

Self - Appraisal Report, D.M. College of Teacher Education, Imphal

*Paper II : Development of Learner and Teaching-Learning Process.
It discusses psychological and statistical dimensions.*

*Paper III : Development of Educational System in India
It deals with the historical aspects of education in India and Manipur.*

*Paper IV : Essentials of Educational Technology & Management.
It deals with educational technology, guidance and counseling, management in education, and evaluation of Internal Efficiency of the institution with certain determinants such as input-output ratio, teacher-pupil ratio, cost-size relationship, working days and actually worked, difference in enrolment capacity and actually enrolled. Cost-effectiveness and cost-benefit analysis.*

Paper V & VI : Method Teaching

- 1. Methodology of Teaching Physical/Biological Science*
- 2. Methodology of Teaching Social Science*
- 3. Methodology of Teaching Mathematics*
- 4. Methodology of Teaching Languages (English or Manipuri)*

Students have to choose two method papers out of the four.

It may please be noted that as per Manipur University examination scheme, all method papers give 100% weightage on theory (75% external, 25% internal) for 600 marks of six papers, 100 marks each paper. Similarly, for one elective subject of 100 marks it is also 100% theory. Thus, no practical is involved in any theory paper. It is only in the co-curricular activities (including practice teaching) for 600 mark that practical is involved. In connection with the non-involvement of practical in method papers, it may be noted that before revision of curriculum and syllabus for B.Ed. course, there was practical for each method paper, but with its revision w.e.f. 14th of October 2003, as approved by the Academic Council, Manipur University, the practical had been completely dropped. As a result, the college has not maintained method laboratories. The College however, have language, psychological and computer labs. This is also only for developing the theoretical and practical knowledge and skills, not for University examinations in relation to the prescribed curriculum. (please see the curriculum & Syllabus Annexure X).

Elective/Optional Paper (100 marks)

The following multidisciplinary subjects are included:

- *Elementary Education*
- *Population Education*
- *Environmental Education*
- *Alternative Education*
- *Educational Administration & Management*
- *Educational and Mental Measurement*
- *Career Information in Career Guidance*
- *Teaching of Values*
- *Art Education*

The data given above indicate that the interdisciplinary subjects have been incorporated into the curriculum.

ii. *Multi-skill development*

The curriculum seems to be having little room for multi-skill development.

iii. *Inclusive education*

From the viewpoint of subjects of study, the curriculum is more or less inclusive.

iv. *Practice teaching*

For practice teaching and school experiences, there are 250 marks, which includes 150 marks for two method papers (75 marks each) for practice teaching/school experiences (external); 50 marks (internal) for lesson planning (note books) 25 marks each for two method papers; and 50 marks (internal) for observation on practice teaching, 25 marks in each two method papers. Thus, a total of 100 marks and 150 marks is internal and external respectively.

About internship for B.Ed., it takes place for 36 working days in the practicing schools, but there is no provision for internship in the prescribed curriculum after completion of the course. Besides, there are certain factors for this. In this context, Please see PART II: THE EVALUATIVE REPORT, CRITERION II: TEACHING-LEARNING AND EVALUATION, Section 2.3 Teaching-Learning Process, Question 7, 2nd Para, p.51.

Self – Appraisal Report, D.M. College of Teacher Education, Imphal

- v. School experience / internship
The curriculum consists of work-experience health and physical education, and creative education (literary & artistic activities) for a total of 100 marks. It is through the various programs of activities that the mark is awarded internally.
- vi. Work experience /SUPW
A total of 50 marks are allotted to community-based program in which field visit is organized for all students and the report submitted.

M.Ed. Course

- i) Interdisciplinary/Multidisciplinary
M.Ed. course like B.Ed. is multidisciplinary. The course consist of the following subjects.
 - Paper I : Philosophical & Sociological Foundation of Education*
 - Paper II : Psychological Foundation of Education*
 - Paper III : Methodology of Educational Research & Method of Data Analysis (statistics)*
 - Paper IV : Teacher Education*

Each of these four papers carries 100 marks (75 external & 25 internal). Two optional papers carrying 100 marks each (75 external & 25 internal) are to be selected from various multidisciplinary subjects like Science Education; Management, Planning and Financing of Education, Educational Technology; Curriculum Development; Comparative Education; Educational Measurement and Evaluation; etc.

Dissertation

Field-based dissertation of 200 marks (150 report and 50 viva) is compulsory for which research work is conducted on different empirical multidisciplinary problems. The research work is undertaken under the supervision of the faculty. The college tries to maintain the quality and standard of M.Ed. dissertation. A good example, inter alia, is a thought provoking dissertation work carried out by one M.Ed. student called Soibam Birajit Singh (M.Ed. Roll 33, 2014-14, Registration No. 9619 of 2000) on the problem entitled: "Empirical Phenomenan of Collective Trust : A Comparative Study between Educators and Educands of M.A. (Education) and M.Ed. Courses in Manipur". He did his work under the supervision of Dr. Sarungbam Gunadhor, a faculty member. (Please see Executive Summary, Annexure-XVI).

- ii) Practice Teaching
There is no provision for practice teaching in M.Ed. as per the prescribed curriculum.
- iii) School experience/internship
Internship for M.Ed. is compulsory. It is carried out for a period of 36 working days during the B.Ed. practice teaching in the practicing schools.

1.3 Feedback on Curriculum

1. How does the institution encourage feedback and communication from the Students, Alumni, Employers, Community, Academic peers and other stakeholders with reference to the curriculum?

