



Yearly Status Report - 2017-2018

Part A

Data of the Institution

1. Name of the Institution	COLLEGE OF TEACHER EDUCATION (PGT), SHILLONG
Name of the head of the Institution	Dr. (Mrs.) Vanessa Kharmawphlang
Designation	Principal
Does the Institution function from own campus	Yes
Phone no/Alternate Phone no.	03642224007
Mobile no.	9863021706
Registered Email	ctepgtboyceceroadshillong@gmail.com
Alternate Email	vkharmawphlang@yahoo.com
Address	Laitumkhrah Boyce Road Shillong - 793003
City/Town	Shillong
State/UT	Meghalaya
Pincode	793003

2. Institutional Status																			
Affiliated / Constituent			Affiliated																
Type of Institution			Co-education																
Location			Urban																
Financial Status			Self financed and grant-in-aid																
Name of the IQAC co-ordinator/Director			Dr. Bahunlang Tron																
Phone no/Alternate Phone no.			03642224007																
Mobile no.			9612917898																
Registered Email			bahunlangtron@gmail.com																
Alternate Email			ctepgtboyceroadshillong@gmail.com																
3. Website Address																			
Web-link of the AQAR: (Previous Academic Year)			http://www.ctepgtshillong.com/wp-content/uploads/2021/01/2016-17_agar_report.pdf																
4. Whether Academic Calendar prepared during the year			Yes																
if yes,whether it is uploaded in the institutional website: Weblink :			http://www.ctepgtshillong.com/wp-content/uploads/2021/01/Academic-Calendar-2017-18-upload.pdf																
5. Accreditation Details																			
<table border="1"> <tr> <th rowspan="2">Cycle</th> <th rowspan="2">Grade</th> <th rowspan="2">CGPA</th> <th rowspan="2">Year of Accreditation</th> <th colspan="2">Validity</th> </tr> <tr> <th>Period From</th> <th>Period To</th> </tr> <tr> <td>1</td> <td>B</td> <td>2.8</td> <td>2015</td> <td>25-Jun-2015</td> <td>24-Jun-2020</td> </tr> </table>						Cycle	Grade	CGPA	Year of Accreditation	Validity		Period From	Period To	1	B	2.8	2015	25-Jun-2015	24-Jun-2020
Cycle	Grade	CGPA	Year of Accreditation	Validity															
				Period From	Period To														
1	B	2.8	2015	25-Jun-2015	24-Jun-2020														
6. Date of Establishment of IQAC			09-Jul-2020																
7. Internal Quality Assurance System																			
<table border="1"> <tr> <th colspan="3">Quality initiatives by IQAC during the year for promoting quality culture</th> </tr> <tr> <th>Item /Title of the quality initiative by</th> <th>Date & Duration</th> <th>Number of participants/ beneficiaries</th> </tr> </table>						Quality initiatives by IQAC during the year for promoting quality culture			Item /Title of the quality initiative by	Date & Duration	Number of participants/ beneficiaries								
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Item /Title of the quality initiative by	Date & Duration	Number of participants/ beneficiaries																	

IQAC		
Two Days Workshop on Personality Development	11-Sep-2017 2	48
Study Tour to Sikkim	02-Feb-2018 5	37
Workshop on Soft Skills	15-Feb-2018 20	48
Workshop on Child's Rights	24-Mar-2018 1	48
Study Tour to Mawphamlur	02-Apr-2018 1	100
View File		

8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
College of Teacher Education (PGT) Shillong	Salary of Substitute Teacher	UGC	2017 60	59015
College of Teacher Education (PGT) Shillong	Contingency Grant of Substitute Teacher	UGC	2017 365	15000
College of Teacher Education (PGT) Shillong	Construction of Women's Hostel	UGC	2017 365	400000
College of Teacher Education (PGT) Shillong	Salary of Substitute Teacher	UGC	2017 365	486000
College of Teacher Education (PGT) Shillong	Addl. D.A. for Substitute Teacher	UGC	2017 365	23760
College of Teacher Education (PGT) Shillong	Contingency Grant of Substitute Teacher	UGC	2017 365	15000
College of Teacher Education (PGT) Shillong	Salary of Substitute Teacher	UGC	2018 365	345908
College of Teacher Education (PGT) Shillong	Capacity Building on Teacher Leadership for	CSSTE State Grant	2018 365	440500

	Teachers A Study on Promotional Metaphorical Thinking through Synectics			
College of Teacher Education (PGT) Shillong	Construction of Psychological Lab	CSSTE State Grant	2017 365	2221000
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9. Whether composition of IQAC as per latest NAAC guidelines:	Yes
Upload latest notification of formation of IQAC	View File
10. Number of IQAC meetings held during the year :	0
The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	No
Upload the minutes of meeting and action taken report	No Files Uploaded !!!
11. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
12. Significant contributions made by IQAC during the current year(maximum five bullets)	
Organized the different activities to observe important days.	
Organized study tour for student teachers of the College.	
Organized training program for school teachers of East and West Khasi Hills District and RiBhoi District of the State.	
Organized personality development workshops for student-teachers of the College.	
Organized workshop on soft skills for student-teachers of the College.	
View File	
13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year	

Plan of Action	Achivements/Outcomes
To explore the possibility of organizing study tours or excursions for studentteachers	Successfully organised
To organize workshops for untrained teachers of the different Secondary Schools of the State	Workshops organised
To facilitate faculty members to attend faculty development programmes	One teacher attended
To observe the days that has Local, National, International and also educational/social /health Relevance.	Few important days observed
To organise personality development and soft skill workshops for students teachers of the College	Workshops organised
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14. Whether AQAR was placed before statutory body ?	Yes
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Name of Statutory Body	Meeting Date
Governing Body (Few members only)	23-Feb-2021

