Yearly Status Report - 2018-2019

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	**ctepgtboyceroadshillong@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/2021/02/2017-18_aqar_report.pdf

4. Whether Academic Calendar prepared during the year

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/2021/03/Calendar-of-Activities-2018-19.pdf

5. Accrediation Details

Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
1	**B**	**2.8**	**2015**	**25-Jun-2015**	**24-Jun-2020**

6. Date of Establishment of IQAC

6. Date of Establishment of IQAC	**09-Jul-2020**

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by	Date & Duration	Number of participants/ beneficiaries

IQAC			
Talk on Stress Management	11-Jun-2018 1		50
Workshop on Educators of the Mind and the Heart	23-Aug-2018 3		50
Talk on Gender Sensitization	22-Nov-2018 1		50
Workshop on Child's Right	07-Mar-2019 1		50
Workshop on Teacher as a Counsellor	07-Mar-2019 1		50
Workshop on Brainstorming	15-Mar-2019 1		50
Workshop on Inclusive Education	14-May-2019 2		50
Workshop on ICT Skills	30-May-2019 7		50
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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 - NERO	2018 365	299419
College of Teacher Education (PGT) Shillong	Infrastructure Grant	RUSA	2018 365	5000000
College of Teacher Education (PGT) Shillong	Strengthening and Restructuring of CTE (PGT), Shillong	NEC	2018 365	1155556
College of Teacher Education (PGT) Shillong	Strengthening and Restructuring of CTE (PGT), Shillong	NEC	2018 365	10000000
College of Teacher Education (PGT) Shillong	Strengthening and Restructuring of CTE (PGT), Shillong	NEC	2019 365	1111111
View File				

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 exposure trip for student teachers of the College.

Organized workshops for student-teachers of the College.

Organized workshops on Tools and Techniques of Formative Assessment for student teachers of the College.

Organized different activities through the Student Council to observe important days.

Organized orientation program before the commencement of micro-teaching and internship

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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 sensitize student teachers about the different aspects and importance of personality development in students and an understanding about teacher personality.	Workshops organized
To create awareness among student - teachers on the importance of observance days.	Few days observed
To enhance the research skills among	Slightly initiated

faculty members.	
To create awareness among faculty members & student - teachers on the importance & benefits of MOOC's	One teacher attended. Students were not provided the opportunity due to paucity of time.
To organize study tours and excursions for student - teachers.	Local exposure trip successfully organized.
[View File]()	

14. Whether AQAR was placed before statutory body ?	**Yes**

Name of Statutory Body	Meeting Date
Governing Body - Few members	22-Mar-2021

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	**No**
16. Whether institutional data submitted to AISHE:	**Yes**
Year of Submission	**2019**
Date of Submission	**14-Feb-2019**
17. Does the Institution have Management Information System ?	**No**

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 to 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 prior to 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 include components

such as Units and topics, Objectives of teaching the Course, number of classes for each topic, the 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 so as to provide them exposure to the different school activities. As part of Curriculum delivery student-teachers are given the opportunity to take up project work and review writing on important programmes launched by the Govt. of India. Student-teachers are also encouraged to take up project on Textbook Evaluation keeping in mind NCF 2005. In such cases, student-teachers are encouraged to conduct surveys and school visits in order 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 Calendar of Activities 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/entreprene urship	Skill Development
NA	NA	Nil	0	NA	NA

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
Nill	NA	Nill
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	Nill

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
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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	50