The College always encourages feedback and communication from all stakeholders, but only students and alumni reported many a time about the weakness of the curriculum on the ground that the curriculum is too much theoretical and there is a mismatch between what is learnt and what is to be put into practice in the school context.

2. Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes give details on the same.

There is no mechanism for analysis and use of outcome from the feedback for improvement in curriculum, since the College have no authority over development, modification and revision of curriculum, as stated earlier.

3. What are the contributions of the institution to curriculum development? (Member of BoS/ sending timely suggestions, feedback, etc.)

Some faculty members took part in curriculum development. Please see Part II: THE EVALUATIVE REPORT, CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION, Section 3.3 Consultancy, Question 2, p.62. Besides, Dr. Sarungbam Gunadhor, a faculty member, was one time Member of Board of Study(BOS) in the Manipur University.

1.4 Curriculum Update

1. Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made).

No curriculum revision during the last five years.

2. What are the strategies adopted by the institution for curriculum revision and update? (need assessment, student input, feedback from practicing schools etc.)

As mentioned earlier, since the curriculum revision and update has been completely centralized, the college have nothing to say in this direction. No doubt, we used to receive feedback on the curriculum from the students, teachers, alumni, schools, etc., but there is almost "none" amongst the educational authorities like University to hear the contentions in this direction. Very unfortunate academic culture.

1.5 Best Practices in curricular Aspects

1. What is the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?

The college has been making best efforts to improve the quality of education through optimum curriculum transaction and to provide ICT with the objectives of producing the best learning outcome.

2. What innovations/best practices in 'Curricular Aspects' have been planned/implemented by the institution?

"To produce maximum output with minimum input" is the "Motto" of the College. Best efforts have been made to put it into practice and the results are satisfactory. In this regard, Please see Part I: Profile of the Institution. CRITERION V: STUDENT SUPPORT AND PROGRESSION, Question 5, Pp.23-25.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to *Curricular aspects* and how have they been acted upon?
2. What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

Criterion II: Teaching-Learning and Evaluation

2.1 Admission Process and Student Profile

1. Give details of the admission processes and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution?
- A. The admission process for trainees is taken place in two courses, i.e.
(i). B.Ed. and (ii). M.Ed.

(i). B.Ed. Admission

The process of admission in B.Ed. course is divided into **In-service and Pre-service.**

In-service teachers: For In-service graduate teachers serving in schools under the Directorate of School (U), Government of Manipur, intimation is given to the concerned Department by the Principal two months ahead of admission process. The total seat for such in-service trainees is 138 (one hundred and thirty eight). No admission test is conducted for them and the college has no authority to screen such deputed candidates.

Pre-service candidates : There are 92 (ninety two) seats for pre-service candidates which are already sanctioned by the Directorate of Education(U), Government of Manipur. They are selected on the basis of entrance test (60%) and marks secured in B.A./B.Sc. (40%)

(ii). M.Ed. Admission

There is no provision of deputation for admission to M.Ed. course. The candidate are selected through entrance test (60%) and marks obtained in B.Ed. (40%)

2. How are the programmes advertised? What information is provided to prospective students about the programs through the advertisement and prospectus or other similar material of the institution?

For admission to B.Ed. pre-service candidates and also to M.Ed. course, the College put advertisements in the local newspaper, electronic media and College website www.dmcte.in. Besides, the procedure of selection, the courses to be offered, intake capacity, academic calendar, rules and regulations, admission policy, reservation policy, fee structure, etc., are furnished in the College Prospectus.

3. How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?

On the basis of pre-determined admission policy, the admission test is conducted through the Multiple Choice test items of 100 marks, carrying 1 mark each, for both B.Ed. and M.Ed. The results of M.Ed. are declared on the day of the test itself, while that of the B.Ed. after 2 or 3 days, as the script evaluation of more than 1000 candidates for 92 seats every year takes time. The marks secured in the admission test and qualifying degree are

shown against the names of the selected candidates and it is displayed on the Display Board. Admission process takes place for about a week before commencement of session.

The determined admission policies are equitably applied to all applicants, wherein the "highest marks" secured in both Entrance Test and qualifying degree is the only criterion through which the selection is made without distinction of caste, class, etc., but the Government Reservation Policy is strictly adhered to.

4. Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution. (e.g. individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged)

The College have no specific strategy in this direction, but ensures that the students coming from diverse socio-economic backgrounds are in place in terms of attendance, absenteeism, dropout, tests and examinations, participation in co-curricular activities, relationship, performance, etc.

5. Is there a provision for assessing student's knowledge/ needs and skills before the commencement of teaching programmes? If yes give details on the same.

Yes, the College have a provision for assessment of needs, knowledge, and skills of the students.

Before the commencement of the academic session, the College organizes a special session in which the 'entry behavior' of each student is assessed. At the beginning of the program, briefing is given to all the students about the names and number of subjects and their corresponding examination marks to be undertaken during the academic year. After this, the needs of each of them are identified. Such identification becomes imperative, since students in the B.Ed. course are coming from different academic backgrounds, such as science, social science, commerce, etc. B.Ed. is an interdisciplinary course, in which different disciplines like educational psychology, sociology, philosophy, educational technology, history, practice teaching, etc., are involved. As a result, students coming from social sciences are generally in an advantageous position as compared to those coming from other disciplines. However, efforts are made to ascertain the previous experiences of each student in relation to the subject-matters. Students, especially from science and commerce background, are identified and a special class, if need be, is organized for them at the beginning of the session and basic knowledge of the subjects is made known to them.

