



## Yearly Status Report - 2016-2017

### Part A

#### Data of the Institution

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

<b>2. Institutional Status</b>	
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. Mary Anne Jyrwa
Phone no/Alternate Phone no.	03642224007
Mobile no.	9863066951
Registered Email	mjyrwa5@gmail.com
Alternate Email	ctepgtboyceroadshillong@gmail.com

<b>3. Website Address</b>	
Web-link of the AQAR: (Previous Academic Year)	<a href="http://www.ctepgtshillong.com/AOAR/AOAR2015-16.pdf">http://www.ctepgtshillong.com/AOAR/AOAR2015-16.pdf</a>
<b>4. Whether Academic Calendar prepared during the year</b>	Yes
if yes,whether it is uploaded in the institutional website: Weblink :	<a href="http://www.ctepgtshillong.com/wp-content/uploads/2020/10/Academic-calendar-2016-17-upload.pdf">http://www.ctepgtshillong.com/wp-content/uploads/2020/10/Academic-calendar-2016-17-upload.pdf</a>

**5. Accreditation Details**

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

<b>6. Date of Establishment of IQAC</b>	22-Dec-2015
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**7. Internal Quality Assurance System**

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

A Talk on Importance of Water and Water Management	22-Mar-2017 1	100
Workshop on Brainstorming	02-Mar-2017 1	50
One day session on Inclusive Education	23-Jun-2016 1	50
One day session on Moulding Young Minds	21-Jun-2016 1	50
Workshop on Construction of Objective Type Tests	16-Jun-2016 1	50
Two day programme on Continuous & Comprehensive Evaluation	13-Jun-2016 2	50
<a href="#">View File</a>		

**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	Infrastructure Grant	RUSA	2016 365	10000000
College of Teacher Education (PGT) Shillong	CSSTE State Grant	DERT	2016 365	588250
College of Teacher Education (PGT) Shillong	Equity Initiative Programme	RUSA	2017 365	1250000
College of Teacher Education (PGT) Shillong	Generak Development Assistance	UGC	2017 365	1664000
College of Teacher Education (PGT) Shillong	Construction of Boys Hostel	UGC	2017 365	1600000
College of Teacher Education (PGT) Shillong	CSSTE State Grant	DERT	2017 365	500000
College of Teacher Education (PGT) Shillong	CSSTE State Grant	DERT	2017 365	587500
<a href="#">View File</a>				

<b>9. Whether composition of IQAC as per latest NAAC guidelines:</b>	Yes
Upload latest notification of formation of IQAC	<a href="#">View File</a>
<b>10. Number of IQAC meetings held during the year :</b>	1
The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	Yes
Upload the minutes of meeting and action taken report	<a href="#">View File</a>
<b>11. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	No

<b>12. Significant contributions made by IQAC during the current year(maximum five bullets)</b>
Procurement of different committee reports.
Distribution and collection of self-appraisal forms for updating records.
Organised different activities to observe important days including College Foundation day.
Signed MOU with schools for internship.
Organised periodical orientation programmes for students.
<a href="#">View File</a>

<b>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</b>	
<b>Plan of Action</b>	<b>Achivements/Outcomes</b>
To organise workshops	Workshops organised
To restructure College assessment methods and to evaluate student learning outcomes	Process initiated
To organise personality development programmes for students	Programme conducted
Dissemination of Information on Rain water harvesting	Partly done
<a href="#">View File</a>	

