Yearly Status Report - 2019-2020

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/2021/04/2018-19_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/2021/04/Calendar-of-Activities-2019-2020.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		
Two Days Workshop on Personality Development	13-Feb-2020 2	50
One Day Workshop on 'Skills and Techniques of Science Teaching	11-Oct-2019 1	26
Training on Development and Improvement of Language Skills in respect of English	11-Sep-2019 30	50
One Day Workshop for College Teachers on 'Universal Design for Learning for Promoting Inclusion'.	27-Sep-2019 1	21
[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 for Substitute Teacher	UGC	2019 365	324086
College of Teacher Education (PGT) Shillong	Contingency Grant for Substitute Teacher	UGC	2020 365	24680
[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 periodical orientation programmes for students.
Organized Independence Day Celebration
Organized Felicitation Programme for Meritorious Students
Observed few days of National and International Importance

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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 create awareness among student teachers on the importance of Observance Days.	Few days observed
To initiate and strengthen alumni engagement with the institution.	Initiated
To facilitate faculty members to attend faculty development programmes and to organize faculty development programme	Workshop organized and teachers attended the workshop
To enhance research skill among faculty members and to promote the publication of papers.	Slightly initiated
To promote innovative science teaching.	Workshop organized
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14. Whether AQAR was placed before statutory body ?	Yes

Name of Statutory Body	Meeting Date
Governing Body (Few members only)	20-Apr-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	2020

Date of Submission	08-May-2020
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 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. It is also encouraging to state that in the year 2019 the Principal and faculty members of the College are directly involved in designing the Curriculum for the Four Years Integrated Teacher Education Programme that is the B.A. B.Ed. integrated program, likely to be introduced in select teacher education institutions of the State. The entire curriculum designing process was initiated by the Department of Education of the affiliating university, NEHU. 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 project work 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	Duration	Focus on employ	Skill

		Introduction		ability/entreprene urship	Development
NA	NA	Nil	0	0	0

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
0	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	50
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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

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 the students' all-round 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 2018-2020 in response to the SSS questionnaire prepared by the College. This item is specifically related to the response to the item corresponding to the expectations which were not fulfilled. The unfulfilled expectations as expressed by the respondents are considered as feedback and suggestions which calls for thorough review on the part of the towards the improvement of its functioning. Some of the suggestions are as follows: (1) More time in School Internship (2) Not enough information and knowledge gained for the use of smart boards (smart classroom) (3) Field exposure not adequate (4) The skill of making teaching aids (5) Use of ICT (6) Varied approaches to lesson planning weren't taught (7) No access to the computer lab. The Institution has taken note of the responses provided by student-teachers and actions were taken accordingly. With regards to the first suggestion, the Institution is not in a position to address the issue as school internship could not be carried out due to the COVID-19 pandemic, however, the College is planning to also train student-teachers to conduct online classes. The College is also exploring the possibility of installing smart classrooms to provide hands-on experience to student-teachers. With regards to the skills of making teaching aids, exposure was not given due to the pandemic, however, a working room is available where students can explore and gain the skills for preparing teaching aids. The College will approach the University to sought permission for the use of varied lesson plans. Finally, with regards to accessibility to the computer lab, it may be stated that access was limited due to the renovation work and the same is functional and student-teachers can get access to the Computer lab on all working days of the College.

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	721	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
2019	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 and society rests. Mentoring matters, because experiences suggest that, to a greater extent the results lead 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 documentation of 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. Besides, responses of student-teachers to the item corresponding to mentoring as given in the Student Satisfaction Survey (SSS) may also be considered for validation of the same.

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
2019	Nill	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	11/02/2020	24/06/2020
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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 mark 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 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. The College regrets to state that during the academic session 2019-2020 the academic calendar was not strictly adhered to, due to the COVID – 19 Pandemic. However, the activities mapped in the Calendar of activities were organized with delayed completion via the online or virtual mode. Faculty members of the College took classes through the online meeting app and assignments and project works were submitted by students via email and WhatsApp. To supplement the internship program, student-teachers were asked to send pre-recorded videos and feedback and suggestions were sent to students by the respective supervisors via email and voice calls.

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	50	49	98
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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/2021/04/Student-Satisfaction-Survey-SSS-2019-2020.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
No file uploaded.			