2.2 Catering to Diverse Needs

1. Describe how the institution works towards creating an over all environment conducive to learning and development of the students?

The college tries to ensure that student teachers attend classes regularly from beginning till the end of the day's period, that they have any grievances, and that they spend their recess judiciously. (For details Please see PART II: THE EVALUATIVE REPORT, CRITERION V: STUDENT SUPPORT AND PROGRESSION, Section 5.1 Student Progression, Question 2, pp.78-79).

2. How does the institution cater to the diverse learning needs of the students?

Learning need is different from one learner to another. There are fast, underachiever, and slow learners. Such learners are identified through formative classroom tests and feedback provided. Sometimes, if necessary, special classes are conducted for the students who are weak in any subject. Sometimes language barrier hampers the learning level of the trainees coming from different linguistic groups. In such cases, teachers give them the opportunity of consulting with the concerned language teachers.

3. What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?

There is Community Contact Program as credit activities, in which all the student teachers have an opportunity of understanding the diverse socio-economic problems of the people.

4. How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs?

It is an understanding between the teachers and management that the learning needs of the students, whether it may be in their performance in the tests and examinations or in any area, should be reported, as and when necessary. Depending upon their frequency of report which may be either in written form or verbal that the management ascertains the knowledge ability and sensitivity of the teachers.

5. What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?

It is from the curricular and co-curricular activities that student teachers are expected to acquire a variety of experiences. Such experiences would enable them to apply whatever is needful to the actual classroom situations and its outside too.

2.3 Teaching-Learning Process

1. How does the institution engage students in “active learning”? (Use of learning resources such as library, web site, focus group, individual projects, simulation, peer teaching, role-playing, internships, practicum, etc.)
Student teachers are actively engaged in the practice teaching program. The practice teaching has been taken place in two phases. The first phase is pre-practice teaching (intermittent) and the second is block. During the pre-practice teaching period, teacher educators demonstrate the method of teaching, using power point presentation and after a reasonable amount of demonstration, the student teachers carry out the practice teaching under simulated conditions with power point presentation under the supervision of the teacher educators, wherein peer teaching, role-playing, etc., take place. Library is also a source of active learning, in which students consult literature during their recess. Besides, they also engage in seeking information from Internet, web site, etc.
2. How is ‘learning’ made student-centered? Give a list of the participatory learning activities adopted by the Institution and those, which contributed to self-management of knowledge, and skill development by the students?
Self-learning is encouraged through the following activities which have been a usual practices:
 - a. *Having access to Internet, web-sites for searching information on any area of interest*
 - b. *Participation in lesson demonstration during pre-practice teaching*
 - c. *Presentation of lessons under simulated conditions*
 - d. *Playing the roles of teachers and pupils*
 - e. *Presentation of micro-lessons*
 - f. *Delivering address during College functions by way of development in the Art of Speech*
 - g. *Participation in social service organized from time to time*
 - h. *Participation in co-curricular activities, such as games and sports, dance, drama, music, drawing and painting, debate, ex-tempore speech, recitation, story-telling, etc.*
3. What are the instructional approaches (various models of teachings used) and experiences provided for ensuring effective learning? Detail any innovative approach/method developed and/used.
Efforts are made to use ICT in the instructional process. (For details Please see PART II: THE EVALUATIVE REPORT, CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES, Section 4.4 ICT as Learning Resources, Question 2-4, pp.74-75 & Section 4.5 Other Facilities, Question 1-3, pp. 75-76).

4. Does the institution have a provision for additional training in models of teaching? If yes, provide details on the models of teaching and number of lessons given by each student.

The College have no the provision for additional training in models of teaching. However, efforts are being made to train the student teachers through the use of different models of teaching sciences, social sciences, and languages.

5. Does the student teachers use micro-teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill.

The micro-teaching technique for developing teaching skills is mandatory for each trainee for which a micro-teaching session takes place for three days, but continuous (intermittently) till the trainees are satisfied. Teacher educators demonstrate the phases of micro-teaching and what is to be done in each phase. Some micro lessons are presented and the skills involved in it are introduced by the teacher educators. Every trainee presents at least one micro-lesson. Some of the skills practiced are the following;

- i. Skills of introducing the lesson*
- ii. Skills of probing questions*
- iii. Skills of lecturing*
- iv. Skills of discussion*
- v. Skills of demonstration*
- vi. Skills of illustration/examples*
- vii. Skills of explanation*
- viii. Stimulus variation*

6. Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.)

Altogether 36 days are given for block practice teaching for which a student teacher plans at least 40 lessons, 20 for each two method papers. Thus, a student teacher teaches at least one lesson for each method paper per day. The lessons taught by the student teachers are observed jointly by the teacher educators, the headmasters of the respective schools, teachers and alumni after which the 'criticism lesson' follows. It is during the criticism lesson that feedback is provided, the strengths and weaknesses of the student teachers identified and the necessary remedial measures taken up for improvement in the subsequent lessons.

7. Describe the process of Block Teaching / Internship of students in vogue.

As the College have no its own practicing school, seeking cooperation of the neighborhood schools is always called for. Accordingly, formal permission is sought from each prospective practicing school. After getting the consent of

the schools, a list of student teachers is sent to the schools. Every year 28 schools are engaged for 230 enrolments in B.Ed. with a group of student teachers ranging from 8 to 10 in a particular school. The block practice teaching takes place for a period of 36 working days.