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

The institution gives due importance to feedback provided by its student-teachers and faculty members. Over the years the institution has adopted an intensive feedback mechanism whereby student-teachers are encouraged to provide feedback on the different aspects related to teaching-learning, infrastructure and facilities provided to student-teachers. 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-around improvement from time to time. The feedback may be provided verbally or in written form and communicated to the head of the institution. 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 2017-19 in response to item no 24 of the SSS questionnaire prepared by the College. This item is specifically related to the suggestions to be provided by the respondents (student-teachers) in respect of teaching-learning, infrastructure and facilities provided by the Institution. On obtaining the feedback and suggestions the institution reviews its functioning and work towards the improvement of the same. Some of the suggestions are as follows: 1. To invite some resource person for talks on certain topics related to theory papers. 2. More learning materials as per the prescribed syllabus should be available in the library 3. To provide better water facilities to ladies washrooms. 4. Completion of the boys' hostel. 5. Computers in the lab are still less in numbers. 6. Access to e-learning resources would be an added contribution to the teaching-learning process 7. A better canteen. After obtaining the feedback, the Institution analyzed the responses and actions were taken accordingly. With regards to inviting resource persons, the Institution has selected the topic on Gender Sensitization and invited a resource person to deliver a lecture to the student-teachers. With regards to the learning materials, the librarian has been instructed to look into the matter in consultation with the faculty members. Facilities in the ladies' washroom have been improved. The College is also gearing up towards completion of the boy's Hostel which is on the verge of completion. The College is exploring the possibility of buying and installing additional computers to comply with the 1:1 ratio. For e-learning resources, student-teachers are given the access code to the N-List subscription of the College. Finally, with regards to the provision of a better canteen, the College has constructed a new building for the Canteen through the RUSA Fund and with its completion, better canteen facility will be provided to the students.

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	620	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
2018	50	Nill	8	Nill	Nill

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	Numberof smart classrooms	E-resources and techniques used
7	7	48	6	Nill	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 skillfully 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 behavior, 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. In addition, responses of student-teachers to the item corresponding to mentoring as given in the Student Satisfaction Survey (SSS) may also be considered for validation.

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	5

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
2018	Nil	Nill	NA
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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	19/12/2018	16/05/2019
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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 procedure. 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 field work and four papers on Enhancement of Professional Capacities (EPC). As prescribed by the University, the total marks for each semester is 400 making a total of 1600 marks for four semesters. In the first semester out of a total of 400 marks, 280 is evaluated externally and 120 marks is evaluated internally. In the second semester again out of a total of 400, 240 is evaluated externally and internal evaluation is being done for the remaining 160 marks. In the third semester, 280 is evaluated externally and 120 marks is evaluated internally. Finally, in the fourth

semester, out of the total 400 marks, 290 marks are evaluated externally and 110 marks are evaluated internally. The sessional work for internal assessment in case of core papers are given in the form of tests, assignments, case study, write-ups etc. for a total mark of 10 and 10 making a total of 20 marks per paper and for elective/optional paper the distribution of marks for internal assessment is 5 and 5 making a total of 10 marks per paper. The College conducts three written tests for each paper and the average mark is 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 month 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 board 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	51	51	100

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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/2021/03/Student-Satisfaction-Survey-SSS-2018-19.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)	0	NA	0	0

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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	Nill	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	Nill

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	Nill

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 | NA | Nill | 0 |

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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	1

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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	Nill	0	0	Nill

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
NA	Na	NA	Nill	Nill	Nill	0

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	Nill	1	Nill	Nill
Resource persons	Nill	Nill	Nill	4
Attended/Seminars/Workshops	Nill	Nill	Nill	2

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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
3rd North East Green Summit 2018	Meghalaya Pollution Control Board, Govt. of Meghalaya	1	24

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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
NA	NA	NA	Nill
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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/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activites	Number of students participated in such activites
NA	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
M.Ed. Internship	24	NA	2
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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	Synod Higher Secondary School, Shillong	01/04/2019	19/06/2019	7
Internship	School Internship	Government Girls Higher Secondary School, Shillong	01/04/2019	19/06/2019	7
Internship	School Internship	Laban Presbyterian Higher Secondary School, Shillong	01/04/2019	19/06/2019	6
Internship	School Internship	Nongthymmai Nepali Higher Secondary School, Shillong	01/04/2019	19/06/2019	8
Internship	School	Government	01/04/2019	19/06/2019	8

Internship		Boys Higher Secondary School, Shillong			
Internship	School Internship	Jaiaw Presbyterian Higher Secondary School, Shillong	01/04/2019	19/06/2019	6
Internship	School Internship	H. Elias Higher Secondary School, Shillong	01/04/2019	19/06/2019	9

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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	18/02/2019	School Internship	51

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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
2221000	12266667