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	No
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16. Whether institutional data submitted to AISHE:	Yes
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Year of Submission	2018
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Date of Submission	19-Feb-2018
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17. Does the Institution have Management Information System ?	No
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Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

The College of Teacher Education (PGT) Shillong is permanently affiliated with North Eastern Hill University and offers a two-year B.Ed. Course. The curricular content for the said course is designed and prescribed by the affiliating University. To be precise, the curricular content is prepared by the Department of Education of North Eastern Hill University, Shillong. With

regards to curriculum planning, it may also be mentioned that the faculty members of the Institution are not directly involved in designing the curriculum, however, suggestions are provided by faculty members of the College in the Curriculum review meetings conducted by the University Department before the revision of the curriculum. The Principal being a member of the Board of Under Graduate Studies (BUGS) of the University is however directly involved in designing and framing the Curriculum at the B.Ed. Level. Further, with regards to Curriculum delivery and documentation, faculty members of the College are required to submit the content plan to the head of the institution through the Academic Committee of the College before the academic session begins. The Content Plan that each faculty member prepares and submits includes components such as Units and topics, Objectives of teaching the Course, number of classes for each topic, methodology of teaching and evaluation methods. Further keeping in mind, the mission and vision of the College, faculty members also plan and assign activities to student-teachers to provide them exposure to the different school activities. As part of Curriculum delivery student-teachers are allowed to take up project work and review writing on important programs launched by the Govt. of India. Student-teachers are also encouraged to take up projects on Textbook Evaluation keeping in mind NCF 2005. In such cases, student-teachers are encouraged to conduct surveys and school visits to gather relevant data and information from experienced teachers in the different schools. Student-teachers take up individual or group projects but are placed under the supervision of the different faculty members and the student allotment for each supervisor or teacher is usually being done by the Academic Committee of the College. To ensure continuous delivery of curriculum, regular meetings are called by the Head of the institution and the Academic Committee to check the progress of teachers in completing the assigned curriculum. Further, to maintain uniformity in the submission of projects, assignments, EPC reports, etc. dates are fixed by the Academic Committee and reflected in the Academic Calendar of the Institution.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entrepreneurship	Skill Development
NIL	NIL	Nil	00	NA	NA

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
BEd	NA	Nil
No file uploaded.		

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
BEd	NA	Nil

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	Nil	Nil

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
NIL	Nill	Nill
No file uploaded.		

1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BEd	School Internship	48
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	No
Alumni	No
Parents	No

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained
<p>As an institution that strives to provide quality teacher education programme, we are committed to bringing about change and improvement in our approach to training and educating prospective and in-service teachers. To bring about the desirable change and improvement, the institution gives due importance to the feedback provided by student-teachers and faculty members of the College. The institution adopts an intensive feedback mechanism whereby student-teachers are encouraged to provide feedback on the different aspects related to teaching-learning wherein students share their opinion in matters related to the curriculum, teaching methodology adopted by teachers, duration of classes, the arrangement of time table, infrastructure and conduct of co-curricular activities. Feedback from students is gathered through the questionnaires prepared on the different aspects in line with the Student Satisfaction Survey and is usually administered at the end of the academic year. The feedback mechanism is also made flexible whereby student-teachers can also provide feedback through the suggestion box, grievance cell and student council. Faculty members of the College are also encouraged to provide feedback in matters related to the syllabus, course completion, reading material, teacher training and many other areas related to academics and students' all-round improvement from time to time. Any feedback provided is taken up for discussion in the staff meeting. Given below is an extract of the responses provided by the student-teachers of the session 2016-18 in response to item no 22 related to the two expectations which are not fulfilled. The unfulfilled expectations of the student-teachers are considered as suggestions on the part of students which the institution needs to review and work towards the improvement of the same. Some of the suggestions are as follows: The micro-teaching duration was too short to excel in all the skills. Library and internet access. Vast topic but little learning Use of Smart class or exposure to Smart classrooms Fewer materials in library-related to the syllabus Reading materials not available in the library as per the syllabus Internet facility not provided After obtaining the feedback, the Institution analyzed the responses and actions were taken</p>

accordingly. With regards to the short duration of micro-teaching which is supposed to be taken before the school internship in the fourth semester, a decision was taken to introduced micro-teaching from the later part of the 3rd Semester and complete it in the fourth semester to increase the duration of micro-teaching sessions. With regards to the vast syllabus, the institution is not in a position to change or modify the syllabus as the syllabus is prescribed by the affiliating university. However, with regards to the provision of materials, teachers were instructed to provide student-teachers the additional sources of materials or suggested readings to help student-teachers. With regards to the internet facility, it may be mentioned that the Campus is wifi enabled, however, students are to collect the wifi code from the teacher-in-charge of the computer cell to get access to the internet. The College is committed to exploring the possibility of installing smart classrooms in the near future.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BEd	Teaching (Teacher Education)	50	635	50
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2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2017	50	Nil	7	Nil	Nil

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Number of smart classrooms	E-resources and techniques used
7	7	48	6	Nil	6
View File of ICT Tools and resources					
View File of E-resources and techniques used					