No internship for B.Ed. course is taken place after completion of course till date because of various factors. The first factor is that in the Manipur University curriculum, there is no provision for internship in B.Ed. Even if internship is introduced there would be problems of absence of practicing schools of its own, short duration of course, etc. However, the internship for M.Ed. is provided to all during the block practice teaching period of B.Ed. for 36 days by engaging them as supervisors.

8. Are the practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details on the same.

The lessons to be taught by the student teachers in relation to each method paper, such as Biological and Physical Sciences, Social Sciences, Mathematics, English, and Manipuri, are determined in consultation with the teachers and headmasters of the would-be practicing schools, taking into consideration the prescribed school curriculum and syllabus and the extent of the syllabus covered for each subject and class by schools. On the basis of the modalities worked out, the lessons are prepared by the student teachers in consultation with the supervisors. It is only when the lessons have been approved by the supervisors that the lessons could be taught by the student teachers. Every lesson taught by the student teachers has been countersigned by the heads of the schools, depending upon the performance of the student teachers. The overall comment on the performance of the student teachers is given by the headmasters.

9. How do you prepare the student teachers for managing the diverse learning needs of students in schools?

During pre-practice teaching session, briefing is very frequently given to the student teachers about the way in which how to deal with children of diverse learning needs. Student teachers are often asked to identify the learners of different abilities — advanced and slow learners— through free conversation with each child; to pay a little more attention to the weaker ones; to present the lessons, considering the abilities of the learners; to adopt the dynamic methods of teaching; to use the teaching aids, wherever necessary; to use the teaching skills and to evaluate the understanding level of the learners. Student teachers are told to plan their lessons, considering all these aspects. Moreover, they are also made aware of the psychological aspects of 'individual differences' amongst children and their application in the classroom.

10. What are the major initiatives for encouraging student teachers to use / adopt technology in practice teaching?

The available technology is used in practice teaching, as per planned. Besides, improvised teaching aids are also used during practice teaching.

2.4 Teacher Quality

1. Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details.

Please see Section 2.3 Question 8 just given above, p.51 of this Criterion.

2. What is the ratio of student teachers to identified practice teaching schools? Give the details on what basis the decision has been taken?

The average ratio is 1:8. The decision has been mainly taken on the basis of availability of cooperative practicing schools. It may be noted in this connection that every year the College needs at least 30 practicing schools for a total intake of 230, but unable to get it. However, the College has been using 28 schools every year under an agreement between the schools and the College or understanding.

3. Describe the mechanism of giving feedback to the students and how it is used for performance improvement.

About feedback, Please see Section 2.3 Teaching-Learning Process, Question 6 of this Criterion, p.50. In addition to it, criticism lesson takes place during pre- and post-practice teaching, student teachers demonstrate a certain lessons, if not satisfied, feedback-re-feedback process takes place till the performance of the students is more or less satisfied.

4. How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?

The College ensures that the student teachers are well aware of the changing needs of the schools in terms of scholastic and co-scholastic areas, methods of teaching, evaluation system, use of ICT, psychological needs, importance of co-curricular activities, etc. It is through the normal classroom situations that this information is provided.

5. How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?

Every trainee has mandatory provision of participating in and demonstrating micro-lesson teaching technique after they observe carefully the micro-teaching demonstration of the teacher educator. For micro-teaching Please see also Section 2.3 Teaching-Learning Process, Question 5 of this Criterion, p.50.

6. What are the major initiatives of the institution for ensuring personal and professional/career development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies, etc.)

Teaching staff is very often encouraged to take part in orientation, refresher course, conference, seminar, etc., to carry out research projects, to publish research papers, etc., in view of the Academic Performance Indicator (API) of the UGC which would help them in acquiring higher posts on the one hand and for professional development on the other. The College never raised any objection against any teacher educator when they happen to propose to undertake any academic activity. Thus, it may be considered that academic freedom is given to the teacher educators. They also had the benefit of reaping the fruit of this freedom.

7. Does the institution have any mechanism to reward and motivate staff members for good performance? If yes, give details.

There is no specific mechanism to reward and motivate staff members. However, it is a usual practice to have a cup of tea with any teachers who have carried out any academic activity satisfactorily relating to their professional development by way of encouragement.

2.5 Evaluation Process and Reforms

1. How are the barriers to student learning identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality, etc.)

Student teachers are often asked to communicate with the College in time about the grievances faced by them in relation to the infrastructure facilities, teaching and learning, etc. In this regard, student educands, teacher educators, and management have a mutual understanding that all possible grievances be redressed through dialogue and peaceful means. Accordingly, each of them have the 'right' to ascertain, for example, whether the teachers meet classes regularly; what is the quality of teaching; whether the students can understand what is taught by their teachers; whether the teachers come with full preparation; whether classroom tests are conducted regularly and feedback provided; whether students attend classes regularly; whether the students can have access to ICT; whether the classroom facilities are adequate; whether the management execute any activity promptly; whether the library facilities are adequate. Thus, efforts are made to remove the barriers to the smooth teaching and learning through mutual understanding.

2. Provide details of various assessment /evaluation processes (internal assessment, mid-term assessment, term end evaluations, external evaluation) used for assessing student learning?