14. Whether AQAR was placed before statutory body ?	No
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	2017
Date of Submission	16-Feb-2017
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) is permanently affiliated to North Eastern Hill University and offers a two-year B.Ed. course for which the curricular content is prescribed by the affiliating University. With regards to Curriculum Planning, it may 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 of the Institution being the member of the Board of Under Graduate Studies (BUGS) is however directly involved in designing and framing the curriculum at the B.Ed. level. With regards to curriculum delivery and documentation, faculty members are to mandatorily submit the Content Plan to the Head of the Institution through the Academic Committee of the College. While preparing the Content plan, faculty members are instructed to include components such as Units and Topics, objectives of teaching the topics, number of classes for each topic, methodology of teaching and evaluation methods. Further, keeping in mind the vision and mission of the Institution, the faculty members also plan and assign field activities to student-teachers so as to provide them exposure to the different school activities and also allow students-teachers gain awareness about the different flagship programmes launched by the Government of India like the SSA scheme, RTE Act 2009 to name a few. In such cases, student-teachers are encouraged to take up case studies, conduct surveys, visit schools, etc. under the supervision of the different faculty members. The allotment of student-teachers for each supervisor or teacher is being done by the Academic Committee of the College. To ensure continuous delivery of curriculum, regular meetings are called by the Head of Institution and the Academic Committee to check the progress of teachers in completing the assigned curriculum. Further, to maintain uniformity in submission of projects, assignments, EPC Reports dates are fixed by the Academic Committee and reflected in the Academic Calendar of the Institution.

### 1.1.2 – Certificate/ Diploma Courses introduced during the academic year

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

## 1.2 – Academic Flexibility

### 1.2.1 – New programmes/courses introduced during the academic year

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

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

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

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

	Certificate	Diploma Course
Number of Students	Nil	Nil

## 1.3 – Curriculum Enrichment

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

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

### 1.3.2 – Field Projects / Internships undertaken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BEd	School Internship	50
<a href="#">View File</a>		

## 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
As an institution that strive to provide quality teacher education programme, we are committed to bring about change and improvement in our approach of training and educating prospective and in-service teachers. In order to bring

about the desirable change and improvement, the institution gives due importance to the feedback provided by student-teachers and faculty members of the College. The institution adopts an intensive feedback mechanism whereby student-teachers are encouraged to provide feedback on the different aspects related to teaching-learning wherein students share their opinion in matters related to the curriculum, teaching methodology adopted by teachers, duration of classes, arrangement of time table, infrastructure and conduct of co-curricular activities. Feedback from students is gathered through the questionnaires prepared on the different aspects usually at the end of the academic year. The feedback mechanism is also made flexible whereby student-teachers can also provide feedback through the suggestion box, grievance cell and student council. Faculty members of the College are also encouraged to provide feedback in matters related to the syllabus, course completion, reading material, teacher training and many other areas related to academics and students' all-round improvement from time to time. 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 suggestions provided by the student-teachers of the session 2015-17. 1. The syllabus of some papers is too lengthy and overlapping of topics should be avoided. 2. Study materials should be provided earlier for better learning and understanding of topics. This applies to the materials which are not available in the library. 3. Paper 401 of the 4th Semester is very lengthy and difficult to complete as student-teachers have to go for school internship. 4. In Paper 302 301 of 3rd Semester it has been noted that the syllabus remains the same as that of the annual system, in fact more content has been added. This poses a lot of problem for the teachers to complete the course on time. 5. Power point should not be used in every lecture. 6. Not to hold any classes beyond 5 P.M. as the area in which the College is located is not safe. After obtaining the feedback, the Institution analyzed the responses and actions were taken accordingly. With regards to the lengthiness of the syllabus, the institution is not in a position to change or modify the syllabus as the syllabus is prescribed by the affiliating university. However, with regards to provision of materials, teachers were instructed to provide student-teachers the additional sources of materials or suggested readings in order to help student-teachers. Teachers were also instructed not to hold student-teachers in the College beyond 5.00 P.M. except for certain important activities approved by 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
BEEd	Teaching	50	380	50

[View File](#)

### 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
2016	50	Nil	7	Nil	Nil

## 2.3 – Teaching - Learning Process

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

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

[View File of ICT Tools and resources](#)

[View File of E-resources and techniques used](#)

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

Mentoring as an activity is integral to the teaching- learning process. This aspect is taken cognizance of by the faculty members of the College of Teacher Education (PGT), Shillong in view of 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 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 for maintaining strict confidentiality. In view 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. With regard to 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 or mentors are consciously committed to upholding and maintenance of the 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 an enhanced self-esteem. Despite the above stated fact, the College is failing, by the conspicuous absence of support documents. The practice of recording and documenting the cases, sequence and pattern of behaviour, nature and extent of improvement and overall development of the respective student teachers have been overlooked. However, the statements reported are true to our knowledge and belief, and that, as and when it is needed, the same may be validated.