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Others	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

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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

| KOHA | Fully | NA | 2018 |

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	11345	769208	Nill	Nill	11345	769208
Reference Books	4298	330761	56	8364	4354	339125
Journals	10	Nill	Nill	Nill	10	Nill
e-Journals	1	5750	1	5900	2	11650
Weeding (hard & soft)	110	Nill	15	Nill	125	Nill
Others(specify)	1	193750	Nill	Nill	1	193750

[View File](#)

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 Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/GBPS)	Others
Existing	52	22	1	0	0	2	8	50	20
Added	11	8	0	0	0	1	0	0	2
Total	63	30	1	0	0	3	8	50	22

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	Nill

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 incurredon maintenance of physical facilites
779700	118290	1815000	1855247

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 an administrative staff. Certain committees, included the Principal of the College as a member. The role and functions of each committee have been determined such that each committee can function effectively. 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/common-room/

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**	**22**	**0**
b)International	**Nil**	**Nill**	**0**
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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 implemetation	Number of students enrolled	Agencies involved
Training programme on Soft Skills	**26/07/2018**	**50**	**Polaris Enterprise Solution**
Yoga programme for Healthy Living	**23/04/2018**	**50**	**Shri Dhananjoy Chakraborty**
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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 passedin the comp. exam	Number of studentsp placed
2018	**Nil**	**Nill**	**Nill**	**Nill**	**Nill**
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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 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
Nil	**Nill**	**Nill**	**Nill**	**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
2018	2	B.Ed.	College of Teacher Education (PGT) Shillong	Department of Education, NEHU, Shillong	M.Ed.

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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

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

Activity	Level	Number of Participants
Marathon (Harakhlur Run)	Institution Level	32
Basket Ball	Institution Level	30
Football	Institution Level	16
Table Tennis	Institution Level	28
Arm wrestling	Institution Level	30
Singing Competition	Institution Level	30
Dancing Competition	Institution Level	20
Painting Competition	Institution Level	5
Debate Competition	Institution Level	8
Extempore Speech	Institution Level	17

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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
2018	Nil	Nill	Nill	Nill	NA	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 is being 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. Few of the student-council members are also inducted into the different committees of the College. The Student Council for the academic session 2018-19 comprised of 16 members of which 14 were elected from the batch 2017-19 and 2 members who were co-opted from the batch 2018-20. Mrs. D. A. Kharmylliem, Senior Grade Lecturer was the Adviser of the Student Council for the Academic Session 2018-19. The activities organized and conducted by the Student Council during the Academic Session 2018-19 are as follows: 1. Farewell for the outgoing 4th Semester Student-teachers on 18th July 2018. 2. Induction cum Orientation Programme on 3rd August 2018. 3. International Day of World's Indigenous People on 9th August 2018. 4. Independence Day Celebration, 15th August 2018. 5. Freshers Meet on 21st August 2018. 6. Swachh Bharat Cleaning Drive on 27th August 2018. 7. Felicitation Programme for Meritorious Students of Batches 2015-17 2016-18 on 1st September 2018. 8. Teachers Day, 5th September 2018. 9. College Week Celebration from 8th November to 16th November 2018. 10. Advance Christmas Celebration on 19th December 2018. 11. Celebrated College Foundation Day on 19th March 2019. 12. A Foodfest was also organized on the occasion of College Foundation Day on 19th March 2019.

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 :

NA

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)?

Partial

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
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 fulfil 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.
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 purpose of internship. The Collaboration is believed to have benefitted both the institutions. Although, the collaboration is for 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 which are not related to school internship.
Human Resource Management	In order 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 opportunities to the teachers and office staff to attend faculty development programmes 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 into the library. Efforts are also made to improve the ambience in the library so as 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.
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.
	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. For the purpose of formative evaluation 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 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, setting of question papers and evaluation of scripts are all done by the affiliating university.
	Teaching and Learning	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. In order that 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 transaction of the content are all spelt out in detail.
	Curriculum Development	With regards to Curriculum Development, it may be stated that the College is not directly involved in planning and designing or developing

the Curriculum as the 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, lay emphasis on 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, Co-operative learning and Constructivism.