The process of assessment of students is divided into two as scholastic and co-scholastic. Scholastic components are ;

- i. *External or University examination of 75% marks in each paper.*
- ii. *Internal examination of 25% marks in each subject.*

The process of internal assessment for 25% marks is based on pre-final test conducted by the College and also 25% of practice teaching marks.

It is a usual practice to conduct classroom tests through written or oral to ascertain the understanding level of the student in the subject-matter in formative way, while summative evaluation is also conducted at the end of a particular unit/ subject and pre-final examination.

In case of co-scholastic area, marks are awarded on the basis of various programs of activities, such as games and sports, literary and artistic activities, field visits (Community Contact Program).

3. How are the assessment/evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?

The assessment and evaluation outcomes conducted through formative evaluation are made known immediately to the students for every test. Besides, as stated above, the results of the pre-final examination are communicated through mark sheet and Display Board.

4. How is ICT used in assessment and evaluation processes?

ICT is not yet used in assessment and evaluation process, except the data management of assessment results by computers.

2.6 Best Practices in Teaching -Learning and Evaluation Process

1. Detail on any significant innovations in teaching/learning/evaluation introduced by the institution?

Student teachers and teacher educators have access to Internet, Intranet, computers, Inflienet, and other facilities, during curriculum transaction.

2. How does the institution reflect on the best practice in the delivery of instruction, including use of technology?

It is a continuous process that teaching and learning situations take place not only through using different methods like lecture, demonstration, and question-answer, but also through power point presentation, Smart Board, laptops, P.A. system, etc., in the classroom. It is through Question-Answer session that the understanding level of the students is determined and feedback provided, wherever necessary. As far as practicable, effort is made to pay individual attention.

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

1. How does the institution motivate its teachers to take up research in education?

Please see Part II: The Evaluative Report, Criterion II: Teaching-Learning and Evaluation, Section 2.4 Teacher Quality, Question 6 and 7, p.53. The College respects academic freedom of the teacher educators. They are very often encouraged to undertake research work leading to Ph.D. degree, other research projects either Major/Minor and publication of research papers. If necessary the College assures them to recommend for study leave to the concerned authority for Ph.D. work. Out of 11 Ph.D. degree holders in the College, 3 teachers have been awarded Ph.D. degrees during the last five years and 1 submitted thesis recently. Some teachers also published research papers.

*The College also encourages M.Ed. students to carry out their research work effectively for 200 marks Dissertation (150 for report and 50 viva) as per the prescribed curriculum. Before undertaking the actual research work, they are taught research methodology for about two months. And then, supervisors are selected through lottery at the ratio of 1:3. After this, the research problem is selected in consultation with the concerned supervisor. A research proposal (synopsis) is presented by every student in a seminar specially arranged for the purpose. After threadbare discussion on the proposed problem, the final approval is given to undertake the work. Almost all the research studies belonged to the empirical ones under the descriptive method, using case study and cross-sectional approaches. Different multi-disciplinary studies are conducted, focusing on the problems of schools and teachers, socio-economic status of students, teaching-learning process, *inter alia*. All the supervisors extend their full cooperation to all the students till the submission of the Dissertation. And alumni also play a significant role in this connection.*

2. What are the thrust areas of research prioritized by the institution?
Some of the thrust areas of research focussed by the College are the followings:
 - i. *Teachers' Competence, Commitment, and Performance*
 - ii. *Institutional input, process and output*
 - iii. *Socio-economic status of teachers*
 - iv. *Unit cost of education and cost-effectiveness*
 - v. *Internal efficiency of the institutions*
 - vi. *Problems of teachers*
 - vii. *Death anxiety related impact on academic achievement among student teachers, etc.*

3. Does the institution encourage Action Research? If yes give details on some of the major outcomes and the impact.

The theoretical aspect of action research is only taught to the student teachers in the classroom and they are encouraged to do action research for any educational problem. However, the College has not yet undertaken any action research.

4. Give details of the Conference / Seminar / Workshop attended and/organized by the faculty members in last five years.

One-day Regional Seminar on "Consumer Protections and Welfare Role of Educational Institutions in Manipur" was organized by the College on 12th July, 2006, under the sponsorship of Indian Institute of Public Administration, New Delhi.

A one-day seminar-cum- workshop on "Teacher Education in Manipur: Problems and Prospects" was organized by the College under the sponsorship of the Directorate of University and Higher Education, Government of Manipur, on July 18,2011.

A One-day Workshop on "World Englishes and Technology" was organized on 10th February, 2012, in the College premises with resource persons from different universities. From among them, Prof.Mark Vender, Chairman of Asian Languages, Ohio State University, U.S.A.; Mr.WirioteKharmophla, Faculty of English, Surindrarajadhap University, Surin, Thailand; Dr.Anibya Syam Chaudhury, Department of English, Assam University, Silcher; Prof.Irom Gambhir, Department of English, Manipur University(Central) , Canchipur, Imphal; and Dr.Leihaothabam Sarbajit, Phonetician, Manipur University, were the Resource Persons.

3.2 Research and Publication Output

1. Give details of instructional and other materials developed including teaching aids and/or used by the institution for enhancing the quality of teaching during the last three years.

Student prepare technology-based teaching aids and also simple teaching aids like maps, charts, pictures, models, wooden pointers, etc., for use in their practice teaching.

2. Give details on facilities available with the institution for developing instructional materials?

A computer lab is provided along with the necessary equipments .

3. Did the institution develop any ICT/technology related instructional materials during the last five years? Give details.