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
NIL	Nill
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	Number of citations

				mentioned in the publication	excluding self citation
NA	**NA**	**NA**	**Nill**	**0**	**0**	**Nill**

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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**

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

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	**Nill**	**Nill**	**8**	**Nill**
Resource persons	**Nill**	**Nill**	**Nill**	**6**

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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
Five Days Training Programme on NISHTHA for Primary School Teachers of Mylliem Block	**BRC Mylliem, East Khasi Hills, Meghalaya**	**4**	**Nill**
Five Days Training Programme on NISHTHA for Primary School Teachers of Mawphlang Block	**BRC Mawphlang, East Khasi Hills, Meghalaya**	**4**	**Nill**

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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/Agen	Name of the activity	Number of teachers	Number of students

cy/collaborating agency			participated in such activites	participated in such activites
NA	NA	NA	Nill	Nill

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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
Five Days Training Programme on NISHTHA for Primary School Teachers of Mawphlang Block	4	Office of SEMAM through BMC , Mawphlang Block	5
Five Days Training Programme on NISHTHA for Primary School Teachers of Mylliem Block	4	Office of SEMAM through BMC , Mylliem Block	5

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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	Sacred Heart Boys Higher Secondary School, Shillong	24/02/2020	22/05/2020	5
Internship	School Internship	Gorkha Secondary School, Shillong	24/02/2020	22/05/2020	4
Internship	School Internship	Army Public School, Shillong	24/02/2020	22/05/2020	3
Internship	School Internship	H. Elias Higher Secondary School, Shillong	24/02/2020	22/05/2020	6
Internship	School Internship	Jaiaw Presbyterian Higher	24/02/2020	22/05/2020	3

Internship	School Internship	Government Boys Higher Secondary School, Shillong	24/02/2020	22/05/2020	4
Internship	School Internship	Nongthymmai Nepali Higher Secondary School, Shillong	24/02/2020	22/05/2020	6
Internship	School Internship	Laban Presbyterian Higher Secondary School	24/02/2020	22/05/2020	4
Internship	School Internship	Government Girls Higher Secondary School, Shillong	24/02/2020	22/05/2020	5
Internship	School Internship	Khasi-Jaintia Presbyterian Higher Secondary School	24/02/2020	22/05/2020	6

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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	50

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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
621889	540460

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Seminar halls with ICT facilities	Existing
Classrooms with LCD facilities	Existing

Seminar Halls	Existing
Laboratories	Newly Added
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	4354	339125	46	70830	4400	409955
Journals	10	Nill	Nill	Nill	10	Nill
e-Journals	Nill	5900	Nill	5900	Nill	11800
Weeding (hard & soft)	125	Nill	Nill	Nill	125	Nill
Others(specify)	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
Dr. (Mrs.) B. Tron	Role and Functions of Head of the Institution - Academic Function	You Tube	09/04/2020
Dr. (Mrs.) B. Tron	Cu-curricular Related Function	You Tube	10/04/2020
Dr. (Mrs.) B. Tron	Management and Supervision Functions of Heads of Schools	You Tube	10/04/2020

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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	63	30	1	0	0	3	8	50	22
Added	7	7	0	0	0	0	0	0	0
Total	70	37	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
No e-content development facility available in the institution.	https://youtu.be/vN43jlZcRjQ
No e-content development facility available in the institution.	https://youtu.be/UhKJQz0JeHE
No e-content development facility available in the institution.	https://youtu.be/AR4KbuUgI9M
No e-content development facility available in the institution.	https://youtu.be/0cWpQ_PglHA

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
340945	160360	808383	380716

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 studentteachers 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/language-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	Nil	0	0
Financial Support from Other Sources			
a) National	Post Matric Scholarship Schemes Minorities CS and Umbrella Scheme for Education of ST Children - Post Matric Scholarship (PMS) For ST Students - Meghalaya	6	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
Two Day Workshop on Personality	13/02/2020	50	Br. Sunil Britto

Development			
One month Condensed Course on Development and Improvement of Language Skills in respect of English	11/09/2019	50	Polaris Solutions Enterprise
One month Condensed Course on Development and Improvement of Language Skills in respect of English	09/09/2019	50	Hundredfold Academy

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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
2019	Nil	Nill	Nill	Nill	Nill

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 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	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
2020	1	College of Teacher Education (PGT) Shillong	B.Ed.	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

No file uploaded.

