-waste management in a proper way. The college has installed LED bulbs for low consumption of current.

The college has a prescribed code of conduct for students, teachers which are displayed in the college website and in a hoarding placed inside the campus. The college maintains complete transparency in its financial, academic and auxiliary functions. For differently-abled students the college has provided basic amenities such as ramps, wheel chair. The students of this college also take active part in community service in and outside the college, which helps the students to develop a compassionate attitude towards others. The main focus of the college is to empower our students so that they become a responsible citizen of India enriched with self-confidence, patriotism and humanity.

Research and Outreach Activities

Slopeland College of Teachers College is a private training/under graduate college but the college has nevertheless been a centre of active research. Faculties here are unable to act as a research guide. Some faculties have completed their minor research projects with Endeavour. Moreover there is a constant flow of innovative ideas which can be mirrored by the paper publications in reputed journal. Influx of intellectual ideas

is focused among faculties by various book publications and chapter editions.

Innovations among students are inculcated by focusing on the interplay of skills, experiences. For this reason experiential learning programmes-like workshops, seminars are conducted with an aim to place students in an environment where they are challenged to innovate. Number of extension programs and outreach programmes for trainees/students are conducted. In this faculties help to enhance, improve and scale up this aspect of our educational programme by purposefully designing educational environments, for desired outcomes, including encouraging students to take risks and learn from failure.

There are deep underlying needs that drive faculties and learner of this institution to engage themselves in commemoration of different important national days including workshops, seminars.

These help in cultivating a sense of adhering responsibilities and oneness among learners. Extension activities instill a sense of meaning and significance to ourselves. Extension programme help to develop the feeling of oneness, empathy and compassion. Learner develops a feeling that serving people in distress is true patriotism. These youth (male and female) become an agent of social change, economic growth and innovations.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SLOPELAND COLLEGE OF TEACHERS EDUCATION
Address	Plot No. 1333, NH - 102 Salt Village, Khongjom
City	Wangjing
State	Manipur
Pin	785148
Website	www.slopelandcollege.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Director	Nahakpam Babulin Meitei	03848-222634	9615965922	-	slopelandcollege@gmail.com
IQAC / CIQA coordinator	Nahakpam Chinglemba Meitei	-	9615520109	-	lemba101@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Manipur	Manipur University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	[View Document](#)	22-01-2019	72	The validity in months is left blank because recognition is valid further notice is given by NCTE

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Plot No. 1333, NH - 102 Salt Village, Khongjom	Rural	1.4999	2526.32

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	B.Sc.B.Ed,Education,Education	24	B.Sc	English	100	100
UG	B.A.BEd,Education,Education	24	B.A	English	100	100
UG	BCA,Information And Technology,Information and Technology	36	XII Passed	English	50	15
UG	BBA,Business Studies,Administration	36	XII Passed	English	50	4

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				2				23			
Recruited	0	0	0	0	1	1	0	2	11	12	0	23
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				2				23			
Recruited	0	0	0	0	1	1	0	2	11	12	0	23
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				7
Recruited	5	2	0	7
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	5	2	0	7
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	1	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	0	0	0	10	11	0	21
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	7	5	0	12

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	101	0	0	0	101
	Female	118	0	0	0	118
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	2	5	5	4
	Female	3	6	6	5
	Others	0	0	0	0
ST	Male	16	14	7	13
	Female	23	11	13	15
	Others	0	0	0	0
OBC	Male	10	7	10	14
	Female	22	8	14	15
	Others	0	0	0	0
General	Male	20	21	15	17
	Female	12	38	34	21
	Others	0	0	0	0
Others	Male	3	0	0	0
	Female	1	0	0	0
	Others	0	0	0	0
Total		112	110	104	104

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
100	100	100	100	100

File Description	Document
Institutional data in prescribed format	[View Document]()
Any other relevant information	[View Document]()

1.2

Number of seats sanctioned year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
200	200	200	200	100

File Description	Document
Letter from the authority (NCTE / University / R	[View Document]()
Institutional data in prescribed format	[View Document]()

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
100	100	100	100	50

File Description	Document
Institutional data in prescribed format	[View Document]()
Central / State Govt. reservation policy for adm	[View Document]()

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
100	100	100	100	100

File Description	Document
List of final year students with seal and signat	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.5

Number of graduating students year-wise during last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
100	79	100	100	100

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated result sheet of graduating students	[View Document](#)

1.6

Number of students enrolled(admitted) year-wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
104	104	110	112	100

File Description	Document
Institutional data in prescribed format	[View Document](#)
Enrollment details submitted to the state / univ	[View Document](#)

2 Teachers

2.1

Number of full time teachers year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
32	27	27	25	23

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of the appointment orders issued to the tea	[View Document](#)

2.2

Number of Sanctioned posts year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
32	27	27	25	23
File Description		Document		
University letter with respect to sanction of p		[View Document](#)		

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2020-21	2019-20	2018-19	2017-18	2016-17
6.73	6.61	7.77	6.35	4.54
File Description		Document		
Audited Income Expenditure statement year wise d		[View Document](#)		

3.2

Number of Computers in the institution for academic purposes..

Response: 57

File Description	Document
Invoice bills of purchase of computers	[View Document](#)
Copy of recent stock registers	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.

Response:

Slopeland College of Teachers Education is affiliated to Manipur University (A Central University) and it has to follow the curriculum framed and modeled by the University. Up to 2014, curriculum based on One Year Bachelor of Education Course was followed in the institution. From 2015, onwards, it has been replaced by Two Years Four Semester Bachelor of Education Course. In the same year, with the permission of Manipur University two value added courses called Bachelor of Business Administration and Bachelor of Computer Application was introduced in the college, having Three Years (Six Semesters Course).

Courses which follow the semester system and are termed as Two Years Teachers Training Programme and Three Years Management and Electronics Programme. As the courses offered have their relevance to the goals and objectives, the college aims to inculcate the highest intellectual standards through Academic commitment. To ensure that the University curriculum is followed in the best of the spirit, the college academic calendar is prepared with the active involvement of the teachers. Central routine for Science, Arts and Commerce is prepared by the Routine committee and thereafter each department prepares the departmental routine for allotment of classes among teachers. Each Department formulates its own action plan, course plan and also prepares teaching plan, teaching methods and discuss them among its faculty members. Apart from regular classes tutorials or extra classes are taken for enhancing the knowledge of students. The curriculum delivery is effectively done through lectures, by supplying study materials. Sometimes classes are also taken through PowerPoint presentations to make certain difficult topics easier and in this way enable the students to understand the topic easily. For making the classes lively and for active participation of students quiz, debate, group discussion, paper presentations are organized in the Department. Apart from these educational tours, field trips, interdisciplinary competitions, national and international seminars are organized by the college where teachers as well as students take part and present papers. Sessional tests are conducted in conformity with the academic calendar of the institution. Computer training as a part of skill development is included as a curriculum for the fourth Semester students. Each Department periodically reviews the syllabus and students progression through departmental meetings. For the further progression of students, the college library conducts career guidance programme. Faculties encourage and equip the students to participate in various competitions outside the campus. Departmental wall magazines are also prepared by the students, where the students bring out their talents through various types of their write up and painting. All these programmes help the students to become self-dependent and intellectually competent. They also make the academic program relevant to the social context. In each Department for slow learners' inaccessible materials like notes, personal copies are provided. Feedbacks from students are regularly collected to strengthen future curriculum development.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	[View Document](#)
Plan developed for the last completed academic year	[View Document](#)
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	[View Document](#)
Paste link for additional information	[View Document](#)

1.1.2

At the institution level, the curriculum planning and adoption are a collaborative effort;

Indicate the persons involved in the curriculum planning process during the last completed academic year

1. **Faculty of the institution**

2. **Head/Principal of the institution**

3. **Schools including Practice teaching schools**

4. **Employers**

5. **Experts**

6. **Students**

7. **Alumni**

Response: A. Any 5 or more of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	**View Document**
List of persons who participated in the process of in-house curriculum planning	**View Document**
Data as per Data Template	**View Document**
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	**View Document**

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through

1. **Website of the Institution**

2. **Prospectus**

3. **Student induction programme**

4. **Orientation programme for teachers**

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	**View Document**
Report and photographs with caption and date of student induction programmes	**View Document**
Prospectus for the last completed academic year	**View Document**
Data as per Data Template	**View Document**
Paste link for additional information	**View Document**	
URL to the page on website where the PLOs and CLOs are listed	**View Document**	

1.2 Academic Flexibility

1.2.1

Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

Response: 48.6

1.2.1.1 **Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
12	12	12	12	4

1.2.1.2 **Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..**

2020-21	2019-20	2018-19	2017-18	2016-17
23	23	23	23	15

File Description	Document
Data as per Data Template	[View Document](#)
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	[View Document](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.2

Average Number of Value-added courses offered during the last five years

Response: 0

1.2.2.1 **Number of Value – added courses offered during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.3

Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 0

1.2.3.1 **Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.4

Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

1. **Provision in the Time Table**
2. **Facilities in the Library**
3. **Computer lab facilities**
4. **Academic Advice/Guidance**

Response: E. None of the above

File Description	Document
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.5

Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 0

1.2.5.1 **Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas

Response:

Gender, environment, and professional ethics based courses are there in the syllabus under Manipur University. The compulsory undergraduate courses include

1. Environment studies for 3rd Semester students.
2. Human rights and Gender studies which are a soft study course offered to the 6th Semester students.
3. Society and Technology is also a soft study course offered to the 6th Semester students.

In Environment Studies, students learn about ecology, natural resources, conservation, biodiversity, management of the environment, human population, social issues, etc. Human rights and Gender Studies involve the basic concept of human rights, classification of rights, humanitarian law. This also includes the human rights movement in India, the role of the national human rights commission, the human rights of children, women refugees.

In Gender studies, stress is given on theoretical approaches from Liberals, Marxists and Radical perspectives. Students also come to know about various movements, gender rights, legal rights of women, gender and society, gender and the nation and women's representation in the decision making

process, gender, and economy. They also learn about contemporary issues like dowry problem, female feticide and infanticide, domestic violence. To make the learning more effective gender sensitization programmes are conducted by the college. International Women's Day is celebrated every year in college. Society and Technology deal with the history of computers, theoretical perspectives of computing, research methodology used by social researchers of computing technology.

The students learn ethical theories and ethical analysis. They also study social issues caused by the advancement of technology. Students of Philosophy study about Indian ethics especially in all Semesters. Here they gain knowledge of the Law of Meitei. In Western Ethics voluntary and non-voluntary actions, moral judgments are also included in the subject. Hence students are enriched with different ethics. Students having Pali as a subject are enriched with Buddhist ethics. The introduction of such courses has created and developed a scientific temperament among the students by deepening their moral value system. As a result, students develop professional and ethical attitudes. They grow up to be responsible citizens of the nation.

File Description	Document
Photographs indicating the participation of students, if any	[View Document](#)
List of activities conducted in support of the above	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.3.2

Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

Most of the students admitted to the college come from the vernacular medium, they initially hesitate to open up and interact with the teachers. As the classes start, the department takes every initiative to identify the slow learners and this is detected by the teachers during their lectures in the classroom. Students are also identified as slow learners and advanced learners based on their performance in their class. As it is observed that slow learners often fail to understand the class lecture they are asked to prepare their lesson and show it to their teacher and the teacher then makes necessary corrections and inspires such slow learners to work hard to improve their quality of education.

Slow learners are also groomed regularly in their class hours by asking them questions on the topic which has been discussed in the class. In this way, the slow learners are guided to improve their performance in the university examination. Further faculty members revise the critical topics as per student's requisitions, provide additional learning material such as textbooks and solved question papers

The students are also guided for answering the questions to the point for scoring good marks in the sessional examination and in the University examination. Extra classes, revision classes are arranged for completing the syllabus and for clarifying the doubt of the students regarding various topics as per their syllabus.

The advanced learners are given assignments and encouraged to take part in active items like debate, quiz, essay writing, presenting a paper in the seminars. They are encouraged to acquire new and advanced information through the internet to bring out their full potential. Their creative abilities are expected through their writing wall magazine, college magazine and in various programmes conducted by the department. A friendly environment is created to improve the communication skills of advanced learners.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Action plan indicating the way students are familiarized with the diversities in Indian school systems	[View Document](#)
Paste link for additional information	[View Document](#)

1.3.3

Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

The following are the professional underdressing provided during Teachers Education Program

Idealism

- Subjective Idealism, only ideas can be known or have any reality (also known as solipsism).
- Transcendental idealism, this theory argues that all knowledge originates in perceived phenomena which have been organized by categories.
- Absolute Idealism, all objects are identical with some idea and the ideal knowledge is itself the system of ideas. It is also Objective Idealism, in this monistic idealism promoted by Hegel there is only one mind in which reality is created.
- Platonic Idealism, there exists a perfect realm of Form and Ideas and our world merely contains shadows of that realm.
- Idealism believes n refined wisdom; reality is a world within a person's mind; truth is the consistency of ideas and goodness is an ideal state to strive to attain.
- As a result. schools exist to sharpen the mind and intellectual processes. Students are taught the

wisdom of past heroes.

Realism

- Classical realism held universals such as •red" or ·man" an independent, objective existence, either in a realm of their own or 1n the mind of God.
- Medieval realism, contrasted with Nominalism, provided by Peter Abelard and William of Occam.
- Modem realism is a broad term, encompassing several movements whose unity lies in a common rejection of philosophical Idealism.
- Realism asserts that objects In the external wor1d exist independently of what is thought about them.
- The most straightforward of such theories is usually known as naive realism.
- Realism believes In the world as it is. It is based on the view that reality is what we observe. It believes that truth is what we sense and observe and that goodness is found in the order of the laws of nature.
- As a result, schools exist to reveal the order of the world and universe. Students are taught factual Information.

Perennialism

- Permanence is more real than change.
- Human nature remains essentially the same.
- (3) The good life•· the life that is fit for men to live•· remains essentially the same.

- Moral principles remain essentially the same.
- (Hence, the education that men receive should remain essentially the same.

"Education Implies teaching. T11achlng Implies knowledge. Knowledge Is truth. The truth everywhere is the same. Hence, education should b9 everywhere the same."