Self – Appraisal Report, D.M. College of Teacher Education, Imphal

The College develops ICT related instructional materials for practice teaching.

4. Give details on various training programs and/or workshops on material development (both instructional and other materials)
 - a. Organised by the institution
 - b. Attended by the staff
 - c. Training provided to the staff

The College has not yet organized any training program for material development. Nobody attended such training program and no training provided to the staff.

5. List the journals in which the faculty members have published papers in the last five years.

The following is the list of the journals in which the faculty members published their research papers;

Name of Author	Title	State/National/ International	Name of Journals
Dr. T. Surendra Singh			
1.	"Teacher Education in Manipur : A Study of B.Ed. Course of Indira Gandhi Open University	National	Journal of Humanities, Social Science and Management, Edition-June, 2012, ISSN-0974-9772, pp.104-144
2.	A Study of the Classroom Teaching Performance of the Government Higher Secondary School Teachers in Thoubal District of Manipur State	National	Ibid., pp. 98-109
3.	A Critical Study of Secondary Teacher Education in Manipur	International	Voice of Research, An International Journal ISSN-2227-7733, Sept. 2012, pp. 1-7
4.	The Secondary Teacher Education in Manipur: A Critical Study on the Perceptions of Teachers and Trainees for the Improvement of Teaching Efficiency in Imphal West District of Manipur	National	Journal of Humanities, Social Science and Management, Edition-June, 2013, ISSN-0974-9772, pp.132-146
5.	A Study of lessons evaluation by the DIET's Teacher trainees for the improvement of teaching efficiency in Imphal West District of Manipur	International	Voice of Research, op.cit., pp.14-17
6.	A comparative study on the academic achievements between the students of government and private schools in Imphal west district of Manipur	International	Ibid., pp. 5-11
7.	Problems and prospects of higher education in Manipur	International	Ibid., pp-9-14

Self - Appraisal Report, D.M. College of Teacher Education, Imphal

Name of Author	Title	State/National/International	Name of Journals
Dr. Ch. Tomba Singh			
1.	Drug addiction in Manipur: Reasons and remedies	National	Man and Society, ICSSR-NERC, ISSN-2229-4058, p. 145
2.	Adjustment of adolescent students of working and non-working mothers	National	Ibid., p. 89
3.	Ethical concept among students of private and government schools	Nationals	Ibid., p-140
4.	Development of higher education in Manipur in the post-independence era upto 2010	International	Voice of Research ISSN-2227-7733, p.24
5.	A comparative study of emotional intelligence of JawaharNavodayaVidyalay students in Manipur	National	Indian Journal of Social Research, ISSN-0019-5626
6.	Women and Human resource development at Ema Market: A case study	International	Voice of Research, op.cit., p.32
7.	(Book) Development of Higher Education in Manipur (Single Author)	National	Akansha Publishing House, New Delhi, ISBN-978-81-8370-344-4

Name of Author	Title	State/National/International	Name of Journals
Dr. K. Sobita Devi			
1.	Maternal practice and child's perception about disciplining	National	Bombay Psychologist, 2010, Vol. XXV, No. 1 & 2, ISSN-0975-0738
2.	Parental disciplining and children behavior: A review	National	TDSR Journal of Humanities and Social Science, 2014, Vol. 19, Issue 2 Ver V, ISSN-2279-0837
3.	Rejuvenating higher education in India with a brief discussion on the opportunities available for women	National	Publication of Conference, Women in Social Science: Issues & Challenges in NE India, ISSN: 978-81-923048-5-4
4.	(Book) Child Rearing in Manipur: Meities, Muslims and Tribes	National	Mittal Publications, New Delhi, 2013

Self – Appraisal Report, D.M. College of Teacher Education, Imphal

Name of Author	Title	State/National/ International	Name of Journals
L. Khumanleima Devi & Khumukcham Nanda Singh			
1.	Public library in ICT knowledge society	National	Public Libraries in ICT-Driven Knowledge Society (Ed.) Ch. Ibohal Singh, RRRLF, Kolkata, 2011, ISBN: 978-81-909699-9- 4
2.	Role of Librarian in preservation of National Heritage	National	Role of Librarians, Archivists and Writers in Preservation of National Heritage (Ed.) Dr. Th. Khomdon Singh & Dr. R. Ramachandran, Siroi Publications, Thoubal, Manipur, 2010, ISBN: 978-81-907418-3- 5
3.	Preservation and Management Digital Resources: A Key to Future Digital Library	National	Proceedings of the National Seminar on Preservation and Conservation of Information Resources in Knowledge Society: Issues, Challenges and Trends, (Ed.) Th. Madhuri Devi & Ch. Ibohal Singh, Siroi Publications, Thoubal, Manipur, ISBN: 978-81-90418-4-2

Name of Author	Title	State/National/ International	Name of Journals
Dr. W. Jyotirmoy Singh			
1.	Economic contribution of the women of Manipur in the pre- colonial period.	National	Central India Journal of Historical & Archaeological Research, ISSN: 2277-4157, (May-March, 2014)
2.	Japanese bombing of Imphal on 10 th and 16 th May, 1942 and its immediate impact.	National	Shodak, ISSN: 0302-9832, (May-Aug 2014), pp.111- 120.