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

Activity	Level	Number of Participants
Debate	Institution Level	8
Essay	Institution Level	6
Singing	Institution Level	18
Marathon (Labyrnth Run)	Institution Level	24
Tug of War	Institution Level	30
Basket Ball	Institution Level	24
Football	Institution Level	32
Table Tennis	Institution Level	20
Chinese Checker	Institution Level	8
Carrom	Institution Level	22

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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
2019	NA	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 in the different committees of the College. The Student Council for the academic session 2019-2020 comprised of 16 members of which 14 were elected from the batch 2018-2020 and 2 members who were co-opted from the batch 2019-2021. Dr. (Mrs.) M. A. Jyrwa, Associate Professor was the Adviser of the Student Council for the Academic Session 2019-2020. The activities organised and conducted by the Student Council during the Academic Session 2019-2020 are as follows: 1. Independence Day Celebration, 15th August, 2019 2. Freshers Meet on 16th August, 2019 3. Felicitation Programme for Meritorious Students of the Batch 2017-19 on 23rd August, 2019 4. Teachers Day,

5th September, 2019 5. Observed Mahatma Gandhi's 150th Birth Anniversary on 2nd October, 2019 6. Observed World Mental Health day on 10th October, 2019. 7. Organised the College Week Celebration from 18th October to 24th October, 2019. 8. Organised a College Picnic on 25th October, 2019. 9. Observed International Women's day on 11th March, 2019. Due to the COVID -19 Pandemic Lockdown, the term of the Student Council of the Academic Session 2019-2020 was extended and the following activities were organised through online mode: 1. The 'World Environment Day' on the 5th June 2020 via, online activities such as poetry writing, power point presentation and a music video sung and composed by a group of students from the 4th semester. 2. The Student Council was able to celebrate the 'International Yoga Day ' on the 21st June 2020 with the students performing various yoga postures from their respective homes. 3. The Council observed the 'International Day Against Drug Abuse and Illicit Trafficking' and 'Victims of Torture' on the 26th June 2020 via online contributions from the 4th and 2nd semester respectively.

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)?

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
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, 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 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 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. For 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 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, 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, a 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 2019, action research was taken up on the topic Effectiveness of Integrated Teaching on Students' Achievement in Science with special reference to the teaching and learning of Physics among Class IX students of Umthlong Nongthliew Government Secondary School, West Khasi Hills District, Meghalaya"

	by Dr. (Mrs.) B.Tron, Assistant Professor. The action research was conducted under the Centrally Sponsored Scheme, Ministry of Education, Government of India.
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.
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 the opportunity to the teachers and office staff to attend faculty development programs and training.
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 school internships of its student-teachers. 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.

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. However, due to the COVID-19 Pandemic, the College adopted few changes in the admission procedure for the B.Ed. session 2020-2022, whereby, admission of candidates was based on merit and the personal interview conducted through online mode.

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	Implemented for admission procedure due to the COVID-19 Pandemic. Applicants filled the online form posted on the college website for only three days.
Examination	Tests and examinations were also conducted online during the academic session 2019-2020 due to the COVID -19 Pandemic.

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
2019	Nil	NA	NA	Nill
2020	Nil	NA	NA	Nill
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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)
2019	One day workshop on MOOC, Swayam and OER for Teacher Education	NA	21/08/2019	21/08/2019	8	Nill
2019	One day Workshop on Universal Designs for Learning for Promoting Inclusion.	NA	27/09/2019	27/09/2019	5	Nill
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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
Faculty Development Programme on Teaching Learning through E-Learning Technologies	1	27/04/2020	29/04/2020	3
5 days Training for	4	29/10/2019	02/11/2019	5

KRPs/SRPs Leadership Programme				
One Day Workshop for College Teachers on Universal Design for Learning for Promoting Inclusion	5	27/09/2019	27/09/2019	1
One Day Workshop on MOOCs, SWAYAM and OER for Teacher Education	8	21/08/2019	21/08/2019	1
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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	No specific scheme, however for students from economically poor background payment of fees on installment basis is allowed.

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 and external auditing. For the purpose of internal audit, the College engages a private Chartered Accountants firm, U. C. Mazumdar 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 the management of financial resources, it may be stated that no major objections were raised when the last audit was conducted.

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
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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 circumstances, the College does not see the need for forming the Parent-Teacher Association. The College can however consider exploring the possibility of forming an alternative organization that can accommodate parents and spouses of student-teachers.

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

1. A welfare scheme is extended to all staff in the form of 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 provided facilities like advance payment in case of any financial constraints.