- This is a very conservative and inflexible philosophy of education. It is based on the view that reality comes from fundamental fixed truths especially related to God. It believes that people find truth through
- reasoning and revelation and that goodness, found in rational
- thinking.
- As a result, schools exist to teach reason and God's will. Students are taught to reason through structured lessons and drills.

File Description	Document
Paste link for additional information	[View Document](#)

1.4 Feedback System

1.4.1

Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.

Structured feedback is obtained from

1. Students
2. Teachers
3. Employers
4. Alumni
5. Practice teaching schools/TEI

Response: E. Any 1 or none of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Paste link for additional information	View Document

1.4.2

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

Response: C. Feedback collected and analysed

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average Enrollment percentage of students during the last five years..

Response: 63

File Description	Document
Document relating to Sanction of intake from University	[View Document](#)
Data as per Data Template	[View Document](#)
Approved admission list year-wise/ program-wise	[View Document](#)
Approval letter of NCTE for intake for all programs	[View Document](#)
Any additional link	[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 20

2.1.2.1 **Number of students enrolled from the reserved categories during last five years..**

2020-21	2019-20	2018-19	2017-18	2016-17
100	100	100	100	50

File Description	Document
Final admission list published by the HEI	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	[View Document](#)
Any other relevant information	[View Document](#)
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	[View Document](#)

2.1.3

Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 0

2.1.3.1 **Number of students enrolled from EWS and Divyangjan categories during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
List of students enrolled from EWS and Divyangjan	[View Document](#)
Data as per Data Template	[View Document](#)

2.2 Honoring Student Diversity

2.2.1

Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..

Response:

Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic

support provided to students are?

- **Auditory and visual processing disorders**: "Sensory disabilities in which a person has difficulty understanding language despite normal hearing and vision."
- : A mathematical disability
- : A writing disability
- : A reading disorder
- **Nonverbal learning disabilities**: A neurological disorder that causes problems with "visual-spatial, intuitive, organizational, evaluative and holistic processing functions."

Learning disabilities affect one in five American children.

Often, students with learning disabilities will have an Individualized Educational Program or 504 Plan which details teaching accommodations. These are usually similar to the general suggestions offered below.

Helping Children Succeed in School

Most instruction at home or in school can be adapted to accommodate the needs of students with learning disabilities such as dyslexia or other learning problems. These strategies can be used to modify instruction in most subject areas to improve students' comprehension of tasks and the quality of their work.

These approaches, incidentally, can also be helpful for most students who prefer a clear, structured educational program.

- **Ask for a scoring guide**. Teachers should develop a scoring guide, share it with students, and provide models of examples of each level of performance.
- Never use a student's work as a public example of poor work for the class to see. This is humiliation, and it has no place in any classroom or home.
- **Clearly outline the instructions**. Lessons should include specific, step-by-step instructions that are explicitly stated by the teacher and modeled for the student.
- **Create models of quality work that students can see and analyze**. Include both spoken and written explanations of how the work fulfills academic expectations.
- **Define classroom expectations for work and behavior**. Post them, and use them as a basis of all interactions and class projects. Making your requirements a part of the classroom or homework routine will help the student meet expectations.
- **Have the student repeat back the instructions**. Correct any miscommunication before he begins the actual work. Check back on the student as he works to ensure he is doing the work correctly. Prompt him as necessary to ensure that he corrects any mistakes before he finishes.
- **Set the stage for learning**. Tell children why the material is important, what the learning goals are, and what the expectations are for quality performance.
- **Use graphic organizers**. Help students understand the relationships between ideas.
- **Use specific language**. Instead of saying, "do quality work," state the specific expectations. For instance, if the teacher is grading based on correct punctuation, spelling, and the inclusion of specific points, communicate with the teacher and your child to work on meeting these expectations.

File Description	Document
The documents showing the performance of students at the entry level	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)

2.2.2

Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

6. **Assistive Devices and Adaptive Structures (for the differently abled)**

7. **Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

File Description	Document
Reports with seal and signature of Principal	[View Document](#)
Relevant documents highlighting the activities to address the student diversities	[View Document](#)
Photographs with caption and date, if any	[View Document](#)
Data as per Data Template	[View Document](#)

2.2.3

There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: Whenever need arises due to student diversity

File Description	Document
Reports with seal and signature of the Principal	[View Document](#)
Relevant documents highlighting the activities to address the differential student needs	[View Document](#)
Photographs with caption and date	[View Document](#)

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 5.56

2.2.4.1 **Number of mentors in the Institution**

Response: 18

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

2.3 Teaching- Learning Process

2.3.1

Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning

Response:

Figuring out the best ways you can deliver information to students can sometimes be even harder than what students go through in discovering how they learn best. The reason is because every single teacher needs a variety of different teaching methods in their theoretical teaching bag to pull from depending on the lesson, the students, and things as seemingly minute as the time the class is and the subject. Using these different teaching methods, which are rooted in theory of different teaching styles, will not only help

Teaching Methods

Teaching methods, or methodology, is a narrower topic because it's founded in theories and educational psychology. If you have a degree in teaching, you most likely have heard of names like Skinner, Vygotsky, Gardner, Piaget, and Bloom. If their names don't ring a bell, you should definitely recognize their theories that have become teaching methods. The following are the most common teaching theories.

Behaviourism

Behaviorism is the theory that every learner is essentially a "clean slate" to start off and shaped by emotions. People react to stimuli, reactions as well as positive and negative reinforcement, the site states. Learning Theories names the most popular theorists who ascribed to this theory were Ivan Pavlov, who many people may know with his experiments with dogs.

Social Cognitive Theory

Social Cognitive Theory is typically spoken about at the early childhood level because it has to do with critical thinking with the biggest concept being the idea of play. There are **four stages** to The first stage is called the Sensorimotor Stage which occurs from birth to 18 months. The reason this is considered cognitive development is because the brain is literally growing through exploration, like squeaking horns, discovering themselves in mirrors or spinning things that click on their floor mats or walkers; creating habits like sleeping with a certain blanket; having reflexes like rubbing their eyes when tired or thumb sucking; and beginning to decipher vocal tones.

Children are beginning to problem solve, can have conversations about things they are interested in, are more aware of logic and develop empathy during the Concrete Operational Stage.

The final stage, called the Formal Operational Stage, though by definition ends at age 16, can continue beyond. It involves deeper thinking and abstract thoughts as well as questioning not only what things are but why the way they are is popular, the site states.

The Multiple Intelligences Theory

The Multiple Intelligences Theory states that people don't need to be smart in every single discipline to be considered intelligent on paper tests, but that people excel in various disciplines, making them exceptional. The original eight are musical, spatial, linguistic, mathematical, kinesthetic, interpersonal, intrapersonal and naturalistic and most people have a predominant intelligence followed by others. For those who are musically-inclined either via instruments, vocals, has perfect pitch, can read sheet music or can easily create music has Musical Intelligence.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	[View Document](#)
Link for additional information	[View Document](#)

2.3.2

Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 6.72

2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	2	2	1

File Description	Document
Data as per Data Template	[View Document](#)
Link of LMS	[View Document](#)

2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 200

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

Response: 200

File Description	Document
Programme wise list of students using ICT support	[View Document](#)
Landing page of the Gateway to the LMS used	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional Links	[View Document](#)

2.3.4

ICT support is used by students in various learning situations such as

1. **Understanding theory courses**
2. **Practice teaching**
3. **Internship**
4. **Out of class room activities**
5. **Biomechanical and Kinesiological activities**
6. **Field sports**

Response: C. Any 2 of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	[View Document](#)
Data as per Data Template	[View Document](#)
Link of resources used	[View Document](#)

2.3.5

Continual mentoring is provided by teachers for developing professional attributes in students

Response:

Continual mentoring is provided by teachers for

developing professional attributes in students

Providing professional development to teachers on mentoring can help to build capacity in two ways: quality mentoring of preservice teachers through explicit mentoring practices, and reflecting and deconstructing teaching practices for mentors' own pedagogical advancements. you can request a copy directly from the author.

Survey data showed that although mentoring of pedagogical knowledge was variable, mentoring pedagogical knowledge practices occurs with the majority of mentors, which requires mentors to evaluate and articulate teaching practices.

Mentoring Guidelines Mentoring partnerships should contribute to the department's business strategy and objectives. Mentors and mentees should not be in a direct reporting relationship. Mentoring partnerships are about professional development.

Mentors can serve many purposes. Sometimes they will help an individual with immediate needs, helping them solve pressing problems, getting important information or learning a skill quickly. Other times it provides longer-term support and guidance.

We used a phenomenological qualitative approach to gain an understanding of mentoring relationships as they occurred between promising young athletic training investigators/new faculty members and experienced researchers/tenured faculty members. Focusing on the individual experiences of each participant, we believed the qualitative approach would allow us to identify common experiences related to effective mentoring characteristics within these relationships.

File Description	Document
Link for additional information	[View Document](#)

2.3.6

Institution provides exposure to students about recent developments in the field of education through

1.   Special lectures by experts

2.   'Book reading' & discussion on it

3.   Discussion on recent policies & regulations

4.   Teacher presented seminars for benefit of teachers & students

5.   Use of media for various aspects of education

6.   Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: B. Any 4 of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

2.3.7

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

Response:

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

Audio-visual (AV) supplements

Many educational institutions in India have AV-equipped classrooms or venues to boost students' learning and understanding. Teachers explain difficult subject like Physics/Maths/Chemistry through graphical representation of complex equations with the help of smart-boards. For language learning, the audio-visual equipment is an indispensable tool. Teachers can play snippets of award-winning films, plays, and speeches of great orators, both in vernacular, English, or the target language to facilitate the skills of listening, speaking, and histrionics.

Subject teachers are leveraging AV facilities in interesting ways to trigger the class's curiosity through graphics, images, and puzzles, thereby driving them to think out-of-the-box. Above all, it satisfies a student's need to see, hear, and have a complete grasp of what they are learning.

Flip methodology or classroom

This technique, to put simply, is to roll the responsibility of learning towards the students and make them active participants of the learning process.

However, the other significant aspect is that teachers follow it up with a discussion session on the given topic on a stipulated day to ensure students' participation, seriousness, and overall learning. Besides discussions, there are group presentations, debates, and essay writing competitions.

Teachers are implementing effective and interesting measures to evaluate students' learning outcomes and the efficacy of the flip method. Surprisingly, when given responsibility, students take more interest, immerse themselves in the project, and deliver much better. Flip methodology promotes greater student involvement in the learning process and lays down the foundation of independent learning.

Role play

Role play brings in the element of entertainment into the classroom. As much as it is loved by students, this technique facilitates their understanding and appreciation of the characters that they read about. From pre-schools to Senior Secondary level, schools are implementing this method as it's a great source to instil in children values and ideals as they play the roles of historical stalwarts like Mahatma Gandhi,

Pandit Nehru, Nelson Mandela, and Martin Luther King, or legendary characters like Caesar, Mark Anthony, and Charlie Chaplin, to name a few.

Students are encouraged to have their own version of the characters they are portraying, and enact them with the context of the present times. Through role play, students also get to learn about various aspects of stage performance – from acting to voice projection – and discover their acting talent. This technique also helps teachers explore creativity and critical thinking in students. Role play is an impactful method to enhance learning that also lends learners opportunity to live the experience through empathy and internalising values.

Peer teaching

It is one of the most effective strategies to even up the learning curve of a class. Usually, teachers pair students who are high performers with those students who might be struggling in a subject area. Students are also encouraged to volunteer, or are randomly chosen to take over as the subject teacher. It offers a platform of knowledge sharing among students, besides harbouring healthy competition.

The interesting aspect of peer teaching is that students tend to respond more actively when one of them dons the mantle of the teacher. The class becomes attentive and interactive in a bid to challenge each other in a constructive manner. With regular peer teaching sessions, students start to develop better grasp of the concepts, display maturity, tend to be more disciplined, and also develop better communication skills.

Games

The play-way lessons are quite popular among students of all grades, and a successful strategy to keep them engaged. If the sessions are carefully designed and smoothly executed by teachers, this method reinforces cognitive knowledge, especially of mathematical and scientific concepts, and vocabulary. Teachers are experimenting with various kinds and levels of word and mind games like quiz, puzzle-solving, Scrabble, Sudoku, etc.

Games help to seamlessly incorporate subject knowledge with application, and are an answer to productive and smart learning. This is reinstated by Bangalore-based tech firm Quest Alliance in designing a game called Anandshala Gupshup for enhancing communication between parents and young students. The game increased parents' awareness about their children's need, and that reflected in students' improved class performance and attendance. The second game, called Career Quest and designed for students of vocational studies, helped them revisit technical concepts as well as provided them training on life skills.

Collaboration

Collaboration is an essential life skill in a globalised environment, the driving force of all enterprises. In an educational institution, this skill can best be fostered in the classroom by allowing students to work in groups. Educators are planting the seed of a collaborative mind as early as primary school, where young children are motivated to create, plan, and organise group presentations of stories, skits, or poems. Throughout, teachers help students chalk out their plans, provide them key points, supervise their work, and build team spirit.