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

## 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	Nil	Nil	4

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



Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
2016	NIL	Nil	NIL
No file uploaded.			

## 2.5 – Evaluation Process and Reforms

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

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BEd	B.Ed	3rd Semester	20/12/2016	27/03/2017
<a href="#">View File</a>				

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 all the four semesters is 400 out of which 280 is evaluated externally and 120 marks is internally evaluated in the first and third semesters. Further, out of the total 400 marks 240 and 290 marks are evaluated externally and 160 and 110 marks are evaluated internally in the second and fourth semesters respectively. The sessional work for internal assessment in case of core papers are given in the form of tests, assignments, case study, write-ups etc. for a total mark of 10 10 20 per paper and for elective/optional paper the distribution of marks for internal assessment is 55 10 per paper. The College conducts three written tests for each paper and the average marks 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 is prepared by the Academic Committee of the College. Prior to the year 2015, the academic calendar of the college follows the annual system from February to December. However, with the commencement of the semester system the Academic Calendar of the College follows the cycle from August to July. The Calendar, therefore, begins with the commencement of the first and third semester classes and ends with the second and final semester examination. The Academic Calendar is prepared taking into consideration 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 the teachers in designing the Content Plan and the

students to complete their tasks. All the activities conducted in the College which include the academic, co-curricular and extension activities are mapped in the academic calendar. The academic activities that are recorded in the calendar includes 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 Continuous Internal Evaluation process is in place and that the student-teachers and teachers alike are not burdened with unplanned execution of activities. Moreover, the Academic Calendar is uploaded in the website for students, teachers and all stake holders 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 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	50	50	100

[View File](#)

## 2.7 – Student Satisfaction Survey

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

<http://www.ctepgtshillong.com/wp-content/uploads/2020/11/Student-Satisfaction-Survey-SSS-2015-17.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
Major Projects	0	NA	0	0

No file uploaded.

### 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	NIL	NA	Nil	NIL
No file uploaded.				

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

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
NIL	NA	NA	NA	NA	Nil
No file uploaded.					

**3.3 – Research Publications and Awards**

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
0	0	0

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

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

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

Type	Department	Number of Publication	Average Impact Factor (if any)
National	NA	Nil	0
International	NA	Nil	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
NA	Nil
No file uploaded.	

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

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
NIL	NIL	NA	2016	0	NA	Nil
No file uploaded.						

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

Title of the	Name of	Title of journal	Year of	h-index	Number of	Institutional
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Paper	Author		publication		citations excluding self citation	affiliation as mentioned in the publication
NIL	NIL	NA	2016	Nill	Nill	00
No file uploaded.						

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

Number of Faculty	International	National	State	Local
Resource persons	1	Nill	Nill	Nill
Attended/Seminars/Workshops	Nill	1	Nill	Nill
<a href="#">View File</a>				

### 3.4 – Extension Activities

#### 3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

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

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

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

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

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

### 3.5 – Collaborations

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

Nature of activity	Participant	Source of financial support	Duration
NIL	00	00	00
No file uploaded.			

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

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry	Duration From	Duration To	Participant

		/research lab with contact details			
NIL	NA	NA	Nil	Nil	00
No file uploaded.					

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
NIL	Nil	NA	Nil
No file uploaded.			