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

1. Strengthening infrastructural development as per NCTE Regulation 2014. 2. ICT and Soft skills training for student-teachers. 3. Promotion of research activities among faculty members. 4. Strengthening and expansion of linkage with 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
2019	One Day Workshop for College Teachers on Universal Design for Learning for Promoting Inclusion .	27/09/2019	27/09/2019	27/09/2019	21
2019	Training On Development and Improvement of Language	09/09/2019	09/09/2019	19/11/2019	50

	Skills in Respect of English				
2020	Two Days Workshop on Personality Development	13/02/2020	13/02/2020	14/02/2020	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
Two Days Workshop on Personality Development	13/02/2020	14/02/2020	31	18

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
2019	1	1	04/06/2019	1	Cleaning Drive	Littering in and around the Golf Course Area.	100

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

Title	Date of publication	Follow up(max 100 words)
N/A	Nill	For the Professional Ethics Code of Conduct, the College follows the

		Professional Code of Conduct as laid down in the UGC Regulation, 2018.

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Cleaning Drive	04/06/2019	04/06/2019	50

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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 a No-Plastic Zone. - Proper disposal of waste - Use of separate dustbins for biodegradable and non-biodegradable waste. - Discourage the use of single-use plastics.

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best-Practice – 1 School Internship Objectives of the Practice – Teacher-education programs emphasize the practical aspect of the course where student-teachers are being trained to acquire or master the skills of teaching through micro-teaching and School internships. School internship is an integral component of the B.Ed. curriculum. The objectives of adopting the School Internship Programme are as follows: 1. To provide an opportunity to students to put into practice the acquired teaching skills and consolidate the same through practical experience. 2. To provide opportunities to student-teachers to experience the diverse roles of a teacher. 3. To enable student-teachers to conduct the different school-based activities. Need Address and the Context – School internship 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 school internship is to be taken up by student-teachers during the internship phase. However, despite it being a regular practice, the way the school internship programme has been executed by the College is indeed commendable as expressed by the past pupils of the College. Hence School internship has been identified as one of the best practices of the College. The Practice The school internship programme allows student-teachers to put into practice the core teaching skills learned and mastered during micro-teaching and gain practical experience of actual classroom teaching. Every year the date for commencement of school internship is notified in the calendar of activities of the college. As per the practice, before the commencement of the School internship, the teacher in charge would orient the student-teachers on the various components of school internship after which group division of students is done such that student-teachers are allotted internship schools also known as laboratory schools based on their teaching specialization and residential location. Student-teachers of each laboratory school are placed under the charge of a supervisor. Since the beginning of the two years B.Ed. Course under the semester system, the College has managed to sign MOUs with seven schools for school internship. This has enabled the College to place about 6 to 8 student-teachers in one school. The College over the years has managed to get the support of the teachers of the school whereby they were requested to play the role of subject mentors who provide expert guidance and supervision to interns teaching specific subjects in the respective schools. Subject mentors, therefore, ensure that each student-teacher or intern prepares lesson plans and teaching aids for teaching the allotted lessons. College supervisors, on the other hand, ensures that interns exhibit the teaching skills, maintain regularity and keep track of the preparation of reports for the various school-based activities. Resources For undergoing the school internship programme, each student is allotted a laboratory school and interns

are to utilize the resources of the school. In some schools, interns share the staff room of the regular teachers while in other schools, interns are provided a separate room. To record the intern's attendance and the daily school activities, the College provides an attendance booklet for each laboratory school and an individual teacher's diary to all interns to enable them to record the daily activities that they performed during the internship programme. 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 the school internship has been tremendously effective. School internship has not only helped student-teachers gained practical experience of actual classroom teaching but has also helped boost their self-confidence and brought improvement in classroom management 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. Since the College has to depend upon the schools for the internship programme, the number of classes allotted to interns is usually decided by the subject teachers of the school. This, therefore, puts a limit upon the number of classes posing a challenge for the intern to complete the required number of classes. 2. Some of the schools do not provide ICT facility, hence interns cannot adopt ICT in their teaching. 3. To meet all the requirements of the school internship programme, setting up a model/laboratory school or adopting a school would be the best option, but this will involve a huge cost. Best Practice – 2 Counselling Objectives of the Practice – Counselling Programmes in educational institutions aims at providing valuable life-lessons to the students so that they may become professionals in their career. Students who get counselling can choose between different careers and can prepare themselves for a particular field according to their education and interests. In the case of teacher education institutions, counselling programs should help student-teachers overcome the challenges that may pop out in the course of completing the course. The objectives of the Counselling Programme are as follows: 1. To help the student-teachers to accept actual or impending changes resulting from academic or psycho-social stress. 2. To provide a foundation for student-teachers to understand their interests, abilities and challenges involved in the teaching profession. 3. To encourage student-teachers to examine the available alternatives and decide choices that are appropriate and useful for problem-solving. 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. In such cases, some students go through a lot of stress and the stress is believed to be more in case of married student-teachers as they also have to take care of their families. In these circumstances, some student-teachers face difficulty to cope with academic and family pressure. Therefore, to constantly motivate the student-teachers and to apprise them of the various coping strategies and problem-solving skills, counselling is of utmost importance. This, therefore, led to the introduction of a regular counselling practice in our institution. Resources - For successful implementation of the Counselling Practice, the College has appointed a part-time Counsellor who delivers general counselling sessions every week. Further, the College is equipped with a multipurpose hall with an ICT facility where the Counselling sessions are held, and in case of personal counselling, a separate Counselling room is also available in the institution. Description of the Practice General Counselling