File Description	Document
Link for additional information	[View Document](#)

2.4 Competency and Skill Development

2.4.1

Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

1. **Organizing Learning (lesson plan)**
2. **Developing Teaching Competencies**
3. **Assessment of Learning**
4. **Technology Use and Integration**
5. **Organizing Field Visits**
6. **Conducting Outreach/ Out of Classroom Activities**
7. **Community Engagement**
8. **Facilitating Inclusive Education**
9. **Preparing Individualized Educational Plan(IEP)**

Response: A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

2.4.2

Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

File Description	Document
Reports and photographs / videos of the activities	[View Document](#)
Documentary evidence in support of each selected activity	[View Document](#)
Data as per Data Template	[View Document](#)
Attendance sheets of the workshops/activities with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

2.4.3

Competency of effective communication is developed in students through several activities such as

1. Workshop sessions for effective communication
2. Simulated sessions for practicing communication in different situations
3. Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'
4. Classroom teaching learning situations along with teacher and peer feedback

Response: A. All of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.4

Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses

      1. **Teacher made written tests essentially based on subject content**
      2. **Observation modes for individual and group activities**
      3. **Performance tests**
      4. **Oral assessment**
      5. **Rating Scales**

Response: B. Any 3 or 4 of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

1. **Preparation of lesson plans**

2. **Developing assessment tools for both online and offline learning**

3. **Effective use of social media/learning apps/adaptive devices for learning**

4. **Identifying and selecting/ developing online learning resources**

5. **Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: A. All of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

2.4.6

Students develop competence to organize academic, cultural, sports and community related events through

1. **Planning and scheduling academic, cultural and sports events in school**
2. **Planning and execution of community related events**
3. **Building teams and helping them to participate**
4. **Involvement in preparatory arrangements**
5. **Executing/conducting the event**

Response: C. Any 3 of the above

File Description	Document
Report of the events organized	[View Document](#)
Photographs with caption and date wherever possible	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.7

A variety of assignments given and assessed for theory courses through

1. **Library work**
2. **Field exploration**
3. **Hands-on activity**
4. **Preparation of term paper**
5. **Identifying and using the different sources for study**

Response: C. Any 2 of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Planning for Internship

Internship is a school-based experience programmes. Internship-I is of 4 weeks in B.Ed. (first year), and Internship-II of 16 weeks. As all the activities suggested in internship are to be carried out in school settings, an alternative way may be adopted due to COVID-19 and activities can be completed in online/blended mode.

School Observation

This can be done through online discussion with stakeholders without visiting physically. If possible, one visit of the school may be included if schools are working to verify the claims emerged through online interaction

Classroom Observation

This can be done by observing online classes. Observation of online-classes in the internship school should be preferred. But, if selected Internship school is not organizing online[1]classes, any other nearby school may be selected and a permission letter along with observation schedule may be submitted to PSC. Learner need to observe a minimum of 10 classes each in both pedagogy courses as per Performa available in the handbook. The link of online classes may also be shared with the observer appointed by PIC who will also observe the classes along with learners (minimum 3 classes for each pedagogy) Mentors can be chosen from the same school, where online classes are being observed by the learner.

Observation of Diverse School Context

This can be done through online discussion with stakeholders without visiting physically. If possible, one visit of the school may be included if school are working to verify the claims emerged through online interaction.

Case Study of a learner

This activity can be done as it is. (Learner may be allowed to choose any school going student from their neighborhood)

Addressing School Assembly

Learner may organize online assembly sessions for their internship schools, report can be submitted accordingly

Organizing Community Service Campaign

Can be organized in online mode by involving students. PSC may suggest different activities to be organized at individual level and in their nearby community. Learners be asked to submit whole plan of organizing the campaign. Or a campaign on prevention from Covid 19 or care of persons diagnosed with Covid 19 may be organized in neighborhood. Learners may initiate an online campaign also

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link for additional information	[View Document](#)

2.4.9

Average number of students attached to each school for internship during the last completed academic year

Response: 100

2.4.9.1 **Number of schools selected for internship during the last completed academic year**

Response: 1

File Description	Document
Plan of teacher engagement in school internship	[View Document](#)
Internship certificates for students from different host schools	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.10

Nature of internee engagement during internship consists of

1. **Classroom teaching**
2. **Mentoring**
3. **Time-table preparation**
4. **Student counseling**
5. **PTA meetings**
6. **Assessment of student learning – home assignments & tests**
7. **Organizing academic and cultural events**
8. **Maintaining documents**
9. **Administrative responsibilities- experience/exposure**
10. **Preparation of progress reports**

Response: A. Any 8 or more of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	[View Document](#)
School-wise internship reports showing student engagement in activities claimed	[View Document](#)
Sample copies for each of selected activities claimed	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

In order to operationalize a performance monitoring system, records of programme entrants (including information on characteristics such as age, sex, education level and other labour market barriers such as early school leaving, long-term unemployed or degree of disability) need to be combined with evidence of individual outcomes at follow-up. The latter should be gathered either through administrative data or follow-up surveys.

In measurement through administrative data, information on programme participants is matched with information of social security contributions, national insurance or payroll tax agencies after a minimum period of time (usually six months). The key used to match programme participants to administrative records is their unique identification number (e.g. identity number, social security contribution number or fiscal number). There are a number of problems with using administrative records to measure employment at follow-up. First, access to personal data may be restricted by privacy protection legislation. Second, administrative records may not be completely accurate or reliable. They may not provide information on earnings, or there may be delays in the updating of records or the cleaning of corrupt, incomplete or inaccurate figures.

If data on the employment of participants after the programme cannot be derived with certainty from existing data sources, it may be necessary to conduct a follow-up (or tracer) survey on programme participants to measure their (re)employment rate.3 The main distinction between a follow-up and tracer survey is that the latter may not be fully representative. Much depends on the number of beneficiaries that can be "traced" and interviewed many months (if not years) after their participation in the programme.

Typically, six months after the programme's end, a follow-up survey is conducted with participants to verify their labour market status and level of earnings. Ideally, all participants need to be interviewed either through a one-to-one interview, face to face or by telephone. If the number of participants is large, a representative sample needs to be drawn to ensure the validity of the data collected. The design and implementation of the follow-up survey follows the same steps of the collection of primary baseline data (selection of the sampling strategy, design and pilot-testing of the questionnaire; and data collection and cleaning). The only difference is that the survey instruments need to be designed to verify both quantity and quality of employment and measure the relevance of service provision to employment outcomes. In order to operationalize a performance monitoring system, records of programme entrants (including information on characteristics such as age, sex, education level and other labour market barriers such as early school leaving, long-term unemployed or degree of disability) need to be combined with evidence of individual outcomes at follow-up. The latter should be gathered either through administrative data or follow-up surveys.

File Description	Document
Link for additional information	[View Document](#)

2.4.12

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

1. **Self**
2. **Peers (fellow interns)**
3. **Teachers / School* Teachers**
4. **Principal / School* Principal**
5. **B.Ed Students / School* Students**

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: A. All of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	

2.4.13

Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

1. **Effectiveness in class room teaching**
2. **Competency acquired in evaluation process in schools**
3. **Involvement in various activities of schools**
4. **Regularity, initiative and commitment**
5. **Extent of job readiness**

Response: D. Any 1 or 2 of the above

File Description	Document
Any additional Link	

2.5 Teacher Profile and Quality

2.5.1

Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Data as per Data Template	

2.5.2

Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 3.73

2.5.2.1 **Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 1

File Description	Document
Data as per Data Template	

2.5.3

Average teaching experience of full time teachers for the last completed academic year.

Response: 2.28

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

Response: 73

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

Our college conducts inter house discussion on the educational development topics with the concept that all over the world, education is regarded as the key to the development of any nation. It is the tool for a country's political, economic, social and technological development. For education to play its key role in the transformation of a nation, it needs to be adequately and effectively planned because a faulty educational planning can jeopardize the development of a nation for decades.

Thus, the government is responsible for identifying the overall goal of education and also gives the directives of the plan. The polity or legislature representing the government decides on the time frame as well as takes the final decision on the form of the plan. There are various types of educational planning. Therefore, the importance of educational planning for the achievement of educational goals cannot be overemphasized. Thus, this chapter is discussed for future action with the aim of achieving set educational goals and objectives through optimal use of scarce resources.

Therefore, the importance of educational planning for the achievement of educational goals cannot be overemphasized. Thus, this chapter is discussed under the following subheadings

· Clarification of concepts - Education - Planning - Educational planning

· importance of educational planning

· Reasons for planning education

· Types of educational planning based on classification

· Characteristics of a good education plan

· Models of educational planning

· Limitations of educational planning.

File Description	Document
Link for additional information	[View Document](#)

2.6 Evaluation Process

2.6.1

Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

Continuous Internal Evaluation practiced in the College are:

Testing students on the basis of knowledge that they acquire from classes, books, and videos are not sufficient. Many times, students are excellent when it comes to studying the course out of a well-written book. However, the challenge lies in testing the student on something more. This is often in relation to the curriculum and the course.

If a student is able to score excellent grades in a written test or a viva, this is great! However, it does not show how the student is able to differentiate themselves with others. In order to be able to test the student on various skills, continuous assessment is crucial. Also, over the past few years, students have proven that they can burn the midnight oil and get their grades. But this does not showcase the knowledge that they have acquired over a period of time from the course. Therefore, continuously and regularly assessing and testing their performance on the various parameter is critical.

Features of Continuous Assessment

There are certain characteristic features of continuous assessment that makes it different from the mainstream tests. They are as follows.

- They are regular and frequent in nature.
- Also, cntinuous assessment can either be an intensive tool or a relaxed yet efficient technique.
- They focus primarily on the course module and ensure that they are treated as regular feedback.
- Moreover, the form of the continuous assessment can be different than usual, considering the final objectives.
- The continuous assessment technique is an effective instrument to determine and develop competencies.

- This method is comprehensive, cumulative, diagnostic, formative, guidance-oriented and systematic in nature.

Purpose of Continuous Assessment

There are 3 main and primary purpose for continuous assessment:

1. **Enhancing the student's learning.** Continuous and comprehensive assessment of the knowledge that the student acquires during the course of the module is very important. Moreover, this ensures that the student invests considerable time in studying, preparing and building on academic skills. This also ensures that the students is in constant touch with the curriculum and all that it has to offer. A constant, continuous and regular assessment of student performance and learning is the key to building a competent and skilled prospective workforce.
2. **Improving the faculty's teaching skills.** The pressure of continuous assessment can ensure optimum performance of the teachers as well. Let's say that a particular curriculum only has 1 final examination for 100 marks at the end of its course. In this case, the students, as well as the teachers, will find the necessity to consistently perform throughout the term and not only towards the end of the course, making it a great performance improviser.
3. **Improving the education and institutional assessment system.** An education system that understands the importance of comprehensive assessment is great. Not only does this kind of system portray development but also shows how serious they are when it comes to providing opportunities and student performance.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

2.6.2

Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

1. **Display of internal assessment marks before the term end examination**
2. **Timely feedback on individual/group performance**
3. **Provision of improvement opportunities**
4. **Access to tutorial/remedial support**
5. **Provision of answering bilingually**

Response: D. Any 1 of the above

File Description	Document
Link for additional information	[View Document](#)

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The academic performance of the students is evaluated throughout the session by the teachers for upgrading and improving the academic performances of the students. And for this, time to time Internal Evaluation (CIE) mechanism is followed by the college as per Manipur University guidelines. Two Sessional Examinations and one Group Discussion/ Presentation/ Viva Voice are conducted per semester and the time schedule is prepared by the Examination Sub- Committee and the students are well informed in advance for the preparation of their exam. The concerned department then conducts an examination for which the students are guided. After the completion of the examination, the scripts are examined by the teachers of the department and the evaluated answer scripts are shown to the students to maintain the transparency. If there is any grievance with reference to evaluation, it is redressed on the spot in the following ways:

1. Examine the answer script again.

1. Checking the total marks awarded.

1. Unmarked questions, if any, are marked.

1. Rectifying the result sheet properly after students' complain.

2. And finally, the result is displayed by the departmental Heads within the stipulated time as resolved by the Examination Committee. Separate dates are scheduled for Viva Voice/ Group Discussion for each semester. For 6th semester final year students, Project work is compulsory and the project carries 100 marks. In this project work, the teacher guides the students, not only in the selection of the topics but also guides them in writing the paper. After the completion of the project, the students submit their final project and the date of the presentation of their project is notified by the respective department. However, the marks awarded in the project are sent to the University and the marks are not disclosed to the students. If the students have any grievance

regarding the marks obtained in the end semester final examination, they can apply for rechecking their answer scripts as per rules. Thus in this manner, the college tries to maintain the transparency, efficiency and time for conducting the internal examination in the college.

File Description	Document
Link for additional information	[View Document](#)

2.6.4

The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

The college notifies an academic calendar for all the programs, which contains the date of commencement, last working day of the semester, Internship schedule and dates for semester-end examinations.

Slopeland College of Teachers Education follows the calendar issued by the University strictly and plans all its activities including the conduct of Continuous Internal Evaluation (CIE). The institute prepares an institute-level calendar and subsequently every department prepares its calendar. Institute calendar of events includes details like the total number of working days and holidays, CIE dates, dates for the Institute's flagship programs. The department calendar comprises guest lectures, workshops, industrial visits, other co-curricular and extra-curricular activities. The academic activities, CIE, and all activities are conducted in adherence to the calendar of events except unforeseen circumstances.

The academic calendars help faculty members to plan their respective course delivery research work academic and co-curricular activities. Department heads closely supervise and monitor the completion of the syllabus as per the lesson plan prepared by faculty members. Syllabus coverage for each CIE is decided well in advance and faculty members adhere to it.

Internal Assessment tests (IA), assignments, quizzes, and seminars are part of the Continuous Internal Evaluation (CIE) of students. There is a well-defined process for the conduct of CIE as per the calendar of events. The course instructors prepare IA question papers based on the revised, reviewed by the stream coordinator and approved by the department Head. The internal assessment test timetable prepared by the examination committee is published to stakeholders, and conducted as per the schedule. Post IA tests, evaluation of answer scripts, and calculation of CO-PO/PSO attainment are carried out by respective Course Instructors. Continuous evaluation and assessments are also done for laboratory course, project work, seminars, and internships. Conduction of laboratory experiments and viva, Submission of records

are the major components of laboratory course evaluation. As per the laboratory rubrics, the internal test is conducted at the end of the semester.

The Principal, through the academic committee meetings, frequently reviews the semester's progress and provides suitable suggestions. In case of revision of academic calendar by the university, institute incorporates the necessary changes accordingly.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

2.7 Student Performance and Learning Outcomes

2.7.1

The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

Assessment results should, at a minimum, be reported by learning outcome. DO NOT report the percentage of students in a course that "met expectations," as this does not provide information about student performance on GLOs and/or PLOs. Provide enough detail that readers can identify how students performed relative to the GLO/PLO performance goal. It should also be clear how the assessment yielded the reported results. The way in which results are reported will depend on the assessment utilized. Below are some suggestions for reporting results, but faculty are encouraged to report results in the way that they feel best allows for the evaluation of student achievement of learning outcomes. At a minimum, results should include:

· The number of students assessed

· The number and percent who met the performance goal for each learning outcome. If an assessment measures multiple PLOs, you will need to identify which portions of the assessment align with each relevant PLO and report results by PLO. DO NOT report a single result for the entire assessment if it measures multiple PLOs!

o Results should be aggregated. DO NOT include student names or any other identifying information in assessment reports or appended information.