## 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
120000	500000
240000	0
100000	0

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Classrooms with Wi-Fi OR LAN	Existing
Others	Existing
Seminar halls with ICT facilities	Existing
Classrooms with LCD facilities	Existing
Seminar Halls	Existing
Laboratories	Existing
Class rooms	Existing
Laboratories	Existing
<a href="#">View File</a>	

### 4.2 – Library as a Learning Resource

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

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

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	10229	Nil	196	259834	10425	259834
Reference	4147	Nil	65	215457	4212	215457

Books						
Journals	9	Nil	1	1600	10	1600
e-Journals	6069	5750	Nil	Nil	6069	5750
Weeding (hard & soft)	78	Nil	Nil	Nil	78	Nil
Others (specify)	1	193750	Nil	Nil	1	193750
<a href="#">View File</a>						

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	NIL	NA	Nil
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	43	15	1	0	0	2	8	50	18
Added	7	7	0	0	0	0	0	0	0
Total	50	22	1	0	0	2	8	50	18

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

50 MBPS/ GBPS
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4.3.3 – Facility for e-content

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

#### 4.4 – Maintenance of Campus Infrastructure

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

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
775754	56967	2296945	105240

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
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upgradation of physical facilities ranging from classrooms to academic and support facilities such as 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. In certain committees the Principal of the College is also a member of the committee. The role and functions of each committee has been determined such that each committee is able to function effectively. Some of the strategies adopted by the different committees to ensure optimum utilization and maintenance of resources are listed below:

1. Maintenance of Library- Every year the Library Committee through the Librarian (member) forward the list of books to the faculty members for 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 for 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. Utilization of laboratories are to a greater extent determined by the syllabus. In 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 and prepared 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 gives opportunity to all student-teachers to get hand-on experience on the use of computers. With regards to 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 to has to look into matters pertaining to care and maintenance of computers like security of computers and necessary instructions to avoid damage to computers.

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

## **CRITERION V – STUDENT SUPPORT AND PROGRESSION**

### **5.1 – Student Support**

#### 5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Does not provide	0	0
Financial Support from Other Sources			
a) National	Post Matric Scholarship for ST Students	15	0

b) International	NA	Nil	0
<a href="#">View File</a>			

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

Name of the capability enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
Yoga Training Programme	19/04/2017	50	Mr. Dhananjoy Chakraborty
<a href="#">View File</a>			

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

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
2016	NIL	Nil	Nil	Nil	Nil
2017	NIL	Nil	Nil	Nil	Nil
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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
Nil	Nil	Nil

## 5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
NIL	Nil	Nil	NIL	Nil	Nil
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	Department graduated from	Name of institution joined	Name of programme admitted to
2016	Nil	NA	NA	NA	NA
No file uploaded.					

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

Items	Number of students selected/ qualifying
NET	Nil



SLET	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
Seven Stone (Local sport) Nill	Institution	28
Carrom Nill	Institution	28
Football Nill	Institution	18
Table Tennis Nill	Institution	16
Arm Wrestling Nill	Institution	36
Basketball Nill	Institution	30
Marathon Nill	Institution	30
Singing Competition Nill	Institution	22
Poetry Writing Nill	Institution	8
Dancing Competition Nill	Institution	24
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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
2016	NIL	National	Nill	Nill	Nill	NA
No file uploaded.						

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

The Student Council of the College has been constituted with the aims and objectives of providing support to the student-teachers and also to help foster a spirit of cooperation among student-teachers in the college. The major task of the Student Council is to help in organizing and conducting the different programs including the co-curricular activities that are to be held and organized during the academic year. Although, the student council is a student body, yet it functions under the guidance and advice of a faculty member of the College designated as the Adviser of the Student Council. The Student Council for the academic session 2016-17 comprised of 15 members of which 13 were elected from the batch 2015-17 and 2 members who were co-opted from the batch 2016-18. Dr. (Mrs.) M.A. Jyrwa, Associate Professor was the Adviser of the Student Council for the Academic Session 2016 -17. The activities organized and conducted by the Student - Council during the Academic Session 2016-17 are as follows: 1. Organised a visit to Don Bosco Museum and Science Centre at NEHU, Shillong on 20th June 2016. 2. Organised a food festival on 20th October, 2016 to raise fund for donation to an organisation 'Reach Shillong Ministries' which is working to help street children and Mercy Home (an old age home). 3. Organised the Fresher's meet 2016. 4. Celebrated Teachers' Day on 5th September, 2016 5. Organised the College Week with the theme "VORREITER - To