Sessions are held every week and the sessions are arranged separately for the different semesters. During the sessions, topics such as basic counselling skills, coping strategies, anger, marriage, dating, preparation of lessons are usually taken up. To maintain the regularity of the students in attending the sessions, the timing for the general counselling sessions is allotted in the regular timetable. Over the years, the Counselling Sessions are held in normal classroom conditions, however, since the outbreak of the COVID-19 pandemic, the counselling sessions are now being held through the online mode. The Counsellor also provide personal counselling to needy students however, records of the cases are not maintained so that confidentiality is strictly maintained. Impact / Outcome of the Practice Judging by the conduct of student-teachers inside the classroom and the percentage of student-teachers who attended the sessions, it may be stated that Counselling has been an effective practice. Requirements for adoption and adaptation – In the process of adopting and accelerating the practice, the College faced numerous challenges which are stated as under: 1. The Counsellor is appointed on a part-time basis, hence cannot concentrate much on rendering personal guidance and counselling to the student-teachers who require such service. 2. Since Counselling lessons are not subjected to any form of examination, the chances of students skipping the sessions are very high especially the online mode. However, to strengthen the current practice, the College may consider appointing a full-time counsellor such that personal counselling may be provided to student-teachers regularly. Further, a full-time counsellor can also train the student-teachers who are the future teachers on the use of basic counselling skills, such that they can apply the counselling skills in helping the students in the schools they are likely to join in the future. This will also encourage and motivate student-teachers to attend the counselling sessions regularly. However, it is to be noted that appointing a full-time counsellor would cause a major financial burden, for the institution, which indeed is a major challenge likely to be faced by the institution in adopting the practice.

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/2021/04/Best-Practices-1-2-2019-2020.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 and signed MOUs with the various schools in the district to enable student-teachers to complete the school internship programme. Apart from the regular teacher preparation activities, the College also organizes additional workshops and training to further develop the personality of student-teachers. In this regard the College managed to organized a One-month Condensed Course on Development and Improvement of Language Skills in respect of English at College of Teacher Education (PGT), Shillong from 9-09-2019 and a two-day workshop on personality development on the 13th 14th February, 2020. It is also worth mentioning that the College is trying to promote quality science teaching at the school level for which a one-day workshop on skills and techniques of science teaching was organized for

student-teachers teaching Science. Considering the above, it may be mentioned that holistic teacher training is one area distinctive to this Institution.

Provide the weblink of the institution
http://www.ctepgtshillong.com/wp-content/uploads/2021/04/Training-Activities-as-part-of-Institutional-Distinctiveness-2019-2020.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. The COVID -19 pandemic has indeed pushed everyone into an unpredictable phase of uncertainty, however as an institution we managed to complete all important tasks with the support and cooperation of all stake holders. The COVID-19 Pandemic has also accord greatest importance to ICT because of which online teaching is possible and we are able to reach our students and remain in touch with them. Therefore, while considering the importance and benefits of ICT, the College intends to create awareness among faculty members and student-teachers about the different tools and resources of online teaching-learning. In our endeavor to further improve the quality of teacher education as per the recommendations of the National Education Policy 2020, 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 different tools and techniques of online teaching. 2. To encourage faculty members to develop and create e-content for related MOOC's courses. 3. To initiate and expedite the introduction of the Bachelor of Arts (B.A.) Degree Course. Plan of Action (Objective Wise): Considering the above objectives, the future plan of action may be stated as follows: 1. To collaborate with other institutions for organizing workshops on online tools and e-resources. 2. To facilitate faculty members to create e-content. 3. To improve the ICT facility in the Institution. 4. To introduce the Bachelor of Arts Degree Course with affiliation to North-Eastern Hill University, Shillong.