If a rubric or similar evaluation instrument is used to evaluate an assessment, report the number and percentage of students in each rubric category. Table 3 illustrates one way in which rubric results can be reported. As was done in Table 3, it may be helpful to include a summary column showing the number

and percentage of students who achieved the targeted level of performance. If there are multiple course modalities (for example, online and traditional), be sure to break out results by modality.

File Description	Document
Link for additional information	[View Document](#)

2.7.2

Average pass percentage of students during the last five years

Response: 89.8

2.7.2.1 **Total number of students who passed the university examination during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
97	92	92	85	83

File Description	Document
Result sheet for each year received from the Affiliating University	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

2.7.3

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

Response:

Program Review, written by academic departments, contains the analysis of all department PLOs and their respective degrees and certificates. PLOs, in other words, inform Program Review. Academic departments analyze their specific "programs"—meaning degrees and certificates—in their broad Program Review. Program Review by academic departments include an analysis of their PLOs (as well as GELOs and ILOs) alongside other data, rounding out their report into a cohesive document that encompasses all areas of student learning and recommendations concerning how to improve.

PLO Update. If the program of record does not need any changes, faculty can perform a PLO "update" inside of CurricUnet. The process begins with launching a "PLO Update," followed by a review by the Curriculum Committee, in its role as a committee of the Academic Senate, and then finalized for use by

the SLO Coordinator. The PLOs are posted publicly online and in the next catalog, as well as ready for assessment by faculty in eLumen

PLO input or modification through Program Building or Updating. Discipline faculty are able to provide a "program update"—a review and submission of an updated program outline every five years. During this process, faculty affirm or modify their corresponding PLOs inside of CurricUnet. This process begins with building or modifying a program, followed by a review by a division dean, and review by the Curriculum Committee, in its role as a committee of the Academic Senate. The PLOs are posted publicly online and in the next catalog, as well as ready for assessment by faculty in eLumen.

CLOs should be periodically examined throughout the assessment and curriculum update processes. If faculty agree on modifications, changes can occur in two ways. CLO Update. If the course outline of record does not need any changes, faculty can perform a "CLO update only" inside of CurricUNET. The process begins with launching a "CLO Update Only," followed by a review and approval by the Curriculum Committee, in its role as a committee of the Academic Senate. The CLOs are posted publicly in PiratesNet through Datatel and ready for input and assessment by faculty in eLumen

Curriculum Update with CLO modification. Discipline faculty must perform a "curriculum update," or review and submission of an updated course outline of record (COR) every five years. During this process, faculty must affirm or modify their corresponding CLOs inside of Curric UNET. This process begins with launching a "COR Update," followed by review and approval by the Curriculum Committee, in its role as a committee of the Academic Senate. Curriculum is also forwarded to the Board of Trustees and the CCCCO for approval. The CLOs are posted publicly in PiratesNet through Datatel and ready for input and assessment by faculty in eLumen

File Description	Document
Link for additional information	[View Document]()

2.7.4

Performance of outgoing students in internal assessment

Response: 61

2.7.4.1 **Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Response: 61

File Description	Document
Data as per Data template	[View Document]()
Link for additional information	[View Document]()

2.7.5

Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

Assessment in the Classroom

The primary audiences for this chapter are classroom teachers and teacher educators. The chapter offers a guiding framework to use when considering everyday assessments and then discusses the roles and responsibilities of teachers and students in improving assessment. Administrators also may be interested in the material presented in this chapter.

Assessment usually conjures up images of an end-of-unit test, a quarterly report card, a state-level examination on basic skills, or the letter grade for a final laboratory report. However, these familiar aspects of assessment do not capture the full extent or subtlety of how assessment operates every day in the classroom. The type of classroom assessment discussed in this chapter focuses upon the daily opportunities and interactions afforded to teachers and students for collecting information about student work and understandings, then uses that information to improve both teaching and learning. It is a natural part of classroom life that is a world away from formal examinations—both in spirit and in purpose.

During the school day, opportunities often arise for producing useful assessment information for teachers and students. In a class discussion, for example, remarks by some of the students may lead the teacher to believe that they do not understand the concept of energy conservation. The teacher decides that the class will revisit an earlier completed laboratory activity and, in the process, examine the connections between that activity and the discussion at hand. As groups of students conduct experiments, the teacher circulates around the room and questions individuals about the conclusions drawn from their data.

File Description	Document
Documentary evidence in respect to claim	[View Document](#)
Link for additional information	[View Document](#)

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.85

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0

3.1.1.1 **Number of research projects funded by government and non- government agencies during the last five years..**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

3.1.2

Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 0

3.1.2.1 **Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Link for additional information	[View Document](#)

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last

five years in the form of:

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

5. Organizing research circle / internal seminar / interactive session on research

Response: E. None of the above

File Description	Document
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

3.1.4

Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

1. **Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**
2. **Encouragement to novel ideas**
3. **Official approval and support for innovative try-outs**
4. **Material and procedural supports**

Response: E. None of the above

File Description	Document
Reports of innovations tried out and ideas incubated	[View Document](#)
Link for additional information	[View Document](#)

3.2 Research Publications

3.2.1

Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 0

3.2.1.1 **Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 0

3.2.2.1 **Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..

Response: 0

3.3.1.1 **Total number of outreach activities organized by the institution during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

3.3.2

Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 0

3.3.2.1 **Number of students participating in outreach activities organized by the institution during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Link for additional information	View Document

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 0

3.3.3.1 **Number of students participated in activities as part of national priority programmes during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Any other relevant link	[View Document](#)

3.3.4

Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years Response The institute promotes regular engagement of faculty, students and staff with neighborhood community for their holistic development and sustained community development through various activities. Every Year, programme are organized under which students and staff participate voluntarily in community based activities with neighborhood. ? Every Year, programs are organized under which students and staff participate voluntarily in community based activities with neighborhood. Various awareness programs, workshops, rallies and road shows with themes like cleanliness, green environment & tree plantation, gender sensitization, traffic rule awareness, demonetization and digital payment, and empowerment of girls and women; and help acid-attack survivors are organized. ? Continuous voluntary activities by students to maintain cleanliness in and around the Campus, create awareness about the role of clean environment in human health and contribute to the National Swachh Bharat Abhiyan ? More than 10 Blood Donation camps have been organized. ? Awareness of Legal Rights ? Awarness of Oral Health (Aim to Terminate Tobacco and Cancer). Health Checkup Camp ? Farmer Training on sustainable agricultural practices. ? Training of Rural Women Impact & Sensitization: Exposure to extension and outreach activities sensitize the students towards social issues and also to legal and social remedies for matters like domestic violence, dowry, child abuse, beggars, female child, victims of violence, old and infirm, refugees and displaced persons etc. The activities conducted lead imbibing the values of social responsibility such as: 1.To help people in need and distress 2.To understand and share the need of under privileged children 3.To promote cleanliness in all span of life and common places, Juggi areas. 4.To acquire social values and a deep interest in environmental related issues. Learning outcomes of the activity: 1.Enlarge the knowledge of societal issues and problems and to search solution by getting involved with their lives. 2.Build up relation and tie up with organizations/NGO to carry forward humanitarian work in future. 3.Develop a passion and brotherhood towards community, affected people/animals and destitute. 4.Develop skill and aptitude for problem solving. 5.The skills developed include social skills communication skills, management skills, leadership skills, analytic skills, perceptual skills etc

3.3.5

Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 0

3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

3.4 Collaboration and Linkages

3.4.1

Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 0

3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

3.4.2

Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 0

3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

File Description	Document
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

3.4.3

Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

1. **Local community base activities**
2. **Practice teaching /internship in schools**
3. **Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
4. **Discern ways to strengthen school based practice through joint discussions and planning**
5. **Join hands with schools in identifying areas for innovative practice**
6. **Rehabilitation Clinics**
7. **Linkages with general colleges**

Response: E. None of the above

File Description	Document
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories,sports field, fitness center, equipment, computing facilities,sports complex, etc. for the various programme offered

Response:

The journey of Slopeland College of Teachers Education started nine two years back in 2013. During this short period of time, the college has developed tremendously. After so after many years of it's coming into existence, the college is now equipped with well-maintained classrooms, laboratories, Smart classrooms, library reading rooms, conference rooms, ICT enabled classes and computing equipment to adopt the modern education system. The college has a sports store where all the sports materials and equipment are kept under the supervision of Physical Education teacher under whose supervision the sports materials are used properly by the Physical Education students. There is a playground inside the college campus where the students practice sports for their practical examination. The institution has eleven (11) classrooms with electricity facilities, a good number of benches for students, good quality large white boards with smart classroom facilities and other necessary materials to impart knowledge to students. In front of each department, there is a notice board where students display their creative writings, attractive paintings which bring forth the hidden talents of the students. On college campus there are two (02) water coolers to provide purified cold drinking water to students and staff. The college possesses a well-furnished and resourceful library with more than 20,000 books. The books are properly maintained in different bookshelves according to the DDC method. The library is also equipped with audiovisual items, lots of e-journals through NLIST (INFLIBNET) offering online access to support the academic programmes of the college, to support teaching faculties and also research scholars. For the benefit of science students there are six (6) well- equipped science laboratories for Physics, Chemistry, Zoology, Human Physiology, Botany and Mathematics which are catering to the needs of the students. Moreover, there are nine charts related to zoology, eight microscopes, multiple cylinders for laboratory works, museum specimen samples, balance machine, etc. which are helpful for students. To get on with modern technology all the departments of science, arts, and commerce have computer facilities along with internet connections. The computer department has a quiet number of computers in computer laboratory where students in Physics, Mathematics, Chemistry, Commerce go to the laboratory to do practical classes. Thus all these facilities are provided to the students keeping pace with modern technology. Above these, the college is well equipped with a well neat and clean play ground with a basketball court and open air theater and also one each multipurpose hall and conference room and two common rooms, one for ladies and another for gents.

File Description	Document
List of physical facilities available for teaching learning	[View Document](#)
Link for additional information	[View Document](#)

4.1.2

Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.

Response: 34.62

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

Response: 9

4.1.2.2 **Number of Classrooms and seminar hall(s) in the institution**

Response: 26

File Description	Document
Data as per Data Template	[View Document](#)
Link to relevant page on the Institutional website	[View Document](#)

4.1.3

Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 93.56

4.1.3.1 **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
6.25	5.03	7.77	6.35	4.54

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software

Response:

Integrated Library Management System (ILMS)

- **Name of ILMS software**: - E-Granthalaya Software in Cloud version-4 of National Informatics Centre, Govt. of India.

- **Nature of automation** (fully or partially):- Partially.

- **Version**:- EG-4 in cloud.

- **Year of Automation**:- 13/06/2016.

About RTC Library:- The Library is a Knowledge Centre which has rich resources mainly in Social Sciences, Humanities and Sciences. It is a two storied building situated in the middle corner adjacent to Commerce, Economics and Science department of the academic complex of the Institute and is the hub of all the academic activities of the Institute and provides comprehensive access to books, journals, reports, e- journal/online databases, e-books, electronic theses and dissertations.

File Description	Document
Bill for augmentation of library signed by the Principal	[View Document](#)
Web-link to library facilities	[View Document](#)
Link for additional information	[View Document](#)

4.2.2

Institution has remote access to library resources which students and teachers use frequently

Response:

Library Catalogues are available to all through the Internet. Only current Slopeland College of Teachers Education Students, Faculty, and Staff are eligible to access databases and other resources from off-campus. The three means of access are:

- **Proxy Server:** Slopeland College of Teachers Education Students, most Faculty (Emeritus professors should use ILMS software), and Staff may also remotely access online resources via our Proxy Server. If you try to connect to a database, e-book, or other online resource and you are connecting from off campus (not using the ILMS software), the proxy server will automatically ask for your SSO ID and password.
    - Advantage: No additional software needs to be installed on your computer.
    - Disadvantage: Works with most, but not all resources.
      Some resources cannot be accessed via the proxy server. In this case you will need to use the ILMS software or come to campus.

- ILMS software**:** Slopeland College of Teachers Education Students, Faculty and Staff may use the Triton ILMS software to access library resources. When you are connected via the ILMS software, your computer will connect to resources as if you are on campus.
    - Advantages: ILMS software is the most complete solution and provides reliable, secure, encrypted access. Works with nearly all resources.
    - Disadvantage: More complicated. Software needs to be installed on your computer.

- ILMS software**:** Faculty and Staff can use the Remote Desktop ILMS software option to access their office computer. ITS has more information here.
    - Advantages: RD Gateway can provide secure remote access which does not require the Triton ILMS software.
    - Disadvantage: For remote desktop use only.

File Description	Document
Landing page of the remote access webpage	[View Document](#)

4.2.3

Institution has subscription for e-resources and has membership/ registration for the following

1. e-journals
2. e-Shodh Sindhu
3. Shodhganga
4. e-books
5. Databases

Response: D. Any 1 of the above

File Description	Document
Data as per Data template	[View Document](#)
Link for additional information	[View Document](#)

4.2.4

Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 0.91

4.2.3.1 **Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
1.02	0.92	0.95	0.75	0.92

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

4.2.5

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 5.05

4.2.5.1 **Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year**

Response: 102

4.2.5.2 **Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year**

Response: 164

4.2.5.3 **Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year**

Response: 147

4.2.5.4 **Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.**

Response: 89

4.2.5.5 **Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.**

Response: 164

File Description	Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	[View Document](#)

4.2.6

Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways

1. **Relevant educational documents are obtained on a regular basis**
2. **Documents are made available from other libraries on loan**
3. **Documents are obtained as and when teachers recommend**
4. **Documents are obtained as gifts to College**

Response: A. All of the above

File Description	Document
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

The IT sector is one of the rapidly expanding sectors Slopeland College of Teachers Education, in order to cope with the age of modern technology, does not lag behind in possessing IT facilities in the institution. To cater to the demands and updated facilities for the students IT infrastructure are in constant change and modification. Not in terms of hardware but in terms of software also the integrated system is in the constant developing process. We prefer the genuine versions of the software in use. IT department keeps a keen vigilance on the activities of the students as there is a high percentage of variability to deviate in the vast domain of Big Data. Constant guidance is provided to them and at the very same time, they are encouraged to restrain their digital surfing in accordance with the syllabi or any other related arena. The College has a computer Laboratory with requisite numbers of computer and these computers are made accessible to the students to instill the IT skill in them. The college has developed one smart classroom and an ICT enabled seminar hall, for conducting classes for the students. Seminars, various Workshops are also conducted in the Conference hall with an LCD projector and screen. The college is in possession of fifty-four (54) Desktops and three (3) Laptops. Among these, 15 computers are used by the students and the rest are used by the office and teaching community for administrative and academic purposes. The college also possesses other ICT equipment such as printers, photocopiers, projectors screen, and speakers in adequate numbers and is used for the sake of the students.