make a Mark" from 1st - 5th October, 2016. During the College Week, the Student Council organised various literary, sociocultural and sports activities. 6. The Student Council also played an active role in observing the Advanced College Foundation Day on 18th March, 2017. To mark this occasion, a food fest was also organized to also raise funds in aid of the Reach Shillong Ministries orphanage and the Holy Child Mercy Home (an old age home). 7. Organised a College Picnic on 5th May 2017 as part of the co-curricular activities of the College. 8. Organised poster campaigns to mark important days. While considering student representation in the different committees of the College, it is worth mentioning that in a committee of three members, one member is drawn from the student council. The committees in which student-teachers gets representation included the Sports Committee, Literary Committee, Socio-cultural Committee and the Discipline Committee.

#### 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:

1. Teacher 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.
2. Formation of different committees - The College decentralized the Academic and Non-Academic activities through the different Committees that have been set up such as Academic Committee, Admission Committee, Grievance Redressal Committee, Library Advisory Committee, Co-curricular Committee, Research and Publication Committee, Discipline Committee, Anti-Ragging Sexual harassment Cell, Placement Consultancy Cell, Documentation Cell and the Student Council. Each Committee discharged specific roles and responsibilities as entrusted upon by the College. The presence of the different committees has indeed promoted the transfer in decision making power, responsibility, and tasks related to academic matters from the head of the institution to the faculty members of the

College. This system of decentralization has resulted in the effective and efficient implementation of both academic and non-academic activities in the College. As the students are directly in touch with the teaching faculty, decentralization has helped in making the system of education and training provided by the college more responsive to students' needs. However, in certain instances, students may not feel free to air their grievances or express their needs and problems to the teachers. Therefore, the system also provides the opportunity for students to participate in decision-making in matters related to academic and non-academic activities especially those that concern the students. As such, the College has the Student Council and the members represent the students in the different committees of the College. This has therefore helped in strengthening the system of decentralization and participative management in the College.

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

No

## 6.2 – Strategy Development and Deployment

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

Strategy Type	Details
Admission of Students	The College has set up the Admission Committee to look into all matters related to new admission. The decision taken by the Admission Committee is considered final and the management does not interfere in the process. Provision for admission is given for Scheduled Caste, Scheduled Tribes, OBC and Minorities. Candidates seeking admission have to qualify first for a written examination and then for a personal interview.
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 the 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. This ensures better performance of faculty members in their tasks. Teaching staff meetings are held at least six times a year and non-teaching staff meetings are held at least twice a year. Teaching faculties of the College are encouraged to attend the different programmes such as Orientation, Refresher Courses, Trainings, Seminars, Workshop, Conferences and also to take up research and publication. The staff and students can meet the Principal any time and discuss matters related to the College to arrive at solutions which results in excellent teamwork and job satisfaction.

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 Teaching faculty of the College has conducted a number of Action Research. The College also provides opportunity to faculty members to avail the Faculty Development Programme of the UGC for completion of Ph.D.

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 semester. For the purpose of formative evaluation tests, assignments, seminar presentation, 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 the 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 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

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. 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 the transaction of content are all spelled out in detail.

Curriculum Development

The College is not directly involved in planning and designing the Curriculum as College has to follow the Curriculum set by the affiliating university. However, considering the importance and the objective of the Course and taking into consideration the learning outcomes, the College through the Academic Committee, 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, Cooperativethe spelled learning and Constructivism.

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

E-governance area	Details
Planning and Development	Not yet implemented.
Administration	Not yet implemented.
Finance and Accounts	Not yet implemented.
Student Admission and Support	Not yet implemented except for scholarship.
Examination	Not yet implemented.