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

Mentoring as an activity is integral to the teaching-learning process. This aspect is taken cognizance of by the faculty members of the College of Teacher Education (PGT), Shillong given the crucial role that faculty members play in the preparation of teachers, on whom the future of the nation society rests. Mentoring matters, because experiences clearly suggest that, to a greater extent the results are one that leads to self-belief and confidence building of the beneficiaries of the mentoring exercise. It may be pointed out, that the Institution per se does not have a standard mentoring system in place. However, over time, every faculty member has, through experiences

evolved a process of mentoring which is unique to every member. Despite, differences in perception and practice of every member, however, there is a common ground in the mode of providing mentoring services. Services are provided to mitigate the variant problems and issues confronting along the path of student-teachers which deter the growth, progress, and development viz course-related/subject-specific context, personal, relationship-related including marital discords and economic related. Based on experiences, the student-teachers would always urge and insist upon maintaining strict confidentiality. Because of this, there is no fixed schedule, and that the time and place of providing services are flexible and student –teacher dependent. Mentoring service on most occasions is on a face-to-face mode, and to a reasonable extent, the services are also provided through telephonic conversation. Mentoring provided to student-teachers is both structured and unstructured as well as formal and informal. Concerning the structured and formal mentoring, there are four phases viz Micro-teaching phase, School Internship phase, macro lesson writing phase, project writing/activity phase. For the mentoring process, protocols are pre-decided, as the approach is case/ circumstances dependent. It is during the micro-teaching sessions and post-session interactions that the behavior of each student-teacher is closely observed and analyzed, and at suitable intervals, the teachers through experience skilfully orchestrate the proceedings of the mentoring sessions until one drops his/her guard down. It may be said that whoever may be the recipient or beneficiary of the services, every careful attention is taken to keep the dignity and respect of the members of the group. Through the entire process of mentoring, teachers are consciously committed to upholding and maintenance of ethical standards and professionalism. It may be pointed out that the mentoring sessions have been highly productive as reflected in student-teachers improvement and development marked by self-belief and enhanced self-esteem. Despite the above-stated fact, the College is failing, by the conspicuous absence of support documents. The practice of recording and documenting the cases, sequence and pattern of behaviour, nature and extent of improvement and overall development of the respective student teachers have been overlooked. However, the statements reported are true to our knowledge and belief, and that, as and when it is needed, the same may be validated.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
50	7	1:7

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
8	8	Nill	Nill	4

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
2017	NIL	Nill	NA
2018	NIL	Nill	NA
No file uploaded.			

2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BEd	B.Ed	3rd Semester	16/12/2017	22/03/2018
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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

College of Teacher Education (PGT), Shillong follows the guidelines prescribed by the affiliating university that is the North Eastern Hill University for internal evaluation and assessment procedures. The B.Ed. programme offered by the institution spread over four semesters and consists of nine full papers of core subjects and four half theory papers, that is the elective or optional papers. Further, to complete the course, a student-teacher has to mandatorily complete the 20 weeks School internship cum fieldwork and four papers on Enhancement of Professional Capacities (EPC). As prescribed by the University, the total marks for all four semesters is 400 out of which 280 is evaluated externally and 120 marks is internally evaluated in the first and third semesters. Further, out of the total 400 marks 240 and 290 marks are evaluated externally and 160 and 110 marks are evaluated internally in the second and fourth semesters respectively. The sessional work for internal assessment in case of core papers are given in the form of tests, assignments, case studies, write-ups, etc. for a total mark of 10 plus 10 for a total of 20 per paper and for elective/optional paper the distribution of marks for internal assessment is 5 plus 5 for a total of 10 per paper. The College conducts three written tests for each paper and the average marks are considered for internal evaluation. Apart from conducting the regular and prescribed sessional works which include tests and assignments, the teachers teaching the different subjects also conduct class seminars, group discussions and question-answer sessions to ensure continuous internal evaluation of students.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

The Academic Calendar of the College follows the cycle from the months of August to July of every year, thereby accommodating the academic sessions of two semesters. The Calendar, usually, begins with the commencement of the first and third-semester classes and ends with the second and final semester examination. The Academic Calendar of the College is prepared in line with the required number of teaching days as prescribed by the National Council of Teacher Education (NCTE), the syllabus and evaluation procedure as prescribed by the affiliating University (NEHU), and the State and University Calendar. The Academic Calendar of the College serves as a roadmap for the College especially for the teachers in designing the Content Plan and the students to complete their tasks. All the activities conducted in the College be it the academic, co-curricular or extension activities are mapped in the academic calendar. The academic activities that are recorded in the calendar include the dates for commencement of classes seminar presentations internal tests submission of assignments, case studies, EPC reports, lesson plans, teaching aids, and microteaching. The Academic Calendar enables the Institution to ensure that the Continuous Internal Evaluation process is in place and that student-teachers and teachers alike are not burdened with unplanned execution of activities. The Academic Calendar is uploaded on the website for students, teachers and all stakeholders to keep track of the activities conducted in the College. To enable the student-teachers to be mentally prepared for the end semester examination, the tentative dates of examination as indicated in the academic calendar of the affiliating university are also included in the academic calendar of the College. However, the exact dates are notified when the examination department of the University notifies the dates of semester examinations. To ensure adherence to the academic calendar, the Academic Committee of the College plays a proactive role by notifying students and faculty through the notice boards and announcements in the class a few days ahead of the scheduled dates for submission of reports of the different academic activities including evaluation and assessment activities.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

<http://www.ctepgtshillong.com/wp-content/uploads/2020/11/Program-and-Course-Learning-Outcomes.pdf>

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
B.Ed	BEd	Teacher Education	48	47	98

[View File](#)

2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

<http://www.ctepgtshillong.com/wp-content/uploads/2021/01/Student-Satisfaction-Survey-SSS-2017-18.pdf>

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Any Other (Specify)	365	DEPT - CSSTE State Grant	825	825

[View File](#)

3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
NIL	NA	

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
NIL	NA	NA	Nil	NA

No file uploaded.

3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
NIL	NA	NA	NA	NA	Nil

No file uploaded.