Self – Appraisal Report, D.M. College of Teacher Education, Imphal

Name of Author	Title	State/National/ International	Name of Journals
Dr. Laisom Sharmeswor Singh			
1.	Weakly biased maps as a generalization of occasionally weakly compatible maps	International	International Journal of Pure and Applied Mathematics (IJPM), ISSN (Print): 1311-8080, ISSN (Online): 1314-3395, Bulgaria. Vol.91, No.2, 2014, pp.143-153.
2.	A common fixed point theorem of compatible mappings of type (C)	National	International Journal of Mathematical Sciences and Engineering Applications (IJMSEA), ISSN: 0973-9424, India, Vol.5, No.III, May 2011, pp.137-146
3.	Remarks on a result of Arshad and Azam	International	International Magazine on Advances In Computer Science and Telecommunication (IMACST), ISSN:1857-7202, Republic of Macedonia, Vol.2, No.2, Dec.2011, pp.43-45.
4.	Fixed point theorem for a pair of self-maps a general contractive condition of integral type.	International	Kathmandu University Journal of Science, Engineering and Technology (KUSET), ISSN:1816-8752, Vol.6, No.11, November, 2010, pp.20-27.
5.	Some common fixed point theorems in 2-Metric Space.	National	International Transaction in Mathematical Sciences and Computer. ISSN (Print): 0974-5068. ISSN(Online): 0975-3753, India, Vol.3, No.1, 2010, pp.121-129.

Name of Author	Title	State/National/ International	Name of Journals
Mr. Kh. Dinesh Kumar Singh			
1.	Text Book: Text Book of Class VI Science (English)	Manipur	Board of Secondary Education, Manipur, 2012.
2.	Text Book of Class VI Science.	Manipur	Board of Secondary Education, Manipur, (Translation in Meitei Mayek), 2012.
3.	Text Book: Classroom Management Technique (Co-authors)	Manipur	SCERT, Govt. of Manipur, 2010.
4.	Text Book: Modern Concept of School Evaluation (Co-author)	Manipur	SCERT, Govt. of Manipur, 2009.

6. Give details of the awards, honors and patents received by the faculty members in last five years.

Nil

7. Give details of the Minor / Major research projects completed by staff members of the institution in last five years.

- i) Dr. Haobam Nalini Devi conducted a Minor research project under the UGC on the problem entitled; "A Study of Attitudes of Trained Graduate & Postgraduate Teachers, Teacher Trainees and Parent towards teaching Primary School" and completed the project Rs. 1,50,000/- as project course completed in 2012.
- ii) Ranjana Mutum undertook a Minor Research Project on the problem entitled: Effects of education on female at marriage age in Manipur under UGC, completed.
- iii) Dr. K. Sobita Devi conducted a Minor Research Project on the problem entitled: Tribal concept of crime and justice, under the Tribal Research Institute, Government of Manipur, and completed.
- iv) Dr. S. Sangrila Devi carried out a Minor Research Project on the problem entitled: The unit cost of education and internal cost efficiency: A case study of Government elementary schools in Imphal District of Manipur during XIth Plan Period under UGC during 2007-08. Project cost Rs. 55,000/-. Completed.
- v) Another Research Project was also undertaken a Major Research Project on the problem entitled: A study on input cost of student in the general and technical education: A case study in Imphal area, under the Planning Department, Government of Manipur, during 2006-09 with project cost of Rs. 2.50 lakhs.
- vi) Kh. Dinesh Kumar Singh SSA, 1 year Completed
Learning Assessment Manipur
(2013-2014)
- vii) Dr. W. Jyotirmoy Singh Study of the UGC Minor Rs.78,000/-
History of Research Duration: 2yrs
Manipur from Project Completed.
1508-1709
A.D.

3.3 Consultancy

1. Did the institution provide consultancy services in last five years? If yes, give details.

Yes. one faculty member used to provide consultancy services to the Board of Secondary Education, Manipur, in the field of science, history, education, language, evaluation and curriculum development. Besides, the member is also a consultant in the Manipur University in curriculum development.

Self – Appraisal Report, D.M. College of Teacher Education, Imphal

2. Are faculty/staff members of the institute competent to undertake consultancy? If yes, list the areas of competency of staff members and the steps initiated by the institution to publicise the available expertise.

The College have three faculty members who are competent to undertake consultancy services. They are Shri Kh. Dineshkumar Singh, Dr. W. Jyotirmoy Singh, and Dr. Sarungbam Gunadhor. Shri Kh. Dineshkumar Singh and Dr. W. Jyotirmoy Singh are the consultants in the field of measurement and evaluation and curriculum development and Dr Sarungbam Gunadhor in child study. Dr. Gunadhor also drafted the whole curriculum and syllabus, Rules and Regulations of B.Ed. and M.Ed. of the Manipur University which came into force from the academic session 2005-06. But no step is so far initiated by the College to publicise their expertise.

3. How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff member and the institution?

Honorarium

4. How does the institution use the revenue generated through consultancy?

Nil

3.4 Extension Activities

1. How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and GO's)

As stated earlier, a Community Contact Program is organized every year as an integral part of the curriculum. In this program, student educands and teacher educators visit a particular village and interact with the local people with a view to understanding their socio-economic problems. Data are collected from the people through free interview and the field report is submitted by each student teacher. It is also used as examination centres by other agencies.

2. How has the institution benefited from the community? (Community participation in institutional development, institution-community networking, institution-school networking, etc.)

Institution-community networking is low, although parents/ guardians and local representatives take part in the functions from time to time.

3. What are the future plans and major activities the institution would like to take up for providing community orientation to students?