Keeping pace with the modern technology all official works including salary related matters of both the faculties and the staff, other financial transactions are made through online treasury using HRMS (Human Resources Management System). At present, the college has a broadband connection, and this facility is accessed in our day to day work. Even each department is connected with broadband/ Wi-fi facilities, where teachers as well students can take full advantage of the system. Even marks uploading during the final examination is possible only because of this connection.

File Description	Document
Link for additional information	[View Document](#)

4.3.2

Student – Computer ratio for last completed academic year

Response: 1.75

File Description	Document
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

4.3.3

Internet bandwidth available in the institution

Response: 20

4.3.3.1 **Available bandwidth of internet connection in the institution, in MBPS**

Response: 20

File Description	Document
Receipt for connection indicating bandwidth	[View Document](#)
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	[View Document](#)
Link for additional information	[View Document](#)

4.3.4

Facilities for e-content development are available in the institution such as

1. **Studio / Live studio**
2. **Content distribution system**
3. **Lecture Capturing System (LCS)**
4. **Teleprompter**
5. **Editing and graphic unit**

Response: A. All of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	[View Document](#)
Data as per Data Template	[View Document](#)
Link to videos of the e-content development facilities	[View Document](#)
Link to the e-content developed by the faculty of the institution	[View Document](#)
Link for additional information	[View Document](#)

4.4 Maintenance of Campus and Infrastructure

4.4.1

Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 7.03

4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0.56	0.62	0.55	0.31	0.21

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

4.4.2

Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.are in place

Response:

Proper maintenance and utilization of physical, academic and support facilities are augmented and maintained through various committees like:

Laboratory: The College has a Physical Science and BioScience department with laboratory facilities and the Laboratory facilities are made accessible to all the students of the concerned departments. The users of these laboratories pay immense attention while accessing the facilities and handle it with good care. Every Science department has Laboratory attendant for proper maintenance of the laboratories. They also render help in the laboratory when the students perform experiments. In the absence of the Lab attendant, the teachers of the concerned department extend help and support to the students in the Laboratory. Laboratory Equipment/Machinery, Gas connection pipeline is checked regularly to see if there is any leakage problem by the staff of the concerned department.

Library: Library is a sacred place where the learners can acquire and enlighten themselves by gathering vast knowledge. The library has an advisory committee, which meets at regular intervals to discuss various issues related to library facilities, services, and activities The committee works towards improving the overall library infrastructure and resources to make it user friendly. The college library subscribed to N- LIST programme of INFLIBNET. A link to Web OPAC has been provided on the library website for remote access. Users can access the library database and search for books. The users can access this information from home where internet connectivity is available. T

Sports Complex: The Games and Sports section in the institution is being looked after by the Physical

Education faculty. All the sports materials and equipment are stored in a sports storeroom under the supervision of the Physical education teacher. The teacher maintains the games and sports register with good care. The faculty keeps a record of all the sports equipment available in the college. Students are allowed to use the sports materials only after signing the register and return the same after their sports activities get over.

Computer: Computer has become a part and parcel in every walks of life, hence its requirement is felt in every institution. SCTE has sufficient numbers of computers which are used in offices, various departments and in the computer laboratory. The students can access them in the Computer laboratory at the time of computer practical classes. From time to time Computer and IT infrastructure maintenance and up-gradation is looked after by the Head of the Computer Department.

Classroom: The institution provides classroom which is spacious, well-lit, for the students. The college authorities pay great attention to maintaining the classroom and ensure uninterrupted teaching-learning activities. For the smooth running of the department, all Head of the Departments is free to submit their requirements to the Principal regarding repairing and maintaining the computer, classroom furniture, departmental furniture, etc.

File Description	Document
Link for additional inflrmation	[View Document](#)
Appropriate link(s) on the institutional website	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

A range of capability building and skill enhancement initiatives are undertaken by the institution such as:

1. **Career and Personal Counseling**
2. **Skill enhancement in academic, technical and organizational aspects**
3. **Communicating with persons of different disabilities: Braille, Sign language and Speech training**
4. **Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two**
5. **E-content development**
6. **Online assessment of learning**

Response: A. All of the above

File Description	Document
Sample feedback sheets from the students participating in each of the initiative	[View Document](#)
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	[View Document](#)
Photographs with date and caption for each initiative	[View Document](#)
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.2

Available student support facilities in the institution are:

1. **Vehicle Parking**
2. **Common rooms separately for boys and girls**
3. **Recreational facility**
4. **First aid and medical aid**
5. **Transport**
6. **Book bank**
7. **Safe drinking water**
8. **Hostel**
9. **Canteen**
10. **Toilets for girls**

Response: E. Any 4 or less of the above

File Description	Document
Paste link for additional information	[View Document](#)

5.1.3

The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
2. **Details of members of grievance redressal committees are available on the institutional website**
3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
4. **Provision for students to submit grievances online/offline**
5. **Grievance redressal committee meets on a regular basis**
6. **Students' grievances are addressed within 7 days of receiving the complaint**

Response: A. All of the above

File Description	Document
Data as per Data Template for the applicable options	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.4

Institution provides additional support to needy students in several ways such as:

1. Monetary help from external sources such as banks

2. Outside accommodation on reasonable rent on shared or individual basis

3. Dean student welfare is appointed and takes care of student welfare

4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: E. None of the above

File Description	Document
Data as per Data template	[View Document](#)
Paste link for additional information	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 0

5.2.1.1 **Number of students of the institution placed as teachers/teacher educators during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

5.2.2

Percentage of student progression to higher education during the last completed academic year

Response: 91

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 90

5.2.2.2 **Number of outgoing students progressing from PG to M.Phil.**

5.2.2.3 **Number of outgoing students progressing from PG / M.Phil to Ph.D.**

Response: 1

File Description	Document
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

5.2.3

Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 0

5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

5.3 Student Participation and Activities

5.3.1

Student council is active and plays a proactive role in the institutional functioning

Response:

STUDENT COUNCIL:

- The Students' Council is the constitutional representative body of the student community at the College level which is formed as per the guidelines of Slopeland College of Teachers Education for the purpose to serve the students at the College level. It plays crucial role to keep the college environment healthy and well-functioning. It is nice platform for the students to represent their views, ideas and interests. An implicit view behind the constitution of Students Council is to improve the quality of higher education.
- As per the directions of the Slopeland College of Teachers Education has completed the election procedure in time for the academic years The active participation of student's council in each and every activities of the College made it possible to create the healthy atmosphere in the college campus.
- IQAC has taken measures to organize various seminars, conferences, workshops and value-added programs to participate students for making them aware on the current inventions and what is going on all around the world. Students have organized important activities like painting exhibition, women conscious awareness programs, tree plantation, career development, anandnagari, Rallies on water conservation and management, swacchata campaigns, cultural

programs at adopted villages, rangoli, wel-come and farewell functions of the students etc.
- Following the procedure, student's council was constituted for the academic year 2017-18. Miss.
  - Establishing links with the local community.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	[View Document](#)
Paste link for additional information	[View Document](#)

5.3.2

Average number of sports and cultural events organized at the institution during the last five years

Response: 1

5.3.2.1 **Number of sports and cultural events organized at the institution during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	1

File Description	Document
Reports of the events along with the photographs with captions and dates	[View Document](#)
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

5.4 Alumni Engagement

5.4.1

Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

The college has a strong alumni association (Trust) since its inception. The Alumni are a strong support to the Institution. This alumni is registered under the India Trust Act, bearing Registration Number 4390,

5th September, 2006. The Institution nurtures the alumni association to facilitate them to contribute significantly to the development of the Institution through financial and non-financial means. The alumni's of the college are placed in the different corporate sector, education, business, professional fields, media industry, political field, social work, academics and accessories. The association is engaged in different social activities. The Alumni Association organised a health camp where Eye check-up, Hepatitis –B Vaccine has given to 150 (one hundred fifty) persons. Again in the next month second health camp was organized where 2nd dose of Hepatitis –B Vaccine, Covid-19 Vaccine, etc. was given. These programmes are organized as and when it required and the alumni members were associated with the organizing committee and provided financial support. They also participated in Rally, sports, quiz competition, debate competition, cultural programme along with the present students and faculty members. Time to time they also conducted many programmes in the College campus. They also donated a considerable amount as funf to Chief Minister Relief fund for Covid-19 pandemic during the celebration of Induction Programme which was organized just for the name sack by following proper SOP and Health Department's guidelines. The members of Alumni Association also perform other extension activities and extends their helping hands whenever we seek for. During Library extension activities the alumni donated two reading tables for the students. Thus Alumni Association of college contributes to the welfare of   the college. Some of the alumni are actively participating in social service combined with creative activities in nearby societies. Alumni have played an important role in the pandemic hour thus putting an example to the present students.

File Description	Document
Details of office bearers and members of alumni association	[View Document](#)
Paste link for additional information	[View Document](#)

5.4.2

Alumni has an active role in the regular institutional functioning such as

1.   **Motivating the freshly enrolled students**

2.   **Involvement in the in-house curriculum development**

3.   **Organization of various activities other than class room activities**

4.   **Support to curriculum delivery**

5.   **Student mentoring**

6.   **Financial contribution**

7.   **Placement advice and support**

Response: D. Any 1 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Any additional link	View Document

5.4.3

Number of meetings of Alumni Association held during the last five years

Response: 5

5.4.3.1 **Number of meetings of Alumni Association held during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	1

File Description	Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.4.4

Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them.

Response:

Objectives:

- To hold MOUs with institutes for the advancement and propagation of learning.
- To achieve the global learning platform with excellence in education by enriching the access of the successful graduates.
- Transcending the verticals in the sustainable and equitable society through innovative research in science and technology.
- To serve the society by collaborative efforts of institute-alumni partnership towards the better living standards.

Functions:

- Organizing alumni meet every year.
- Providing a common platform to the institute graduates and alumni members for sharing the ideas

and experiences.

- Encourage alumni members to be in contact with the institute to contribute in various technical and cultural activities and occasions.
- To act as a source of medium for effective communication between the graduates seeking help from the alumni members.
- Keep the alumni members aware and up to date regarding the most recent achievements and recognitions incurred by the institute.

Policies:

The alumni council shall be the top-level governing body of the institute. The alumni committee from each department and members of the committee shall monitor smooth functioning and execution of objectives of the alumni council as per following policies:

- Every successful graduate shall be a member of alumni association of the institute.
- All alumni members shall be eligible to avail the benefits of all the technical and cultural activities organized by the institute.
- Alumni members shall have an access to the database through the web portal only on his/her own security credentials provided by the institute.
- Misuse or fishing of the personal data of alumni members shall not be entertained in any form or by any means.
- The alumni details are confidential and shall not be shared with outsiders without any written permission from the institute authorities.

File Description	Document
Paste link for additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission

Response:

In the hierarchy first comes the Education Minister, Manipur State University subsequently comes the Principal Secretary of Higher Education, Director, Joint Directors of Higher education, and then comes the Principal of the college who acts as the administrative head of the institution**.** Since Slopeland College of Teachers Educatin, all the major decision is taken by the College Management Committee/Development Committee. The financial matter of the college is looked after by the Drawing and Disbursing Officer, who is selected among the management, but approved by the concerned Departments and Banks. To assist the Principal and for the smooth functioning of the college, there is a Teachers' Council where the Principal functions as the President. The Teachers' Council selects one Secretary and two Joint Secretaries selected among teachers. There are various sub- committees like Examination Committee, Academic Committee, Discipline Committee, Development Committee etc. whose conveners and members are selected from the Teachers' Council. In total there are fourteen (14) sub-committees. Some of the functions of the committees are as follows:

The examination sub-committee conducts two semester examination in a year as per the University Time table and undertakes two internal sessional examinations. Other than the regular University examinations, various competitive examinations are conducted by the college, whenever required by the government.

The admission sub-committee arranges the admission of the college.

Routine sub-committee prepares the central routine and hands over the routine to the individual department. The Department then prepares its departmental routine.

Cultural sub-committee arranges the entire cultural program. The committee also observes all the important national and international events in the college.

The discipline committee looks after the overall discipline of the college so that students try to maintain the rules and regulations of the college.

The anti-ragging committee and Sexual Harassment cell see that the students are fully secured inside the college campus.

The development committee looks after the overall development of the college, including infrastructure development.

The purchase committee looks after the purchase of various equipment, instruments, chemicals,

furniture, etc. five (5) The literary and Debate Committee encourages students to participate in debate in the college campus and also take an active part in various inter-college competitions.

Every sub-committee is led by a convener and few members and these committees meet on a regular basis and help to formulate and implement the strategic plans of the institution.

Apart from the Teachers' Council, the College has IQAC. Throughout the academic year, all the sub-committees participate to resolve the concerning issues for the interest of the institution where every committee member has the freedom to participate in decision making. The students take an active part in the various activities on the campus. This results in the effective and proper execution of the work and promotes cooperation between management, staff, and students. The Heads/ Head in Charge of various departments is responsible for the day to day administration of the Departments.