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
0	0	0

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
NA	Nil

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
National	College of Teacher Education (PGT) Shillong	2	Nil
View File			

3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
College of Teacher Education (PGT) Shillong	Nil
No file uploaded.	

3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
NA	NA	NA	Nil	0	NA	Nil
No file uploaded.						

3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
NIL	NA	NA	Nil	Nil	Nil	NA
No file uploaded.						

3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Presented papers	1	1	Nil	Nil
Resource persons	Nil	Nil	Nil	2
View File				

3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and

Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
NIL	NA	Nill	Nill
No file uploaded.			

3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
NIL	NA	NA	Nill
No file uploaded.			

3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agen cy/collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
NIL	NA	NA	Nill	Nill
No file uploaded.				

3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
NIL	0	NIL	0
No file uploaded.			

3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
Internship	School Internship	H. Elias Higher Secondary School, Shillong	10/04/2018	15/06/2018	9
Internship	School Internship	Jaiaw Presbyterian Higher Secondary School, Shillong	10/04/2018	15/06/2018	6
Internship	School Internship	Government Boys Higher Secondary School	10/04/2018	15/06/2018	7

		Shillong			
Internship	School Internship	Nongthymmai Nepali Higher Secondary School	10/04/2018	15/06/2018	7
Internship	School Internship	Laban Presbyterian Higher Secondary School Shillong	10/04/2018	15/06/2018	6
Internship	School Internship	Government Girls Higher Secondary School Shillong	10/04/2018	15/06/2018	7
Internship	School Internship	Synod Higher Secondary School Shillong	10/04/2018	15/06/2018	6
View File					

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
Schools	20/02/2018	School Internship	48
View File			

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
1045000	1062378
Nill	1155556

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Classrooms with Wi-Fi OR LAN	Existing
Value of the equipment purchased during the year (rs. in lakhs)	Newly Added
Seminar halls with ICT facilities	Existing
Classrooms with LCD facilities	Existing
Seminar Halls	Existing
Laboratories	Existing

Class rooms	Existing
Campus Area	Existing
View File	

4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or patially)	Version	Year of automation
LIBSYS	Fully	6.2	2012

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	10425	259834	920	509374	11345	769208
Reference Books	4212	215457	86	115304	4298	330761
Journals	10	Nill	Nill	Nill	10	Nill
e-Journals	Nill	5750	Nill	Nill	Nill	5750
Weeding (hard & soft)	78	Nill	32	Nill	110	Nill
Others(s pecify)	1	193750	Nill	Nill	1	193750

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4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
NIL	NA	NA	Nill

No file uploaded.

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Co mputers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departme nts	Available Bandwidt h (MBPS/ GBPS)	Others
Existin g	50	22	1	0	0	2	8	0	18
Added	10	0	0	0	0	0	8	0	2
Total	60	22	1	0	0	2	16	0	20

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

50 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
NIL	Nil

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
679493	80850	1972456	244000

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

The college ensures optimum allocation and utilization of the financial resources generated and received from various agencies for the maintenance and up-gradation of physical facilities ranging from classrooms to academic and support facilities such as the library, laboratories (Science, Computer, Language, psychological lab), and even the students' common room. The process of ensuring maximum utilization and maintenance of resources begins with the formation of committees like the purchase committee, the computer cell, the library committee and the sports committee to name a few. Each committee is comprised of faculty members and administrative staff. In certain committees, the Principal of the College is also a member of the committee. The role and functions of each committee have been determined such that each committee can function effectively. Some of the strategies adopted by the different committees to ensure optimum utilization and maintenance of resources are listed below: 1.) Maintenance of Library- Every year the Library Committee through the Librarian (member) forward the list of books to the faculty members for the addition of new titles required for the different papers. When the list is finalized the librarian then placed it before the Principal for the purchase approval. The College has registered for N-List from the year 2014 and with each academic year, the users list is being updated. Several library services such as book bank facility and reprographic services are also provided to student-teachers. 2.) Maintenance of the Common Room -The common room is equipped with several indoor games' facilities such as table tennis, carrom boards, Ludo, chess, spell graph, skipping ropes, badminton sets, etc. The Sports Committee is entrusted with the task of maintenance of the stock in the common room and also puts a check on the games equipment that needs replacement. 3.) Laboratories - The different laboratories in the College are maintained by subject teachers. The utilization of laboratories is to a great extent determined by the syllabus. In the case of the science laboratory, the teachers teaching Science ensures that all precautionary measures are employed while allowing student-teachers to conduct experiments. The Psychological laboratory is maintained by a teacher teaching the paper Educational Psychology. In all cases, the availability of materials, equipment, chemicals, psychological tests, tools for psychological experiments are maintained by the teachers in charge of the separate laboratories. Computer Laboratory - A computer laboratory is a room that is specially designed to facilitate the student-teachers to acquire the knowledge and skills for using computers. To ensure optimum utilization of the computer lab, classes on ICT and computer application are usually taken in the lab. This, therefore, allows all student-teachers to get hands-on experience on the use of computers. Regarding the maintenance of the lab, the College has set up the Computer cell comprising of

the computer teacher and two other faculty members. The computer teacher has to look into all matters of care and maintenance of computers like the security of computers and necessary instructions to avoid damage to computers.

<http://www.ctepgtshillong.com/facilities/science-laboratory/>

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Does not provide	0	0
Financial Support from Other Sources			
a) National	Post Matric Scholarship for St Students Umbrella Scheme for Education of ST Children - Post Matric Scholarship (PMS) For ST Students - Meghalaya	22	0
b) International	NA	Nil	0
View File			

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
Yoga for Healthy Living	02/05/2017	49	Shri. Dhananjay Chakraborty
20 Days Programme on Soft Skills	12/02/2018	49	Polaris Solution Enterprise
View File			

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
2017	NIL	Nil	Nil	Nil	Nil
2018	NIL	Nil	Nil	Nil	Nil
No file uploaded.					