6.3 – Faculty Empowerment Strategies

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

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
Nil	NIL	NA	NA	Nil
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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)
2016	NIL	NIL	Nil	Nil	Nil	Nil
2017	NIL	NIL	Nil	Nil	Nil	Nil
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
A Capacity Building Programme on Project Implementation and Progress Tracking for Teacher Education Institutions in and Progress	1	11/04/2017	12/04/2017	2

Tracking for Teacher Education Institutions in Meghalaya			
<a href="#">View File</a>			

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

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
Nill	Nill	1	1

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
NIL	NIL	NIL

**6.4 – Financial Management and Resource Mobilization**

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

The accounts and financial resources of the College are subjected to regular internal as well as external auditing. For the purpose of internal audit the Institution engages a private Chartered Accountants firm 'U.C.Majumdar Co'. External audit on the other hand is regularly being conducted by the office of Examiner of Local Accounts, Government of Meghalaya. With regards to financial management, it may be mentioned that till date, there have been no major objections raised in the last few years.

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
The College did not receive any fund or grants from management, NGOs or individuals during the year.	0	N/A
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6.4.3 – Total corpus fund generated

425679.00
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**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	Nill
Administrative	No	NA	Yes	Governing Body

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

With regards to the Parent-Teacher Association, it may be stated that the College does not see the need of forming the Association as many of the

students-teachers are married and have already joined the teaching profession and are no longer dependent on their parents. The College will however explore the feasibility of forming an alternate organization that can accommodate parents and spouses of student-teachers.

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

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

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

- Strengthening infrastructural development as per NCTE regulation. - organizing workshop and training programs for Secondary School teachers of the State. - Proposal submitted to the Government of Meghalaya for starting the M.Ed. program. - Proposal submitted to the Government of Meghalaya for providing bus service.

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
2016	Two-day programme on Continuous and Comprehensive Evaluation	13/06/2016	13/06/2016	14/06/2016	50
2016	Workshop on Construction of Objective Type Tests	16/06/2016	16/06/2016	16/06/2016	50
2016	One day session on Moulding Young Minds	21/06/2016	21/06/2016	21/06/2016	50
2016	One day session on Inclusive Education	23/06/2016	23/06/2016	23/06/2016	50
2017	One day workshop on Brainstorming	02/03/2017	02/03/2017	02/03/2017	50
2017	A talk on importance of water and	22/03/2017	22/03/2017	22/03/2017	100



water  
management

[View File](#)

## 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
Moulding Young Minds	21/06/2016	21/06/2016	32	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

Till date, the College has not installed any sustainable or alternative source of energy. However, the College is exploring the possibility of adopting rain water harvesting process or technology to conserve rainwater by collecting, storing, purifying and using it for different purposes.

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	No	Nil
Ramp/Rails	No	Nil
Special skill development for differently abled students	No	Nil

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
2016	Nil	Nil	Nil	00	NA	NA	Nil
2017	Nil	Nil	Nil	00	NA	NA	Nil
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)
NIL	Nil	NA

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
NIL	Nil	Nil	Nil

No file uploaded.

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

1. Using LED light bulbs in all the rooms. 2. Designating the Campus as a no-plastic zone. 3. Proper disposal of waste, starting with segregation - use of separate dustbins for biodegradable and non-biodegradable waste. 4. Tree plantation program 5. Initiated rainwater harvesting