File Description	Document
Vision and Mission statements of the institution	[View Document](#)
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	[View Document](#)
Link for additional information	[View Document](#)

6.1.2

Institution practices decentralization and participative management

Response:

Slopeland College of Teachers Education and so all strategic plans are taken by the Department of Higher Education, Government of Manipur. However, some internal strategies can be taken by the college for the smooth functioning of the college. One such strategic plan implemented by the college is the Teaching and Learning Process of the institution. The academic calendar is prepared by the Academic Committee and the Central routine of the institution is prepared by the Routine Committee at the beginning of each academic year. The Routine Committee prepares the central routine of Science, Arts and Commerce allotting tutorial classes, smart classes for each department. The routine is then handed over to each department for preparing the departmental routine. The Head of the Department of each department then formulate departmental routine, distribute syllabus among faculty members, so that the syllabus is completed within time. Time to time extra classes, tutorial classes, revision classes are also taken to complete the syllabus in time. In short, syllabus coverage is monitored by the Head of the Department of each department. Attention is paid for slow learners. Study materials, question papers of the preceding years are provided to advance as well as slow learners. Guidance is provided to the students for writing answer there is a departmental library in each respective department from where books are provided as reference books to the students. ICT enabled classes are also taken by the departments to make the students understand certain difficult topics in the easiest way. Study tours, field visits are arranged occasionally in some departments to enhance the experimental learning process. Each department has been provided with computers along with internet facilities for the smooth conducting of the department. For the proper guidance of the students, there is a mentor and mentee system. Assignments, sessional examinations as part of continuous evaluation, group learning in some departments are practiced from time to time. The main purpose of each department is to enhance the knowledge and make the students aware of the modern education system. Library facilities, INFLIBNET facilities are also rendered to the students of this institution. To make the students ease, some department conducts group discussion, quiz competition, and debate competition from their subject itself so that the students are also able to overcome their fear and expand their knowledge and to upgrade themselves.

File Description	Document
Relevant documents to indicate decentralization and participative management	[View Document](#)
Link for additional information	[View Document](#)

6.1.3

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

Response:

To ensure good governance, transparency and accountability, the vision, mission, and goals are clearly defined at all levels. Financial Transparency:

· The Institutional mechanism for monitoring the effective and efficient use of financial resources is the Finance Committee.

· The members of the Finance Committee are Nahakpam Babulin, N. Chinglemba and Kh. Nabachandra Singh

· They discuss all important matters relating to budget provisions of the College and finalize budget proposals to be presented before the Governing Body for approvals at the beginning of each year.

· Actual day-to-day financial transactions are tracked by the Finance Officer, for approvals and transactions. Academic Transparency:

· The regulations, syllabus, and curriculum are uploaded on the college website.

· The rules and regulations are made clear in the Students Handbook which is available online and is also circulated among students.

· All the current events, including admission, examinations, circulars, seminars, time-tables, workshops, training programs, campus drive information is posted on the College website as well as the College notice board. They are circulated among the staff and students.

· The admission process at the undergraduate and postgraduate levels is transparent and well organized as per the norms laid down by Andhra University, various Statutory Regulatory Authority, and APSCHE. The process is widely publicized by putting it on the College Website and also by one-to-one counselling on campus who seek information regarding admission.

· For the SCTE students, assignment marks and student's signatures are recorded in practical classes to ensure transparency of attendance.

· The evaluated scripts of mid-term examinations, assignments, and projects are verified by the students and feedback is given by the faculty.

· An online grievance redressal system enables, ease of access to concerned authorities. This helped to improve the quality of general administration and an increase in accountability of auxiliary functions.

· A staff manual is available on the website which provides information on Service rules, code of conduct and benefits available to the staff. Transparency in the Admission process is ensured through:

1. Partially automated Admission Process.

2. Interaction Session of parents and students for selecting the course and its details.

3. The campus tour is organized for Parents/Guardian who accompanies the applicants.

4. Admissions are made purely on merit.

5. Transparency maintained with respect to the fees structure. Transparency in Administrative and auxiliary functions:

· Periodic review meeting at various levels is conducted to ensure transparency, accountability and corrective measures.

· Regular Faculty Meetings, Institutional IQAC, Research Review Meetings, Class Representatives (CRs) Meetings are conducted.

· An online system has been developed to foster transparency by inviting innovative ideas/suggestions for improvements in various functions such as Admission, Academics, Examination, Procurement, HR, Industry Interaction, Finance, Administration, Maintenance, etc.

· In case of disciplinary issues, committees are formed, and concerned individuals are given ample opportunities to state their version on the issue and impartial investigation is administered.

· Delegation of powers at various levels and committees are informed formally through circulars and emails.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	[View Document](#)
Link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Slopeland College of Teachers Education and so all strategic plans are taken by the Department of Higher Education, Government of Manipur. However, some internal strategies can be taken by the college for the smooth functioning of the college. One such strategic plan implemented by the college is the Teaching and Learning Process of the institution. The academic calendar is prepared by the Academic Committee and the Central routine of the institution is prepared by the Routine Committee at the beginning of each academic year. The Routine Committee prepares the central routine of Science, Arts and Commerce allotting tutorial classes, smart classes for each department. The routine is then handed over to each department for preparing the departmental routine. The Head of the Department of each department then formulate departmental routine, distribute syllabus among faculty members, so that the syllabus is completed within time. Time to time extra classes, tutorial classes, revision classes are also taken to complete the syllabus in time. In short, syllabus coverage is monitored by the Head of the Department of each department. Attention is paid for slow learners. Study materials, question papers of

the preceding years are provided to advance as well as slow learners. Guidance is provided to the students for writing answer there is a departmental library in each respective department from where books are provided as reference books to the students. ICT enabled classes are also taken by the departments to make the students understand certain difficult topics in the easiest way. Study tours, field visits are arranged occasionally in some departments to enhance the experimental learning process. Each department has been provided with computers along with internet facilities for the smooth conducting of the department. For the proper guidance of the students, there is a mentor and mentee system. Assignments, sessional examinations as part of continuous evaluation, group learning in some departments are practiced from time to time. The main purpose of each department is to enhance the knowledge and make the students aware of the modern education system. Library facilities, INFLIBNET facilities are also rendered to the students of this institution. To make the students ease, some department conducts group discussion, quiz competition, and debate competition from their subject itself so that the students are also able to overcome their fear and expand their knowledge and to upgrade themselves.

File Description	Document
Link to the page leading to Strategic Plan and deployment documents	**View Document**
Link for additional information	**View Document**

6.2.2

The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

The Principal as the head of the institution along with the members of the Teachers' Council maintains a congenial and academic environment of the college. Major policy decisions are taken by the Directorate of Higher Education, which are communicated to the college through the Officer on Special Duty. In the college, the Principal is the apex authority and he is assisted by the Secretary, Teachers' Council, and various sub-committees. The Principal executes academic and administrative plans and policies with the help of 14 sub-committees for smooth conduct of the college activities. In addition, the college has NCC and NSS wings, IQAC Cell, NAAC Cell.

The various fourteen sub-committees are:

Academic committee

Admission Committee

Examination Committee

Social Entertainment Committee

Library Committee

Debate and Literary activities and Magazine Committee

Discipline Committee

Planning and Development Committee

Routine Committee

Sports, Purchase and Store verification Committee

Sexual Harassment and Redressal and Anti Ragging Committee

Students/Teachers Common Room

Research Committee

Placement Cell and Canteen Committee

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Appointment- Appointment of Assistant Professors is conducted through College Management Committee/Development Committee under the guidelines of affiliating university and college recognizing authority and appointment of non-teaching staff is made through interviews. Recruitment of Guest Lecturers is done individually by the college following the affiliating university rules and Higher Education guidelines. Supporting staffs for cleaning, Night Guard is maintained in the college throughout source.

Promotion Policy – Career Advancement Scheme (CAS) of the regular Faculty members is done by the Directorate of Higher Education. Promotion of non- teaching is done as per the policies of the College Management Committee.

Service Rules- All the employees of the college follow rules framed by the college management committee.

File Description	Document
Link to Organogram of the Institution website	[View Document](#)
Link for additional information	[View Document](#)

6.2.3

Implementation of e-governance are in the following areas of operation

1. **Planning and Development**
2. **Administration**
3. **Finance and Accounts**
4. **Student Admission and Support**
5. **Examination System**
6. **Biometric / digital attendance for staff**
7. **Biometric / digital attendance for students**

Response: E. Any 1 or none of the above

File Description	Document
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.2.4

Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

Effectiveness of Various Bodies/Cellsl are as follows:

1. Academic Committee looks into the various academic issues of the college and ensure proper disposal of the issues in consultation with all concerned. The Committee audits academic matter of departments (Departmental library management, Department-wise students' attendance record, Departmental lesson plan, Existence of departmental question bank, Departmental students' seminar, Departmental wall magazine, Departmental plan of organisation of International/National/State level Seminar, Departmental plan of attending staff development programme of teachers). The Committee prepares the annual Academic Calendar of the College. The administration asks its advice on various academic matters.

2. Examination Committee for conducting internal assessment tests of the College and Tripura University scheduled final examinations. The Committee also gives advice to the administration on evaluation matters

3. Admission Committee functions to ensure proper maintenance of admission in 1st semester as well as other semester also.

4. Social Entertainment Committee organizes social and cultural activities like Saraswati Puja, celebration of the Foundation Day of the college, National Day, Freshers' Welcome, and similar cultural activities.

5. Debate, Literary activities & Magazine Committee organizes the publication of College Magazines in collaboration with Students' Council of the College and supports to prepare and guide the students for different drama competitions organized by University/Colleges.

6. Library Advisory Committee functions to ensure proper maintenance of all library facilities, department-wise budget allocation for purchasing of books and journals and takes decisions for the improvement of library services.

7. Games & Sports Committee organizes Annual Sports of the College and manages students' activities in games and sports and accompanies students in games and sports competition organized by University/Colleges

File Description	Document
Minutes of the meeting with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

Slopeland College of Teachers Education is a Private Teachers Training and Degree College and has to follow welfare measures provided to teaching and non-teaching staff as per the guidelines of the government of Manipur and College Management Committee. The institution has various effective welfare measures for teaching and non-teaching staff. Some of them are:

The salary component and other monetary benefits are given as per the recommendation of the Government of Manipur for Assistant Professors and Associate Professors and and non-teaching staffs respectively.

Annual Increment@ 3% is given every year for every teaching and non-teaching staff of the college.

Promotion and CAS benefits are given as per the guidelines of the State Government.

Faculty members are encouraged to participate in the Orientation Program/ Refresher Course/ Seminars/ Workshop. Non-teaching staffs are also allowed to undertake various training programs for enhancing their professional knowledge.

General Provident Fund facilities, Gratuity Pension facilities, Group Life Insurance in the process of pipeline for providing to both the teaching and non-teaching staff. They also enjoy other benefits like House Rent Allowance, Dearness Allowance.

Festival advance is provided for teaching and non-teaching staff.

Loan without interest from the General provident fund is there for teaching and non-teaching staff.

Medical reimbursement as applicable for gazetted officers is there for the Principal, Associate Professors, and Assistant Professors. On the other hand, monthly medical allowance is provided to Group C and Group D employees.

Both teaching and non-teaching staff can avail of Casual Leave, Earn Leave, and Medical Leave.

Benefits of availing Child Care Leave, Maternity Leave, Paternity Leave as per state rules are also provided to the staff.

Benefits of availing Bharat Darshan three times during the service tenure is granted to all teaching and non-teaching staff.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	[View Document](#)
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

6.3.2

Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 0

6.3.2.1 **Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Income Expenditure statement highlighting the financial support to teachers	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

6.3.3

Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 10

6.3.3.1 **Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	2	2	2

File Description	Document
List of participants of each programme	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

6.3.4

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

Response: 0

6.3.4.1 **Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

6.3.5

The institution has a performance appraisal system for teaching and non-teaching staff

Response:

Performance Appraisal is the most methodical way of evaluating the performance of an employee. It makes the employee more liable to the work that he performs. It also inspires the teachers to undertake research-based work to enhance their knowledge. The Performance Appraisal System is conducted centrally by the Directorate of Higher Education. For this purpose, the Gazetted officers are given the Annual Confidential Report (ACR) format for their self-appraisal annually. The ACR is assessed by the Principal and is then sent to the Directorate of Higher Education for further action. On the basis of this ACR for Career Advancement i.e., promotion is given. Non-teaching staff is not given any appraisal format as their promotion is based on a seniority basis which is conducted by the Department of Higher Education from time to time. However, to make the non-teaching staff aware of different advancements made in the official matters, they are deputed for various training programmes to enhance their potentiality.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	[View Document](#)
Link for additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Slopeland Collage of Teachers Education is a Private Institution and so the college conducts both internal and external audits and prepares Financial Audit Reports during the conduct of Annual Meeting of College Development and Trustees' meeting.. Thus, the Audit Reports is opened to all. The College Management Committee the Department, initiates audit in colleges where the audit cell of the department takes necessary measures required. Sometimes the Department of Audit is also entrusted with the work. The spectrum of the audit work includes all financial transactions, purchases, and procurement in keeping with the financial rules of the government. Allowances like HRA, medical, travel, etc. are also subjected to audit clearance. There also is a provision of a special audit like any other government department. An audit firm of Chartered Accountants is also invited for audit work as and when decided by the College Management Committee for the external audit.

File Description	Document
Report of Auditors of last five years signed by the Principal	[View Document](#)
List of audit objections and their compliance with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

6.4.2

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

Response: 1.97

6.4.2.1 **Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0.21	2.28	0	6.70	0.67

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View Document
Data as per Data Template	View Document
Link for additional information	View Document

6.4.3

Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

The availability of funds is essential for any organization, society, family, or co-operatives but the movability of funds is even more important. If the movability is in the right direction, well-co-ordinated then the level of progress is high; otherwise, it becomes ineffective even though the fund is available. Therefore the movability of funds is important for the development of any organization.

The Principal and the Drawing and Disbursing Officer (DDO) of the college monitor the use of the

resources received from the government through discussion with the College Management Committee/Development Committee and Purchase committee. The Government funds are looked after by the Drawing and Disbursing Officer in collaboration with College Management Committee/Development committee. The allocated funds are utilized to purchase equipment, chemicals, organize seminars, workshops and conferences, etc. The Principal makes recommendations for better handling of resources and effective mobilization of available funds for the betterment of the students, teaching and non- teaching staffs. There is a Planning and Development Committee that looks after the requirements of various departments minutely and then goes for purchasing the things through the Purchase Committee. The Purchase Committee follows all the formalities for the utilization of the fund. Quotations are sought and then following the required formalities, for utilization of funds, steps are taken. A supply order is given to the vendor for the purchase of any material. At times purchases are made by the local Co-operative society. If the purchase of materials is below ten thousand, the purchase can be made directly without calling any tender. Up to 2.50 lakhs, the Principal can call tender but if the purchase is above 2.50 lakhs purchase has to be made by e-tender.