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance
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		redressal
Nill	Nill	Nill

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents placed
NA	Nill	Nill	NA	Nill	Nill
No file uploaded.					

5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to
2017	Nill	NA	NA	NA	NA
No file uploaded.					

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
NET	Nill
No file uploaded.	

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Poetry Writing	Institution Level	8
Arm Wrestling	Institution Level	30
Basketball	Institution Level	16
Football	Institution Level	18
Table Tennis	Institution Level	14
Chinese Checker	Institution Level	6
Carrom	Institution Level	28
View File		

5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2017	NIL	Nill	Nill	Nill	Nill	NA
No file uploaded.						

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

The Student Council of the College has been constituted with the aims and objectives of providing support to the student-teachers and also to help foster a spirit of cooperation among student-teachers in the college. The major task of the Student Council is to help in organizing and conducting the different programmes including the co-curricular activities that are to be held and organized during the academic year. Although, the student-council is a student body, yet it functions under the guidance and advice of a faculty member of the College designated as the Adviser of the Student Council. The Student Council for the academic session 2017-18 comprised of 15 members of which 13 were elected from the batch 2015-17 and 2 members who were co-opted from the batch 2017-19. Mrs. F. Marbaniang, Assistant Professor was the Adviser of the Student Council for the Academic Session 2017-18. The activities organised and conducted by the Student Council during the Academic Session 2017-18 are as follows: 1. Farewell for the outgoing 4th Semester Student-teachers on 29th June, 2017 2. Independence Day Celebration, 15 August, 2017 3. Freshers Meet on 18th August, 2017 4. Teachers Day, 5th September, 2017 5. World Literacy Day on 8th September, 2017 6. Organised a two-day workshop on Personality Development for 3rd Semester Student-teachers on 11th – 12th September, 2017 7. College Week Celebration from 19th September to 26th September, 2017. 8. Advance Christmas Celebration on 16th December, 2017 9. Observed Women's day on 8th March, 2018. 10. Celebrated College Foundation Day on 19th March, 2018 11. A Food fest was also organised on the occasion of College Foundation Day on 19th March, 2018.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

0

5.4.3 – Alumni contribution during the year (in Rupees) :

0

5.4.4 – Meetings/activities organized by Alumni Association :

0

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

The two practices adopted by the College to promote the culture of decentralization and participative management are briefly described as follows:

Staff Representation in the Governing Body – The Governing Body of the Institution is the apex body that governs the functioning of the Institution and exercises its powers through the Principal who is the head of the Institution. To ensure decentralization in decision making with regards to the administrative functioning of the College, the senior-most faculty member of the College is included as a member of the Governing Body. Further, two other faculty members are also included in the Governing Body as staff representatives. The staff representatives serve as a link between the Governing Body and the faculty members. The staff representative to the Governing Body is appointed to influence decision making in line with the needs

and suggestions as put forth by other faculty members of the College. Formation of different committees - The College decentralized the Academic and Non-Academic activities through the different Committees that have been set up such as Academic Committee, Admission Committee, Grievance Redressal Committee, Library Advisory Committee, Co-curricular Committee, Research and Publication Committee, Discipline Committee, Anti-Ragging Sexual harassment Cell, Placement Consultancy Cell, Documentation Cell and the Student Council. Each Committee discharged specific roles and responsibilities as entrusted upon by the College. The presence of the different committees has indeed promoted the transfer in decision making power, responsibility, and tasks related to academic matters from the head of the institution to the faculty members of the College. This system of decentralization has resulted in the effective and efficient implementation of both academic and non-academic activities in the College. As the students are directly in touch with the teaching faculty, decentralization has helped in making the system of education and training provided by the college more responsive to students' needs. However, in certain instances, students may not feel free to air their grievances or express their needs and problems to the teachers. Therefore, the system also provides the opportunity for students to participate in decision-making in matters related to academic and non-academic activities especially those that concern the students. As such, the College has the Student Council and the members represent the students in the different committees of the College. This has therefore helped in strengthening the system of decentralization and participative management in the College.

6.1.2 – Does the institution have a Management Information System (MIS)?

No

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Curriculum Development	As mentioned in Criterion I under curriculum planning and implementation, the College is not directly involved in planning and designing the Curriculum as College has to follow the Curriculum set by the affiliating university. However, considering the importance and the objective of the Course and taking into consideration the learning outcomes, the College through the Academic Committee, emphasizes creating awareness among student teachers on important issues and aspects related to education particularly Secondary Education and Teacher Education. The College has therefore given special attention to imparting thorough knowledge and information about the National Curriculum Framework (2005). Further, student-teachers were also given additional training on Brainstorming, Mind-mapping, Cooperative learning and Constructivism.
Teaching and Learning	Being a teacher education

institution, the College gives due importance to teaching-learning. The faculty members of the College are all well-versed with the different skills and techniques of teaching. As such, faculty members adopt different approaches and techniques so that it results in effective teaching-learning. The teachers ensure that all student-teachers grasp and learn whatever is taught in class. To ensure effective teaching-learning takes place, teachers prepare the content plan, wherein the content, the objectives of teaching and even the methods and approaches to be adopted for the transaction of the content are all spelled out.