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

E-governace area	Details
Planning and Development	Not yet implemented
Administration	Not yet implemented
Finance and Accounts	Partially implemented only for payment of programs funded by RUSA
Student Admission and Support	Not yet implemented except for scholarship purposes
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
2018	Dr. Bahunlang Tron	ICSSR-NERC Sponsored National Seminar on Science Education in North Eastern States of India: Current Status and Future Directions	NA	4500
			View File	

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)
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
Workshop on MOOCs, e-content Development and Open Educational Resources	1	11/03/2019	16/03/2019	6
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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 stated that no major objections were raised in the recent years when the last external audit was conducted. objections raised in the last few years.

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
Nil	0	NA

6.4.3 – Total corpus fund generated

744873.00

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)

The student community of the College is comprised of student-teachers who are married and employed and are no longer dependent on their parents. In such cases, the College does not see the need for forming the Parent-Teacher Association. The College can however consider exploring the feasibility for starting an alternative organization that can accommodate parents and spouses of student-teachers.

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

1. Welfare scheme is extended to all staff in the form of the Staff Benefit Fund and the Employees Social Maintenance Assistance Scheme. 2. Few Grade -IV staff are provided with quarters inside the campus. 3. Non-teaching staff are also given facilities like advance payment in case of any financial constraints, etc.

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

1. Strengthening infrastructural development as per NCTE Regulation 2014. 2. ICT Training for student-teachers. 3. Yoga training for student teachers. 4. Encouraging Research Practices among faculty members. 5. Strengthening linkage with schools and other organisations.

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	No

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
2018	Talk on Stress Management	11/06/2018	11/06/2018	11/06/2018	50
2018	Exposure Trip to Jaintia Hills	19/07/2018	19/07/2018	19/07/2018	50
2018	Workshop on Educators	23/08/2018	23/08/2018	25/08/2018	50

2018	Talk on Gender Sensitization	22/11/2018	22/11/2018	22/11/2018	50
2019	Workshop on Child Rights	07/03/2019	07/03/2019	07/03/2019	50
2019	Workshop on Teacher as a Counsellor	07/03/2019	07/03/2019	07/03/2019	50
2019	Workshop on Brainstorming	15/03/2019	15/03/2019	15/03/2019	50
2019	Workshop on Inclusive Education	14/05/2019	14/05/2019	15/05/2019	50
2019	Workshop on ICT Skills	30/05/2019	30/05/2019	06/06/2019	50

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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
Talk on Stress management	11/06/2018	11/06/2018	25	25
workshop on Educators of the Mind and Heart	23/08/2018	23/08/2018	25	25
Talk on Gender Sensitization	22/11/2018	22/11/2018	25	25
Workshop on Child Rights	07/03/2019	07/03/2019	25	25
Workshop on Teacher as a Counsellor	07/03/2019	07/03/2019	25	25
Workshop on Inclusive Education	14/05/2019	15/05/2019	25	25
Workshop on ICT skills	30/05/2019	06/06/2019	25	25

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
Nil

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
Nill	**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
Swachh Bharat Cleaning Drive	**27/08/2018**	**27/08/2018**	**100**
[View File](#)			

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 by using separate dustbins for the biodegradable and non-biodegradable dustbin

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best-Practice – 1 MICRO-TEACHING Objectives of the Practice – Teaching as we all know does not only involve a simple transfer of knowledge from the teacher to the taught but is a complex process that facilitates and influences the process of learning. Teachers should therefore be equipped with the necessary skills so that they are able to facilitate learning. On this note, teacher-education programs, therefore, emphasize the practical aspect of the course where student-teachers are being trained to acquire or master the skills of teaching through micro-teaching. The objectives of adopting Micro-teaching are as follows: 1. To acquaint students with the concept of core teaching skills. 2. To enable student-teachers to master the core teaching skills. 3. To strengthen the mentorship practice of the institution. Need Address and the Context – Microteaching has been adopted to meet the requirements of the Course prescribed for the Two-Year B.Ed. Syllabus by the affiliating university (NEHU). As per the syllabus, micro-teaching practice is to be taken up by student-teachers during the pre-internship phase. However, despite it being a