### 7.2 – Best Practices

#### 7.2.1 – Describe at least two institutional best practices

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

**Description of the Practice** There is no fixed format for organizing the training program, hence it is flexible. As such the training programs organized by the College are of various types. Some are subject-specific and some are interdisciplinary. The training programs are usually organized for a week and some are even conducted for ten days. The duration of the training programs is determined by the fund allocation that the College received for training programs through the centrally Sponsored Scheme of the Ministry of Human Resource Development. For each of the training programs, a faculty member is being appointed as the coordinator. It then becomes the responsibility of the coordinator to contact the office of the District School Education officer and to intimate the teachers of the different schools. The College through the Coordinator makes an effort to engage renowned resource persons who are experts in the different school subjects. **Resources** Being a teacher education institution, the faculty members are well versed with the skills of teaching and can easily transmit it to the untrained teachers through the different pieces of training being organized. Further, the institution has also managed to establish links with the Directorate of Educational Research and Training (DERT), Government of Meghalaya which provides the service and expertise of several experts to train the untrained teachers. The College is also equipped with facilities such as seminar halls, computers, projectors for organizing short-term training programs in the College. **Impact of the Practice** The College has received positive feedback from the participants of the training. Some participants have expressed that they benefited a lot from the training and that most of the training was relevant and practical. To some participants, the short-term in-service training had motivated them to apply and join the regular

B.Ed. Course. Requirements for Adoption/Adaptation Several challenges were faced by the institution due to the lack of resources. Some of the resources required to further strengthen the existing practice are as follows: Financial Resources - The institution being a deficit college is receiving only the salary grant from the Government and with the NCTE restricting the intake of students to only 50 students per basic unit has limited the institution's fund in terms of the fee collected from students. Therefore, the College is not in a position to allocate funds for different training programs. As such only a limited number of training programs were being organized from the CSS funds.

Human Resources - Although the College makes an effort to engage renowned resource persons, yet the College faces a tough challenge as most resource persons are not willing to go into the rural areas where the training is supposed to be conducted. In such cases, the faculty members of the College need to attend training in professional institutions to enhance their professional knowledge and skills in pedagogy, ICT, teaching -aids, etc. so that the problem related to resource persons may be solved. Physical Resources - Physical resources such as lecture halls, electricity, ICT equipment also poses a challenge for coordinators to conduct the training program. In certain blocks, the venue arranged by the office of the DSEO lacks the basic facilities required for any teacher training program.

Best Practice - 2

ADMISSION PROCEDURE Objectives of the Practice - The following are the objectives of the practice: To facilitate a procedure evolved on the basis of sound judgment for a fair, just, uncompromising and transparent selection of candidates. To collaborate with subject experts from reputed undergraduate colleges in and around Shillong with respect to paper setting and evaluation of answer scripts. To engage members of the Alumni holding leadership position in Secondary and Higher Secondary Schools in the selection process particularly as Interview Board Members.

Need of the Practice - The initiated practice is evolved to fulfill the need of selecting student-teachers who have the aptitude, attitude, drive, passion and one who can represent themselves with confidence and commitment to a sense of purpose of shaping, moulding, igniting and nurturing young minds. The practice was also initiated to provide a window to the subject teachers in the undergraduate colleges to gather an understanding of the caliber and subject competence of the candidates with an expectation that it would mirror the quality of collegiate education. This practice is also being adopted considering the need to stimulate thinking amongst college teachers to evaluate the capability of the candidates and maybe, even consider the improvement of their own teaching vis-à-vis transaction of the curriculum.

Resources - It may be stated that at the start, glitches were encountered in relation to the organization and management of human and material resources. However, the experiences gained from the time of its first implementation and on the basis of the analysis of its strengths, limitations and challenges, subsequent actions were taken to bridge the gaps before putting the action into practice the following year. On the application of the practice, it may be stated that if efficiently planned and worked out, the practice is creditable and can be implemented with minimum human resources. It is therefore a practice worthy for adoption by any organization and may be adapted according to the need of the organization.