Examination and Evaluation

For completion of the Course, Student-teachers are subjected to both formative and summative evaluation. Formative evaluation is being carried out throughout the entire semester. Tests, assignments, seminar presentations, etc. are adopted by teachers for continuous evaluation of students. During the academic session, three tests are given per semester. To maintain fairness and regularity in the process of internal evaluation dates for submission of assignments and internal tests are specified in the academic calendar. Continuous internal evaluation ensures that the students study regularly and are prepared to easily face the end of the semester. Also, the system encourages the use of assignments to inculcate the spirit of self-learning in the students besides developing the ability to solve practical problems. The external evaluation which is summative in nature is conducted as the End Semester Examination. The dates for the examination, the setting of question papers and evaluation of scripts are all done by the affiliating university.

Research and Development

To encourage the teachers to undertake research, the research committee has been set up. The College has also provided an opportunity to two faculty members to avail the Faculty Development Programme of the UGC for their completion of Ph.D. Further, teachers are also encouraged to take up action research. During the year 2017, the College managed to complete two action research, taken up by Dr. Mrs.

R.M.Tongper, Associate Professor. The two pieces of research that were undertaken in 2017 include (1) The Role of Computer in Enhancing Teaching-Learning Effectiveness in the Classroom with special reference to H.Elias Higher Secondary School, Shillong. (2) A Study on Adjustment Level of Higher Secondary Students. The two pieces of action research were conducted under the Centrally Sponsored Scheme, Ministry of Human Resource Development, Government of India.

Human Resource Management

To manage its human resource, the College gives importance to performance management. Performance management is usually done by obtaining feedback from students and communicating the same to both teaching and non-teaching staff. It involves helping people to perform better in their jobs. The College also provides an opportunity to the teachers and office staff to attend faculty development programs and training.

Library, ICT and Physical Infrastructure / Instrumentation

The institution has adopted numerous quality improvement strategies to minimize the quality gap in terms of library services, ICT and Physical Infrastructure. To improve the quality of library services, every year new books are being added to the library. Efforts are also made to improve the ambiance in the library to encourage students to spend more time in the library. Further, the library timing was extended to meet the requirement of the students. The College has also tried to increase the number of routers so that students get access to the internet via wifi connection. With regards to physical infrastructure, the College has taken steps to renovate the Classrooms and also the Students' common room.

Industry Interaction / Collaboration

The College of Teacher Education (PGT), Shillong being a teacher education institution has not yet explored the possibility of collaboration with Industry or any Social Organisation. The College however has collaborated with the different schools in Shillong for the internship. The Collaboration is believed to have benefitted both the institutions. Although, the collaboration is for the internship of student-teachers, where they are

supposed to be teaching at the Secondary Level, yet the interns are also engaged in other school activities that are not related to school internship.

Admission of Students

The admission procedure adopted by the College involves a comprehensive process. To execute the task, the admission committee of the College has been formed. The practice is evolved to fulfill the need of selecting student-teachers who have the aptitude, attitude, drive, passion for teaching. The selection process is based on standard criteria laid down by the NCTE wherein admission procedure should include a written test and personal interview. The total marks are 100 and the allocation of marks should be 50:50 respectively. Under the written test component candidates were tested on the following 5 dimensions with respective marks allocation as below: Subject Competence - 20 marks, Logical Reasoning 5 marks, Teaching Aptitude 10 marks, General Awareness - 5 marks and Language Competence - 10 marks. Keeping in mind the context, tasks and roles of teachers, the criteria considered for evaluation of candidates in the personal interview included computer knowledge and skills, personality characteristics, behavioral display, critical thinking, participation in co-curricular activities, presentation and response management.

6.2.2 – Implementation of e-governance in areas of operations:

E-governance area	Details
Planning and Development	Not yet implemented
Administration	Not yet implemented
Finance and Accounts	Partially implement only for payment of programs funded by RUSA
Student Admission and Support	Not yet implemented except for Scholarship
Examination	Not yet implemented

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support

2017	NIL	NA	NA	Nill
No file uploaded.				

6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2017	NIL	NA	Nill	Nill	Nill	Nill
2018	NIL	NA	Nill	Nill	Nill	Nill
No file uploaded.						

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
NIL	Nill	Nill	Nill	0
No file uploaded.				

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
Nill	Nill	Nill	Nill

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
Employees Social Maintenance Assistance Scheme	Employees Social Maintenance Assistance Scheme	NA

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

The accounts and financial resources of the College are subjected to regular internal as well as external auditing. For the purpose of internal audit, the Institution engages a private Chartered Accountants firm 'U.C.Majumdar Co'. External audit on the other hand is regularly being conducted by the office of Examiner of Local Accounts, Government of Meghalaya. With regards to financial management, it may be mentioned that till date, there have been no major objections raised in the last few years.
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6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
NA	0	NA

No file uploaded.

6.4.3 – Total corpus fund generated

425679.00

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No	NA	No	NA
Administrative	No	NA	Yes	Governing Body

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

Being a teacher education institution, a mention may be made that most of the student-teachers are married and employed and are no longer dependent on their parents and above all, they are able to take decisions on their own. In such cases, the institution does not see the need of forming the parent-teacher association. However, the College will try to explore the feasibility of forming an alternative organization that can accommodate the parents and spouses of student-teachers.

6.5.3 – Development programmes for support staff (at least three)

- Welfare Schemes are extended to all staff - Staff Benefit Fund and Employees Social Maintenance Assistance Scheme - A few Grade IV staff are provided with quarters on the campus. - Non-teaching staff are also given facilities like an advance payment in case of any financial constraints etc.

6.5.4 – Post Accreditation initiative(s) (mention at least three)

• Strengthening infrastructural development as per NCTE Regulation 2014. • Organizing workshops and training programs for the Secondary School Teachers in the State. • ICT training. • Yoga education.