An institution is not recognized by its infrastructure but by the success of students studying in it. Therefore some fund is invested on the purchase of books and apparatus, sports and games, Fresher's welcome, other cultural programmes, and national events.

For effective teaching and learning process, it is very important that the environment and campus of the institution should be clean and alluring. The institution has six gardens which are maintained by the government fund provided by the college. For maintaining and upgrading the facilities provided to the college there is a fund for electricity, water, and internet website and telephone bills. To upgrade the students, professors, and employees various programs like seminars, discussions are organized for which fund is provided by the college. Some percentage of funds is also kept for miscellaneous expenses.

File Description	Document
Link for additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies

Response:

The Internal Quality Assurance Cell (IQAC) monitors efforts of the college towards excellence in different areas. By the end of the session, IQAC chalks out an action plan for the next year and ensures & reviews the efforts are made by the institution to follow that action plan. The institute has a sufficient number of committees and cells headed by a coordinator and a few members which contribute to the quantitative and qualitative changes in the College. IQAC conducts academic audit (internal) of the college to review the academic achievements of faculty members & departments, documentation of the various programmes/activities across different units of the College. It also collects and analyses feedback from the

students, parents and updates on the institutional website. Measures and strategies to be implemented for quality assurance are regularly discussed in the IQAC meetings. Following are the example of two practices implemented as quality enhancement measures:

Advance Action Planning: In chalking out the action plan, all HODs, convener/ programme coordinator of all units are invited in the meeting of IQAC. Upon the initiative of the institution, it is implemented by the institutional head and across the departments/units/cells of the College administration for the institution. The academic calendar is an integral part of this action plan which is prepared before the commencement of the academic session.

Students' Satisfaction on overall Institutional Performance: The Internal Quality Assurance

Cell of the College conducts a manual student feedback system on overall institutional performance regarding the teaching-learning process, evaluation process, library services and administration by the College from the final semester students of the academic session. To quantify overall institutional performance four composite indices –

1. Teaching-Learning Composite Index (TLCI)
2. Evaluation Composite Index (ECI)
3. Library Composite Index (LCI) and
4. Administration Composite Index (ACI) is

constructed.

Students' responses are analysed by the IQAC Committee and feedback is discussed in the meeting of IQAC with Head of the Departments. The feedback report is coordinated to the Head of the institution for taking initiatives in quality sustenance.

It improves the student-teacher relationship; helps the teachers to improve their teaching-learning methods; creates a healthy communication between the students and the teachers; develops the skill of evaluation; helps the college administration to improve services and facilities in diverse areas like library, drinking

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View Document](#)
Link for additional information	[View Document](#)

6.5.2

The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

1. The College reviews its teaching learning process and learning outcomes at periodic intervals through IQAC. HODs also convey the departmental meeting and also informal classroom feedback apart from the student satisfaction survey (SSS) to review the teaching process to the concerned department and take required steps for further improvement. Student feedback/ SSS on teaching-learning and evaluation process is collected and analysed on a regular basis by IQAC. The feedback report is coordinated to the Head of the Department and also discussed in the IQAC meeting which helps to take required steps. The

sessional examinations on a regular basis help in assessing the learning outcomes.

2. One of the suggestions for quality enhancement of the institution by the College Management Committee/College Development, The college therefore, another example in implementation of teaching learning reforms facilitated by IQAC is an enhanced use of ICT in teaching and learning processes. The goal is to make the teaching learning process more learners centric. The IQAC passed that a greater involvement of ICT in Teaching Learning be ensured. Therefore, departments were asked to integrate information technology with teaching learning process. Classroom lectures were supplemented with the use of audio-visual aids such as LCD projectors, PowerPoint presentations etc. Besides, students were made aware of the use of e-books and lecture summary were provided to them. The students were provided with various web links that related them to their topics of study.

File Description	Document
Link for additional information	[View Document](#)

6.5.3

Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 0.8

6.5.3.1 **Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
4	0	0	0	0

File Description	Document
Report of the work done by IQAC or other quality mechanisms	[View Document](#)
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

6.5.4

Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	[View Document](#)
Link to the minutes of the meeting of IQAC	[View Document](#)
Link to Annual Quality Assurance Reports (AQAR) of IQAC	[View Document](#)

6.5.5

Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

The first step toward organizational excellence is building efficient processes that make it clear to all employees whether or not an organization's systems are running smoothly and make it possible for team members to step in with improvements when necessary.

These processes, also known as value streams, can produce tangible products like cars or intangible ones like services. Drawing from continuous improvement and other tools, companies pursuing operational excellence adopt a mindset of problem solving, teamwork, and top-line growth, allowing them to create more value for customers.

The drive to keep improving in order to have the capacity to pursue innovation and growth (also known as execution excellence) rests on two primary pillars: the systematic management of operations and the commitment to a positive culture that focuses on customers' needs and empowers staff. Empowered staff members have a clear understanding of goals and plans, feel secure in taking initiative, and come up with ways to fix problems.

File Description	Document
Link for additional information	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has a stated energy policy streamlining ways of energy conservation,use of alternate sources of energy for meeting its power requirements

Response:

Solid Waste Management- Nurturing environment consciousness is the aspiration of Slopeland College of Teachers Education and so the college has undertaken certain steps to maintain solid waste management. To keep the campus neat and clean, the college has made use of more waste boxes kept in different corners of the college campus, so that the students, teaching and non-teaching staff use these boxes as a dustbin. Sometimes the volunteers also clean the college which is a part of their activity. A wide range of waste arises in

chemical laboratories of different science departments especially the chemistry department that is solid materials such as broken glass, packing, paper, samples, and equipment are disposed of in a tank separately made for this purpose only.

Liquid Waste Management- The liquid waste management is well maintained by the college. The chemicals discharged from the chemistry laboratory are disposed of in a separate tank, outside the lab so that the waste does not oozes up with the nearby soil where there is vegetation.

E-waste management- Slopeland College of Teachers Education is Private Teachers Training and Degree College with hundreds students, trainees, teaching and non-teaching staff along with four great staff so E-waste cannot be disposed of without the permission of the Government. However, the college maintains disposal waste in a planned way. The waste like broken furniture is brought in reuse after assembling the useable parts. Other E-waste materials like totally damaged furniture, out of function computers, non functioning digital apparatus like Mother Board, Hard Drive and other office E-wastes are stored in a separate room.

Other than these college maintains clean and green campus. Slopeland College of Teachers College is plastic free campus. LED lights are used in some parts of college campus for conservation of energy. Initiatives are taken to Reduce paper communication. College actively organizes Swach Bharat Abhiyan to creates awareness and consciousness among students, teaching and non-teaching staff.

File Description	Document
Link for additional information	[View Document](#)

7.1.2

Institution has a stated policy and procedure for implementation of waste management

Response:

India is a country of a multi-ethnic culture where people belonging to religious, racial, cultural, and lingual identities live together harmoniously. Keeping this view in mind, Slopeland College of Teachers Education tries to maintain harmony and try to create goodwill among students. Most of the students taking admissions in the college are local and belong to the nearby places and other districts of Manipur. As per government rules, the admission process is carried out. Enough care is taken for specific earmarked seats of each category. In major extension activities participation of faculties, students and non-teaching staff are commendable. Each and every student along with faculty members are fully involved in the national developmental activities, national festivals, awareness rallies, and government campaigns. The flex board of environmental awareness, social harmony, unity, and moral values are displayed on the college campus. The institute plays an effective role as a catalyst in the area to maintain peace and national integration. The college regularly organizes different activities for inculcating the values of tolerance, harmony towards cultural diversities. These activities have a very positive impact on society's cultural and communal thoughts directly. The college thereby celebrates Independence Day, Republic Day, Gandhi Jayanti, Rashtriya Ekta Divas, Bhasha Divash, Yaoshang every year with great honor and respect. These programs organized by the college promote greater values of life, love, integrity fraternity and patriotism in the minds of the students. At times, the students visited Old Age home and offered daily use commodities, distributed sweets and lunch to the old people. The institution donated Rs 5000/- in Chief Minister's relief fund on 3rd Sept., 2021. The college student volunteers to show regards to the armed forces for their services to the nation collected money from students, teachers and office staff of the college and handed over to the State NSS Cell for contribution to the Armed Forces Flag Day. Thus a sense of commitment towards nation, society and responsibility towards humanity at large is instilled in the minds of the students.

File Description	Document
Link for additional information	[View Document](#)

7.1.3

Institution waste management practices include

1. Segregation of waste
2. E-waste management
3. Vermi-compost
4. Bio gas plants

5.Sewage Treatment Plant

Response: E. None of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Link for additional information	[View Document](#)

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting

2. Waste water recycling

3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

Response: E. None of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Any additional link	[View Document](#)

7.1.5

Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

Hygiene is a set of practices performed to preserve health. According to the World Health Organization (WHO), "Hygiene refers to conditions and practices that help to maintain health and prevent the spread of diseases. Hygiene is a concept related to cleanliness, health and medicine. It is as well related to personal and professional care practices. In medicine and everyday life settings, hygiene practices are employed as preventative measures to reduce the incidence and spreading of disease. Hygiene practices vary, and what is considered acceptable in one culture might not be acceptable in another. In the manufacturing of food, pharmaceutical, cosmetic and other products, good hygiene is a critical component of quality assurance. The terms cleanliness and hygiene are often used interchangeably, which can cause confusion. In general, hygiene refers to practices that prevent spread of disease-causing organisms. Cleaning processes (e.g., hand washing) remove infectious microbes as well as dirt and soil,

and are thus often the means to achieve hygiene. Sanitation generally refers to the provision of facilities and services for the safe disposal of human urine and feces. The word 'sanitation' also refers to the maintenance of hygienic conditions, through services such as garbage collection and wastewater disposal.(WHO).

File Description	Document
Link for additional information	[View Document](#)

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: E. None of the above

File Description	Document
Link for additional information	[View Document](#)

7.1.7

Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 0

7.1.7.1 **Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

7.1.8

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

There is a great deal of research on the social determinants of health. Most of it points to three overarching factors:

- **Income inequality**. Once a country has reached the point of development where most deaths come not from infectious diseases (tuberculosis, dysentery, cholera, malaria, flu, pneumonia, etc.), but from chronic diseases (heart disease, diabetes, cancer), the economic and social equality within the society is a greater determinant of death rates and average lifespan than the country's position with regard to others. The United States, for instance, lags behind Japan, Sweden, Canada, and many other less affluent countries in the life expectancy of its citizens. The difference seems to be the size of the gap between the most and least affluent segments of the society.

- **Social connectedness**. Many studies indicate that "belonging" – whether to a large extended family, a network of friends, a social or volunteer organization, or a faith community – is related to longer life and better health, as well as to community participation.

- **Sense of personal or collective efficacy**. This refers to people's sense of control over their lives. People with a higher sense or stronger history of efficacy tend to live longer, maintain better health, and participate more vigorously in civic life.

Many of the social determinants listed below are specific forms of or contributors to these three categories. At a community level, it may be difficult to influence income inequality directly, but a non-governmental or community-based organization may be able to approach it through addressing a particular issue. A small organization may be able to have more effect on social connectedness and the sense of efficacy, since collective action can influence both social ties and the experience of changing communities and systems.

These ten factors are:

- The social gradient (extent of equity or the difference in wealth and opportunity between those

with the most and those with the least)
- Stress
- Early life experience
- Social exclusion (the opposite of social connectedness)
- Work
- Unemployment
- Social support
- Addiction
- Food
- Transpor

7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

1. **Code of Conduct is displayed on the institution's website**
2. **Students and teachers are oriented about the Code of Conduct**
3. **There is a committee to monitor adherence to the Code of Conduct**
4. **Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: E. None of the above

File Description	Document
Link for additional information	View Document

7.2 Best Practices

7.2.1

Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

Title of the Practice: Financial Aid to the deserving students by the college Objectives of the Practice It has been obtained from the profile students joining various courses of the college that there are many students coming from the rural areas with low economic back ground. Their parents are unable to provide them a sustained financial support because agriculture, being a gamble with rain in the district, is not a source of assured income. So, the noble objectives of the practice are • To extend financial aid to the poor students, especially from the rural, to save them from discontinuation of their studies owing to poverty. • To support financially all the deserving poor students without any discrimination of caste, creed or gender. • To promote the 'equality' among the students • To inculcate the values of 'generosity' and a 'sense of social responsibility' among the students. The expected outcome is that the students should be able to complete their degrees with good marks. The beneficiaries should treat the

needy with the principle of 'lend a helping hand without discrimination.' The Context The noble objective had its teething as well as challenging troubles in its designing and implementation. • Pooling up of the required resources was a tough task. • After many awareness sittings with the all concerned, the college set up a 'hundi' on the campus for voluntary donations by students, staff and other visitors including charity organizations. The college struggled a lot in deciding the eligibility criterion for the aid. • After comprehensive deliberations with students and teachers, it was decided to extend the benefit to all the poor students, who do not have the advantage of government or endowment scholarships, without any discrimination of caste, creed or gender. • Verification of the financial backwardness of the aspirants was yet another challenge. • The management has insisted on strict adherence to the rules framed. about this fund in spite of the influential sections' and caste associations' undue interference in the implementation of the practice. The Practice In and around the areas of the college, there has been a long history of frequent droughts and famines, which have ravaged the rural life throwing the people into miserable conditions of abject poverty, illiteracy and ill-health. In a situation of such dire poverty, whatever meagre resources available are used primarily to make both ends meet. So, sending their children to the town for higher education becomes almost impossibility for the poor parents in the rural areas, in the context of higher education demanding higher amounts of money. Though, sometimes, they do venture to admit their children to colleges in the town, they are unable to give sustained financial support throughout the course of study because agriculture, being a gamble with rain in the district, is not a source of assured income. So, it is evident that without financial support from an external source, the rural youth cannot hope to successfully complete their higher studies

File Description	Document
Link for additional information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

Institutional Distinctiveness : performance of the institution in one area distinctive to its vision, priority and thrust The college in accordance with the vision and distinctiveness of the institution has undertaken the adoption of a rural village with the view to make students aware of the problems of the society and to sensitize them towards community services. Khongjom, a village 7 kilometres away from district headquarter, has been adopted by the college for the year. Initially, a survey based on various socioeconomic parameters was conducted by the students of the college in the village. The outcome of the survey shows that Khanapur village due to agro industries the village is facing menace of dust particles which is hazardous to the villagers in the health point of view. During the meeting with village Panchayat members it was found that this has become a big problem for the village. Keeping this in view, the college held a Gram Sabha, wherein this issue was discussed with the villagers, present there in a large number. They admitted that things are getting worse since almost a whole generation is being lost their health. A counselling programme was organized and the people were sensitized towards precautions to prevent respiratory health problems. The Sarpanch of the village played a major role in this endeavour,

as he coordinated the whole affairs proficiently and enthusiastically

File Description	Document
Link for additional information	[View Document](#)

5. CONCLUSION

Additional Information :

Slopeland College of Teachers Education is encircled with variegated greenery. Almost all big autotrophs are marked with scientific name. This helps all sections and especially to students of Bio-Science to get information of that evergreen. Amidst this desolate, we have a beautiful small pond with fishes. All these emit positive vibes to the entire college area.