regular practice, the way microteaching has been executed by the College is indeed commendable as expressed by the past pupils of the College. Hence micro-teaching has been identified as one of the best practices of the College. The Practice - Microteaching is a scaled-down teacher training technique that allows student-teachers to practice and gain mastery of the core teaching skills in a low-risk, simulated classroom environment. Every year the date for commencement of microteaching is notified in the calendar of activities of the college. As per the practice, before the commencement of microteaching group division of students is done such that each student takes up microteaching under a teacher mentor or supervisor. The grouping is being done fairly and democratically by adopting the lottery method where each teacher takes turns to pick the lots consisting of student names. The College used to have seven micro-teaching groups with an average of 7 students in each group with 1:7 mentor-mentee strength. The primary task of the mentor is to ensure that the objectives of micro-teaching are achieved. Therefore, mentors should ensure that each student-teacher master the core teaching skills. Besides, microteaching supervision mentors are to provide mentoring service to the students in aspects concerning their personal, social, and educational problems. Resources - For conducting microteaching practice sessions, each group is allotted a micro classroom equipped with normal classroom furniture. Three of the rooms used for micro-teaching are fitted with ceiling mount projectors, hence student-teachers can also use PowerPoint presentations during their teaching. However, in micro rooms which are not fitted with projectors, student-teachers may request through the mentor for the arrangement of a portable projector. Although videography of micro-teaching sessions is not yet mandatory, supervisors can avail the video camera from the College in case they wish to record the sessions for feedback or future reference. Some of the sessions have been recorded by supervisors of the different groups. Impact of the Practice Judging from the co-operation of the internship schools and the performance of the student-teachers during the regular internship and the final internship examination, it may be stated that the execution of microteaching in the College has been tremendously effective. Micro-teaching has not only helped student-teachers gained mastery of the skills but has also helped boost their self-confidence and brought improvement in their grooming and communication skills. Requirements for Adoption/Adaptation Several challenges were faced by the institution while adopting the practice due to the lack of resources. The points below may be considered to further strengthen the existing practice.: 1. Although each micro group is allotted a separate room, yet some of the micro-teaching groups utilize the regular main classrooms for micro-teaching. 2. The micro-teaching rooms are very small, and the room orientation is such that it is not feasible for having micro-teaching classes. To make provision for more sophisticated rooms more funds are required. 3. In its endeavour to further improve micro-teaching, the College is planning to make recordings of micro-teaching sessions mandatory. To execute the plan, sophisticated video cameras with tripods are required and this will involve cost. Best Practice – 2 Induction cum Orientation Programme Objectives of the Practice – Induction may be understood as the process of formally taking in or inducting the newly admitted batch of student-teachers into the institution. It is only after the induction program that student-teachers are considered full-fledged members of our Institution. The induction program is believed to help students get settled and comfortable in the new environment. The objectives of the Induction cum Orientation Programme are as follows: 1. To acquaint the newly admitted student-teachers about the history of the College, the rules and regulations, facilities provided and duties and responsibilities of the teaching and non-teaching staff and the students. 2. To acquaint students about the B.Ed. course and its expected learning outcomes. 3. To make the newly admitted students pledge to abide by the rules and regulations of the Institution. Need Address and the Context – The B.Ed. Course spreads over four semesters and student-