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b) Participation in NIRF	No
c) ISO certification	No
d) NBA or any other quality audit	Nil

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2017	Two days workshop on Personality Development	11/09/2017	11/09/2017	12/09/2017	48
2018	Study tour to Sikkim	02/02/2018	02/02/2018	07/02/2018	37
2018	Workshop on Soft skills	12/02/2018	12/02/2018	03/04/2018	48

2018	Workshop on Childs Rights	24/03/2018	24/03/2018	24/03/2018	48
2018	Study tour to Mawphanlur	02/04/2018	02/04/2018	02/04/2018	98
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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Workshop on Childs Right	24/03/2018	24/03/2018	29	19

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
NA

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Provision for lift	Yes	Nill

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2017	Nill	Nill	Nill	Nill	NA	NA	Nill
No file uploaded.							

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
NA	Nill	NA

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
NIL	Nil	Nil	Nil
No file uploaded.			

7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

- Using LED bulbs in all the rooms.
- Designating the Campus as No-Plastic Zone.
- Proper Disposal of waste through the use of separate dustbins for

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best Practice - 1 In-service Teacher Training Programme Objectives of the Practice - The in-service Teacher Training Programme was initiated to provide short-term in-service training to the untrained Secondary School teachers of East, West (Khasi Hills) and Ri-Bhoi Districts of Meghalaya. The objectives of the Training Programme are as follows: 1. To equip teachers with the latest techniques and approaches to teaching specific subjects. 2. To develop necessary lesson planning skills among teachers. 3. To help teachers learn about the different evaluation methods. 4. To acquaint teachers about the importance and types of teaching aids that may be used for effective teaching-learning. 5. To introduce teachers to the concept of constructivism in teaching-learning. Need Address and the Context - Considering the backlog of untrained teachers, the College has taken the initiative to provide opportunities to untrained teachers of the state to gain some form of training where the basic knowledge and skills necessary for effective classroom teaching can be imparted. Further, the need to boost up the efficiency and effectiveness of untrained teachers, who may be facing problems with regards to classroom management, evaluation methods, has prompted the institution to conduct such in-service training. Considering the number of Colleges of Teacher Education in our state Meghalaya, it is likely that many teachers may not get the opportunity to undergo formal training. Therefore, it is believed that attending such training programs will help to initiate in teachers the habit of self-study, exploration and practice which will ultimately help them keep abreast with the latest development in the field of teaching-learning.

Description of the Practice There is no fixed format for organizing the training program, hence it is flexible. As such the training programs organized by the College are of various types. Some are subject-specific and some are interdisciplinary. The training programs are usually organized for a week and some are even conducted for ten days. The duration of the training programs is determined by the fund allocation that the College received for training programs through the centrally Sponsored Scheme of the Ministry of Human Resource Development. For each of the training programs, a faculty member is being appointed as the coordinator. It then becomes the responsibility of the coordinator to contact the office of the District School Education officer and to intimate the teachers of the different schools. The College through the Coordinator makes an effort to engage renowned resource persons who are experts in the different school subjects. Resources Being a teacher education institution, the faculty members are well versed with the skills of teaching and can easily transmit it to the untrained teachers through the different pieces of training being organized. Further, the institution has also managed to establish links with the Directorate of Educational Research and Training (DERT), Government of Meghalaya which provides the service and expertise of several experts to train the untrained teachers. The College is also equipped with facilities such as seminar halls, computers, projectors for organizing short-term training programs in the College. **Impact of the Practice** The College has received positive feedback from the participants of the training. Some participants have expressed that they benefited a lot from the training and that most of the training was relevant and practical. To some participants, the short-term in-service training had motivated them to apply and join the regular B.Ed. Course. **Requirements for Adoption/Adaptation** Several challenges were faced by the institution due to the lack of resources. Some of the resources required to further strengthen the existing practice are as follows: 1. **Financial Resources** -The College is not in a position to allocate funds for different training programs. As such only a limited number of training programs

were being organized from the CSS funds. Therefore, for organizing more training programs more fund allocation is required. 2. Human Resources - Although the College makes an effort to engage renowned resource persons, yet the College faces a tough challenge as most resource persons are not willing to go into the rural areas where the training is supposed to be conducted. In such cases, the faculty members of the College need to attend training in professional institutions to enhance their professional knowledge and skills in pedagogy, ICT, teaching - aids, etc. so that the problem related to resource persons may be solved. Another challenge faced by the College is that the number of full-time teachers is only 7. Therefore, if teachers are to attend the training as resource persons, additional teachers are required to attend the regular classes in the Institution. Some of the training programs/workshops conducted during the session 2017-18 are as follows: 1. A Three-Day Workshop on Tools and Techniques of Formative Assessment for Secondary School Teachers of Ri-Bhoi District held from 24th - 26th April 2018 at St. Michaels Higher Secondary School, Umsning. Workshop Coordinator - Dr. (Mrs.) R.M.Tongper, Associate Professor. 2. A Three-Day Workshop on Tools and Techniques of Formative Assessment for Secondary School Teachers of West Khasi Hills District held from 25th - 27th April 2018 at St. Thomas Higher Secondary School, Mairang. Workshop Coordinator - Dr. (Mrs.) M. A. Jyrwa, Associate Professor. 3. A Three-Day Workshop on Tools and Techniques of Formative Assessment for Secondary School Teachers of East Khasi Hills District held from 25th - 27th April 2018 at St. John's Higher Secondary School, Laban, Shillong. Workshop Coordinator - Mrs. F. Marbaniang, Assistant Professor.