Description of the Practice The practice 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. A close observation of the dimensions included in the test paper depicts the focus on mastery of the subject, critical thinking, attitude and aptitude to teaching, knowledge of current affairs, process and phenomenon that relates to human society and other aspects as deemed

appropriate. 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. Impact / Outcome of the Practice The impact of the practice can be assessed from the following points: The performance of student-teachers in University Examinations suggests that the College has shown remarkable achievement in both theory and practical examination. The impact may be established from the absence of drop-out students indicating that the retention rate of students for the academic session is 100. Student teachers are found to be equipped with right academic and acumen and preparedness to pursue higher education or to be recruited as qualified teachers in schools. Requirements for adoption and adaptation - The admission procedure as adopted by the College is indeed comprehensive and thus involves a high cost to meet the expenses. It may be stated that the expenses involved in engaging invigilators for the entrance test, evaluation of answer scripts and sitting fee for interviewers are met utilizing the amount collected through the sale of admission forms. Further, the College over the years has had several hundreds of applicants for which the College is unable to accommodate all applicants for the entrance test, and arrangements have to be made by utilizing the resources of other institutions. Therefore, to continue the process in a smooth and hassle-free manner, large rooms that can accommodate 200 people are one of the major requirements of the institution.

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/2020/11/Two-Best-Practices-Teacher-Training-admission-procedure.pdf>

### 7.3 – Institutional Distinctiveness

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

In line with the Mission Statement, the College has put in all efforts to focus on developing compassionate, professionally excellent and sound teachers who will be torch bearers of Society. While considering the pre-service teachers who were already admitted for pursuing the teacher education program, comprehensive training is being provided to student-teachers as per the curriculum formulated by the affiliating University. It is indeed worth mentioning that the College does not limit itself to train only admitted pre-service teachers, but is committed to also reach out and serve the in-service untrained teachers of the different districts of the State. Therefore, conducting in-service training and workshops for the untrained teachers is one area distinctive to this institution. Given below is the list of training organized by the institution in the year 2016: 1. A Five-Day Workshop on Development of Learning Materials for Social Studies for Secondary School teachers of East Khasi Hills District Meghalaya from 14-18 March, 2016. (Private Schools only) (Coordinator of the workshop - Dr. M.A. Jyrwa, Associate Professor) 2. A Five-Day Workshop on Development of Learning Materials for Social Studies for Secondary School teachers of East Khasi Hills District Meghalaya from 12 -16 April, 2016. (Coordinator of the workshop - Dr. M.A. Jyrwa, Associate Professor) 3. A Six-Day Workshop on Setting of Question Paper for Secondary School Teachers of East Jaintia Hills District, Meghalaya from March 29 - April 5, 2016. (Coordinator of the Workshop - Ms. B.H. Buam, Ph.D., Associate Professor) 4. Ten-Day Workshop on Content Treatment, Transaction Assessment in Teaching-Learning of Mathematics from March 29 - April 8, 2016, held at Sub Divisional Officer, Office, Sohra. (Coordinator of the Workshop - Mrs. T. Swer, Assistant Professor)

Provide the weblink of the institution

<http://www.ctepgtshillong.com/wp-content/uploads/2020/11/Reports-of-Teacher-Training-Programme.pdf>

### **8.Future Plans of Actions for Next Academic Year**

Plans of Action for the Academic Year 2017-18 The College has always strived to provide a holistic teacher education program 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 be able to continue the best practices. Finally, the College also intends to improve the infrastructural facilities to be able to provide the best form of training to our student-teachers. To chalk out the plan of action for the Academic year 2017-18, the College has formulated certain objectives that will guide the action plan. The objectives are given as follows: 1. To sensitize student-teachers about the different aspects and importance of personality development in students. 2. To create awareness among student-teachers on the importance of observance days. 3. To enhance the teaching and research skills of faculty members. 4. To boost the teaching skills of the untrained teachers of the State as part of the extension activities of the College. 5. To enhance and reinforce experiential and contextual learning of students and to teach students how to organize and adopt experiential learning in their teaching. Plan of Action (Objective Wise) 1. To organize Personality Development and Soft Skill Workshops for the student-teachers of the College. 2. To observe the days that have Local, National, International, and also educational/social /health Relevance. 3. To facilitate faculty members to attend faculty development programs. 4. To organize workshops for untrained teachers of the different Secondary Schools of the State. 5. To explore the possibility of organizing study tours or excursions for student-teachers.