teachers who join the course are expected to complete nine full theory papers, four half theory papers, twenty weeks of school internship cum fieldwork, and four half papers on Enhancement of Professional Capacities (EPC). Further, a lot of other activities must be taken up and submitted by student-teachers. Activities such as writing lesson plans, preparing teaching aids, micro-teaching, writing assignments, and school internship are all time-bound and must be completed within a stipulated time. As such, students right from the beginning are to be made aware of the requirements for completion of the course. Further, the College also believed that the mere supply of prospectus and syllabus will not help students understand the Course. Hence, through the induction, cum orientation programme dissemination of detailed information about the different papers and the activities that students need to take up can be provided to the students. Moreover, the induction has been considered the best occasion for sharing information about the history of the College and its daily functioning. Resources - The College is equipped with facilities such as the auditorium and multipurpose hall with ICT facility where the Induction cum Orientation Programme can be organized. Further, the faculty members of the College work together in full strength to successfully organize the Induction cum Orientation Programme. Description of the Practice- The Induction cum Orientation Programme is usually organized on the reopening day for the first-semester session. On this day, members of the Governing Body, the Principal, Faculty members, non-teaching staff, few students of the third semester are usually present. Every year, the program is being hosted by a faculty member who also delivers the welcome speech. After the welcome speech, the felicitation of the guests usually takes place followed by a presentation on the background of the College, again by a faculty member. After the presentation, the Induction Ceremony is then held. The Induction Ceremony is usually being conducted by the Senior most faculty of the College. The first step in the Induction Ceremony involves the calling out of names of the students who were admitted for the new session. After all the names were called out, the student-teachers were made to take the pledge. After the pledge-taking ceremony, the Student-teachers whose names were called out were then presented to the President of the Governing Body and the Principal to formally induct them into the CTE(PGT) Family. This is then followed by a speech from the Principal and the President of the Governing Body. To inform the newly inducted students about the rules and regulations, the Do's and Don'ts were also read out by the Senior most faculty. This is being done to complete the induction process. The second part of the program is the orientation program. The Orientation Program is usually being conducted by the Academic Committee. During the Program, members of the Academic Committee usually brief the student-teachers on the different components of the syllabus. Besides, student-teachers were also asked to write down their expectations from the Course after which the student-teachers were then explained about the Course expectation and learning outcomes of the Course. Impact / Outcome of the Practice Judging by the conduct of student-teachers inside the classroom and within the campus and the percentage of student-teachers who completed the course, it may be stated that the Induction cum Orientation has been an effective practice. Requirements for adoption and adaptation – Till the current year, the College has not faced any challenges with regards to adopting the practice. However, to strengthen the current practice, the following may be considered: 1. Orientation on add-on Courses – In the past few years, the College has made efforts to introduce a certificate course on computer application with minimal fees. However, due to the low registration of students, the certificate course could not be continued. Nevertheless, with the launch of the various MOOCs courses offered through SWAYAM, NPTEL, DIKSHA, etc. orientation may also be given on various free courses that student-teachers can join.

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/2021/03/Best-Practices-2018-19.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. On this note, the College is putting in all efforts to provide comprehensive training to student-teachers as per the curriculum formulated by the affiliating University. Further, the College gives impetus to the conduct of microteaching whereby student teachers are given individual attention in the process of acquiring the teaching skills. The College has also established linkage with the various schools in the district to enable student-teachers to complete their internship. Apart from the regular training, the College also organizes additional workshops and training to prepare sound teachers. It is also worth mentioning that the College is trying to promote quality science teaching at the school level for which linkage has also been established with the State Council of Science Technology and Environment (SCSTE), Meghalaya for organizing workshops for Science Teachers. Considering the above, it may be mentioned that sound training for teachers is one area distinctive to this Institution.

Provide the weblink of the institution
http://www.ctepgtshillong.com/wp-content/uploads/2021/03/Workshop-on-Innovative-Experiments-at-CTE_Shillong.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. Again, while considering the importance and benefits and the constraints likely to be involved in the introduction of add-on courses, the College intends to create awareness and encourage student-teachers to take up additional courses. In our endeavor to further improve the quality of teacher education, much still must be done by the College in respect of both teachers and students. Given below are the objectives formulated by the institution to prepare the plan of action to further improve the quality of education provided by the Institution. Objectives: 1. To create awareness among faculty and student-teachers on the importance and benefits of MOOC's. 2. To promote innovative science teaching. 3. To enhance the research skills of faculty members and to promote the publication of papers. 4. To initiate and strengthen alumni engagement with the institution. Plan of Action (Objective Wise): Considering the above objectives, the future plan of action may be stated as follows: To collaborate with other institutions for organizing workshops on MOOCs for the student-teachers of the College. To facilitate faculty members to attend faculty development programmes. To organize faculty development programmes. To facilitate faculty members to take up action research.