Best Practice - 2

PERSONALITY DEVELOPMENT PROGRAMS

Objectives of the Practice - The objectives of the practice are spelled out as follows: 1. To build self-confidence, enhance self-esteem and improve the overall personality of the student-teachers. 2. To develop and strengthen work-related skills making them competent in handling tasks effectively. 3. To develop interpersonal, communication, team building and leadership skills. The need of the Practice - Personality Development is an enduring process of fostering, shaping and enhancing individuals' skills, knowledge, and interests to ascertain their maximum efficacy and compliance to the task an individual performs. Teachers are expected to possess a sound personality. Therefore, being a teacher training College, all efforts are being put in to shape and groom the prospective teachers to become effective teachers. Although, faculty members of the College put in their efforts to groom and shape the prospective teachers through the microteaching sessions, yet, much cannot be covered as the emphasis is more on improving and enhancing the teaching skills of the student-teachers. As a result, tips on how to enhance personality get little or no attention at times. We believe that the communication skills, management skills, presentation skills, etc. of our student-teachers can further be enhanced and improved with the help of personality development. Therefore, the need for the introduction of Personality development and soft skills programs to the student-teachers of the College was felt and accordingly organized.

Resources - With regards to physical resources, the College is equipped with facilities such as seminar halls, computers, projectors for organizing the Soft Skills or Personality Development programs in the College. However, the College is facing problems with regards to the trainers or resource persons as they have to be drawn from private agencies.

Description of the Practice - For the past two-three years, the College has been regularly organizing the personality development programs for the student-teachers of the College. The practice involves allotting days and periods in the academic calendar and accordingly students are informed about the additional sessions on personality development that they have to attend. Usually, the RUSA Coordinator prepares the proposal and plan for the programs. Since the faculty members are not qualified and equipped to take up personality development or soft skill programs, resource persons are usually invited from reputed firms for conducting the personality development workshops

or training. Impact / Outcome of the Practice Based on the feedback obtained, student-teachers have expressed that they gained more confidence to stand and speak in front of their fellow student-teachers. Student-teachers also expressed their improvement in communication skills. Requirements for adoption and adaptation - Several challenges were faced by the institution due to the lack of resources. Some of the resources required to further strengthen the existing practice are as follows: 1. Financial Resources - The institution being a deficit college is receiving only the salary grant from the Government and with the NCTE restricting the intake of students to only 50 students per basic unit has limited the institution's fund in terms of the fee collected from students. Till date, the soft skills and personality development programs of longer duration are organized through the RUSA fund. Therefore, in the absence of any financial aid from the government, the College is not in a position to allocate funds for such training programs as the cost involved in organizing the programs is usually high. 2. Human Resources - The College has to engage resource persons from private firms as the faculty members are not trained for soft skills training. As such, a fixed time scheduled has to be followed to accommodate the resource persons thereby reducing the time duration for the supervision of practical activities.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

<http://www.ctepgtshillong.com/wp-content/uploads/2021/02/Best-Practices-2017-18.pdf>

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

In line with the Mission Statement, the College has put in all efforts to focus on developing compassionate, professionally excellent and sound teachers who will be torch bearers of Society. While considering the pre-service teachers who were already admitted for pursuing the teacher education program, comprehensive training is being provided to student-teachers as per the curriculum formulated by the affiliating University. It is indeed worth mentioning that the College does not limit itself to train only admitted pre-service teachers, but is committed to also reach out and serve the in-service untrained teachers of the different districts of the State. Therefore, conducting in-service trainings and workshops for the untrained teachers is one area distinctive to this institution. Given below is the list of workshops organized by the institution for untrained teachers of the Secondary Schools in East and West Khasi Hills District and Ri-Bhoi District of Meghalaya in the year 2017-18: 1. A Three-Day Workshop on Tools and techniques of Formative Assessment for Secondary School teachers of East Khasi Hills District Meghalaya from 25th-27th April, 2018. (Coordinator of the workshop - Mrs. F. Marbaniang, Assistant. Professor) 2. A Three-Day Workshop on Tools and techniques of Formative Assessment for Secondary School teachers of West Khasi Hills District, Meghalaya from 25th - 27th April, 2018. (Coordinator of the workshop - Dr. M.A. Jyrwa, Associate Professor). 3. A Three-Day Workshop on Tools and techniques of Formative Assessment for Secondary School teachers of Ri-Bhoi District, Meghalaya from 24th - 26th April 2018. (Coordinator of the workshop - Dr. (Mrs.) R. M. Tongper, Associate Professor)

Provide the weblink of the institution

<http://www.ctepgtshillong.com/wp-content/uploads/2021/02/Reports-on-Training-Programmes-2017-18.pdf>

8.Future Plans of Actions for Next Academic Year

The College has always strived to provide a holistic teacher education programme for our student-teachers. Therefore, in line with the mission statement, the College plans to continue its focus on developing compassionate, efficient and ethically sound teachers who will join the teaching profession in the coming years. Further, taking into consideration the best practices adopted by the College, all efforts will be put in to continue the best practices. Finally, the College also intends to improve the infrastructural facilities so as to be able to provide the best form of training to our student-teachers. In light of the above discussion, the future plan of action may be stated as follows: Objectives:

1. To sensitize student-teachers about the different aspects and importance of personality development in students.
2. To create awareness among student-teachers on the importance of observance days.
3. To enhance research skills of faculty members.
4. To create awareness among faculty and student-teachers on the importance and benefits of MOOC's.
5. To contribute towards enhancement of teaching skills of the untrained teachers of the State as part of the extension activities of the College.
6. To improve and renovate the infrastructure for students' academic activities.

Plan of Action (Objective Wise)

To organize Personality Development and Soft Skill Workshops for the student-teachers of the College. To observe the days that has Local, National, International and also educational/social /health Relevance. To facilitate faculty members to attend faculty development programmes. To organize workshops for untrained teachers of the different Secondary Schools of the State. To explore the possibility of organizing study tours or excursions for student-teachers.