Faculties of this institution are engaged in all-round academic activities. Some of them are involved in syllabus framing of state university Manipur University. Majority of the faculties are also labyrinthine with question framing, evaluation of scripts and releted confidential matters of universities other than Manipur University under which our college is affiliated.

Present head of the institution was given the responsibility by the state government to convert the NCERT syllabus in Manipuri medium for Board of Secondary Education Manipur (BOSEM). With council of college faculties of different streams and subjects the objective was accomplished aforetime.

The pandemic coronavirus COVID-19 is moving like a wave. Since its emergence state is racing to slow the spread of virus by testing and treating patients. In this aspect Slopeland College of Teachers Education is selected for quarantining people detected with symptoms of COVID-19 virus. So in this pervasive situation college has also in a state of preparedness to provide its facilities. This emphasis the moral role of the college for the entire society.

In this crisis period of widespread of COVID-19 college students including members of teachers council have visited adopted village and provided some daily necessary goods to the villagers in need.

The teaching learning process of the college is running smoothly in this pervasive period of COVID-19. Students are in continuous connection with all Departmental faculties through different online platforms. The college faculties are organizing different virtual national and state label seminars through webinar, which are directly upgrading the teachers and students.

Teachers council has a voluntary donation fund which is continuously used whenever required for students in need. Teachers of our council have donated to the orphanage 'Manipur council for child welfare' and also old age homes.

Concluding Remarks :

The college's main objective is to provide education that is driven by quality and excellence. The curricular philosophy of the college affiliated under Manipur University is realized by defining programme outcome, programme specific outcome and course outcomes that bring out the desired competencies expected in different higher studies or professionals.

No development is complete without a feedback from stake holders especially students. This feedback are collected analyzed action taken help to fulfill and rectify the drawbacks.

A robust mentorship program helps the students enhancing their academic carrier enhancement. This is evident from the fact that the overall pass percentage of the students in the last five years has remained almost at 95%.

There are numerous paper publications in reputed journals, books and chapters in edited volumes have been published in the last five years.

The academic space includes classrooms, seminar halls , library and administrative rooms that cater more than four thousand students , fifty seven teaching faculties and thirty non-teaching faculties.

Various committees are formed involving all members of teachers council for smooth functioning of the college .

The college is conscious of its values and social responsibilities which are visible by its organizing sensitization programmes every year.

The college 's initiative in curricular enrichment and its concern towards inculcating values and ethics amongst the students and sensitizing them towards environment gender and supporting sustainability of resources is seen by conducting various co-curricular activities, social services and other orientation programme for students and faculty. The college sensitizes its students and teachers and other staffs about the need of utilizing the core values and following the code of conduct.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

1.4.1	**Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.**
	
	Structured feedback is obtained from
	
	    1. **Students**
	    2. **Teachers**
	    3. **Employers**
	    4. **Alumni**
	    5. **Practice teaching schools/TEI**
	
	    Answer before DVV Verification : A. All of the above
	    Answer After DVV Verification: E. Any 1 or none of the above
	  Remark : DVV has not consider shared unsigned feedback report by HEI.

2.1.2	**Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..**
	
	    2.1.2.1. **Number of students enrolled from the reserved categories during last five years..**
	    Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
147	144	180	153	148

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
100	100	100	100	50

Remark : DVV has given the input as per referred extended profile 2.3

Metric ID	Sub Questions and Answers before and after DVV Verification

2.4.4	**Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses**
	
	    1. **Teacher made written tests essentially based on subject content**
	    2. **Observation modes for individual and group activities**
	    3. **Performance tests**
	    4. **Oral assessment**
	    5. **Rating Scales**
	
	    Answer before DVV Verification : B. Any 3 or 4 of the above

	Answer After DVV Verification: B. Any 3 or 4 of the above
	Remark : DVV has made the changes as per shared report by HEI.
2.4.6	**Students develop competence to organize academic, cultural, sports and community related events through**
	1. **Planning and scheduling academic, cultural and sports events in school**
	2. **Planning and execution of community related events**
	3. **Building teams and helping them to participate**
	4. **Involvement in preparatory arrangements**
	5. **Executing/conducting the event**
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: C. Any 3 of the above
	Remark : DVV has made the changes as per shared report by HEI.
2.4.7	**A variety of assignments given and assessed for theory courses through**
	1. **Library work**
	2. **Field exploration**
	3. **Hands-on activity**
	4. **Preparation of term paper**
	5. **Identifying and using the different sources for study**
	Answer before DVV Verification : A. Any 4 or more of the above
	Answer After DVV Verification: C. Any 2 of the above
	Remark : DVV has made the changes as per shared report by HEI.
2.4.13	**Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include**
	1. **Effectiveness in class room teaching**
	2. **Competency acquired in evaluation process in schools**
	3. **Involvement in various activities of schools**
	4. **Regularity, initiative and commitment**
	5. **Extent of job readiness**
	Answer before DVV Verification : B. Any 4 of the above
	Answer After DVV Verification: D. Any 1 or 2 of the above
	Remark : DVV has made the changes as per shared report by HEI.
2.5.2	**Percentage of fulltime teachers with Ph. D. degree during the last five years**
	2.5.2.1. **Number of full time teachers in the institution with Ph.D. degree during last five years**
	Answer before DVV Verification : 2
	Answer after DVV Verification: 1

	Remark : DVV has made the changes as per shared certificate of Ph.D by HEI.
2.6.2	**Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation** 1. **Display of internal assessment marks before the term end examination** 2. **Timely feedback on individual/group performance** 3. **Provision of improvement opportunities** 4. **Access to tutorial/remedial support** 5. **Provision of answering bilingually** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above Remark : DVV has made the changes as per shared report of internal evaluation of students by HEI.
3.1.4	**Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include** 1. **Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations** 2. **Encouragement to novel ideas** 3. **Official approval and support for innovative try-outs** 4. **Material and procedural supports** Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. None of the above Remark : DVV has not consider shared report by HEI.
4.1.3	**Percentage of expenditure excluding salary for infrastructure augmentation during the last five years** 4.1.3.1. **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)** Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
1645322	625205	523698	1261719	2191679 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
6.25	5.03	7.77	6.35	4.54	 Remark : DVV has given the input as per supporting document shared in 4.1. Expenditure for infrastructure augmentation is considered excluding salary

4.2.3	**Institution has subscription for e-resources and has membership/ registration for the following**
	1. **e-journals** 2. **e-Shodh Sindhu** 3. **Shodhganga** 4. **e-books** 5. **Databases** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: D. Any 1 of the above Remark : DVV has made the changes as per shared report in first level by HEI and has not consider excel sheet.
4.2.5	**Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year** 4.2.5.1. **Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year** Answer before DVV Verification : 510 Answer after DVV Verification: 102 4.2.5.2. **Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year** Answer before DVV Verification : 820 Answer after DVV Verification: 164 4.2.5.3. **Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year** Answer before DVV Verification : 737 Answer after DVV Verification: 147 4.2.5.4. **Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.** Answer before DVV Verification : 445 Answer after DVV Verification: 89 4.2.5.5. **Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.** Answer before DVV Verification : 820 Answer after DVV Verification: 164 Remark : DVV has made the changes as per average of teacher and students using library per day on (dates)
4.4.1	**Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)** 4.4.1.1. **Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

| 218722 | 217779 | 114373 | 90168 | 77597 |

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.56	0.62	0.55	0.31	0.21

Remark : DVV has made the changes as per shared audited statement of Expenditure incurred exclusively on maintenance of physical and academic support facilities by HEI.

5.1.2	**Available student support facilities in the institution are:**
	1. **Vehicle Parking**
	2. **Common rooms separately for boys and girls**
	3. **Recreational facility**
	4. **First aid and medical aid**
	5. **Transport**
	6. **Book bank**
	7. **Safe drinking water**
	8. **Hostel**
	9. **Canteen**
	10. **Toilets for girls**
	Answer before DVV Verification : A. Any 8 or more of the above
	Answer After DVV Verification: E. Any 4 or less of the above
	Remark : DVV has made the changes as per shared report in first level by HEI.
5.1.4	**Institution provides additional support to needy students in several ways such as:**
	1. Monetary help from external sources such as banks
	2. Outside accommodation on reasonable rent on shared or individual basis
	3. Dean student welfare is appointed and takes care of student welfare
	4. Placement Officer is appointed and takes care of the Placement Cell
	5. Concession in tuition fees/hostel fees
	6. Group insurance (Health/Accident)
	Answer before DVV Verification : A. Any 5 or more of the above
	Answer After DVV Verification: E. None of the above
	Remark : HEI has not shared supporting document.
5.2.1	**Percentage of placement of students as teachers/teacher educators**

5.2.1.1. **Number of students of the institution placed as teachers/teacher educators during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
82	41	75	72	69

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Remark : Annual reports of Placement Cell has not shared by HEI.

| 5.4.2 | **Alumni has an active role in the regular institutional functioning such as**

1.   Motivating the freshly enrolled students

2.   Involvement in the in-house curriculum development

3.   Organization of various activities other than class room activities

4.   Support to curriculum delivery

5.   Student mentoring

6.   Financial contribution

7.   Placement advice and support

Answer before DVV Verification : A. Any 6 or more of the above
Answer After DVV Verification: D. Any 1 of the above
Remark : DVV has made the changes as per shared report in first level by HEI. |

| 6.2.3 | **Implementation of e-governance are in the following areas of operation**

1. **Planning and Development**
2. **Administration**
3. **Finance and Accounts**
4. **Student Admission and Support**
5. **Examination System**
6. **Biometric / digital attendance for staff**
7. **Biometric / digital attendance for students**

Answer before DVV Verification : A. Any 6 or more of the above
Answer After DVV Verification: E. Any 1 or none of the above
Remark : DVV has made the changes as per shared report by HEI. |

6.3.2	**Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years**
	6.3.2.1. Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
25	18	18	18	18

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Remark : Certificate of membership has not shared by HEI.

6.3.4	**Percentage of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes**
	6.3.4.1. Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
25	18	18	18	18

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Remark : DVV has not consider shared report in first level.

6.4.2	**Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the last five years (not covered in Criterion III)(INR in Lakhs)**
	6.4.2.1. Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
21739	228774	0	670007	67109

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.21	2.28	0	6.70	0.67

Remark : DVV has converted the value into lakhs.

6.5.4	**Institution engages in several quality initiatives such as**
	
	1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements
	
	2. Timely submission of AQARs (only after 1st cycle)
	
	3. Academic Administrative Audit (AAA) and initiation of follow up action
	
	4. Collaborative quality initiatives with other institution(s)
	
	5. Participation in NIRF
	
	     Answer before DVV Verification : A. Any 4 or more of the above
	     Answer After DVV Verification: D. Any 1 of the above
	Remark : DVV has made the changes as per shared report in first level of AQARs and IQAC.

7.1.3	**Institution waste management practices include**
	
	   1. **Segregation of waste**
	   2. **E-waste management**
	   3. **Vermi-compost**
	   4. **Bio gas plants**
	   5. **Sewage Treatment Plant**
	
	     Answer before DVV Verification : A. Any 4 or more of the above
	     Answer After DVV Verification: E. None of the above
	Remark : HEI has not shared any supporting document.

7.1.4	**Institution has water management and conservation initiatives in the form of**
	
	1. Rain water harvesting
	
	2. Waste water recycling
	
	3. Reservoirs/tanks/ bore wells
	
	4. Economical usage/ reduced wastage
	
	     Answer before DVV Verification : A. All of the above
	     Answer After DVV Verification: E. None of the above

	Remark : Bills has not shared by HEI.
7.1.6	**Institution is committed to encourage green practices that include:** **1. Encouraging use of bicycles / E-vehicles** **2. Create pedestrian friendly roads in the campus** **3. Develop plastic-free campus** **4. Move towards paperless office** **5. Green landscaping with trees and plants** Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. None of the above Remark : HEI has not shared any supporting document and has not consider shared report in first level.
7.1.9	**Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways** 1. **Code of Conduct is displayed on the institution's website** 2. **Students and teachers are oriented about the Code of Conduct** 3. **There is a committee to monitor adherence to the Code of Conduct** 4. **Professional ethics programmes for students, teachers, administrators and other staff are organized periodically** Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. None of the above Remark : HEI has not shared any supporting document.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students on roll year-wise during the last five years..** Answer before DVV Verification:

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
208	214	223	212	200

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
100	100	100	100	100

1.3	**Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
106	104	112	112	100

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
100	100	100	100	50

2.1	**Total expenditure excluding salary year wise during the last five years (INR in lakhs)..**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
5217070	4880760	5121570	4789760	2061900

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
6.73	6.61	7.77	6.35	4.54