Some of the future plans and major activities that the College would like to take up are the following:

Self - Appraisal Report, D.M. College of Teacher Education, Imphal

- i. *Community-based program'*
Under the community- based program , the following activities may be taken up:
 - a. *Education for adult illiterates*
The National Total Literacy Campaign(TLC) may be organized, in which mass awareness about the value of literacy may be created among the local people and the knowledge and skills of 3 R's may be provided to the adult illiterates by the student teachers on Sundays and holidays, or on any convenient day. The whole programme may be taken up till the adult illiterates become fully literate.
 - b. *Removal of social beliefs and superstitions*
The evils of unreasonable beliefs and superstitions may be removed through mass awareness campaign for which student teachers and teacher educators may jointly take up various programs.
 - c. *Development and welfare programs*
The community may be made aware of various development and welfare programs taken up by the Governments and other voluntary agencies.
 - d. *Involvement of community*
The community may be made aware of the importance of their involvement in the school programs and vice-versa.
 - ii) *Parents-based program*
 - a) *To make parents aware of the importance of parent-teacher, and mother-teacher association.*
 - b) *To make parents aware of looking after their school children in connection with attendance, absenteeism, truancy, dropout, etc.*
 - c) *To make parents aware of the strengths and weaknesses of their children, their temper and behavior and to guide them properly so that they make take the appropriate steps in time.*
 - iii) *School-based program*
 - a) *Visit to places of educational and historical importance.*
 - b) *Participating in seminars, conferences, workshops, discussions, etc .*
 - c) *Organizing and celebration of national and international functions, College foundation Day, etc.*
 - d) *Developing and maintaining College botanical garden.*
 - e) *Cleaning College campus at regular intervals.*
4. Is there any project completed by the institution relating to the community development in the last five years? If yes, give details.
Yes. A project entitled "Empowerment of Manipuri Women through Micro Financing (A case study of Self-help Groups; Bank Linkages Programme in Imphal West District. Manipur)", was undertaken by Dr. S. Sarungbam

Gunadhor, faculty member, with the financial assistance Rs. 2,50,000/- from the Government of Manipur in 2006-2009. The project had been completed.

5. How does the institution develop social and citizenship values and skills among its students?

No deliberate effort is made to develop social and citizenship values and skills amongst students.

3.5 Collaborations

1. Name the national level organizations, if any, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.

No linkages till date

2. Name the international organizations, with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.

No linkages till date

3. How did the linkages if any contribute to the following?

- Curriculum Development
- Teaching
- Training
- Practice Teaching
- Research
- Consultancy
- Extension
- Publication
- Student Placement

Except Student Placement all other activities have certain linkages in one way or other.

4. What are the linkages of the institution with the school sector? (Institute-school-community networking)

There has been linkage between the College and the schools at the time of practice teaching. This has also been cited in Part II: The Evaluative Report, Criterion II: Section 2.3 Teaching-Learning Process, Question 8, p.51. Before commencement of block practice teaching, the modalities for the lessons to be taught by the student teachers in different subjects and classes of the practicing schools are worked out jointly by the student teachers, teacher educators, headmasters and his staff. This is a usual practice. The headmasters and teachers of the practicing schools are the keen observers of the practice teaching, along with the supervisors (teacher educators, M.Ed. interns and alumni). As stated above, the community linkage aspect is low, although Community Contact Program is organized by the College once a year.

5. Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching. If yes give details. *Please see Question 4 just above p.64 and Section 2.3 Teaching-Learning process, Question 8, of this Criterion, p.51. In addition to this, as mentioned earlier, after completion of teaching a particular class, 'criticism lesson' takes place, wherein feedback is provided by the headmasters, teachers, teacher educators, M.Ed. interns and Alummi to the student teachers.*

6. How does the faculty collaborate with school and other college or university faculty?

The College used to invite college and university faculty for extension talks in the M.Ed. classes. Accordingly, several lectures were delivered by the college and university faculty on educational philosophy, educational statistics, research methodology, etc., from time to time.

(Please see PART I: THE PROFILE OF THE INSTITUTION, Criterion VI: GOVERNANCE AND LEADERSHIP, Question 5, f. p.31)

3.6 Best Practices in Research, Consultancy and Extension

1. What are the major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years? *Please see Section 3.1 Promotion of Research, Question 1, p.55, of this Criterion.*

As stated earlier, so far the College have 11 Ph.D. degree holders in the faculty. Among them, two are research supervisors. One research supervisor Dr. Sarungbam Gunadhor has produced 8 Ph.D. degree holders and 1 submitted the thesis. He is the recognized guide under Manipur University and Shri. Jagdishprashad Jhabarmal Tibrewala University, Rajasthan, and another Guide Dr. Chingtham Tomba Singh under Manipur University.

Smt. Ak. Surodhoni Devi, a faculty member is doing her Ph.D. under the supervision of Dr. Sarungbam Gunadhor, a faculty member, on the problem "Predatory Death Anxiety : A case study of Teacher-Trainee in Manipur". The work is now in good progress and the thesis is expected to be submitted within three months and so.

Consultancy : Please see Section 3.3 Consultancy, Question 1 & 2 pp. 61-62 of this Criterion.

Extension : Extension talks were delivered by Dr. Sarungbam Gunadhor, a faculty member, in other Teacher Education Colleges from time to time.

2. What are significant innovations / good practices in Research, Consultancy and Extension activities of the institution?

Research; Please see Section 3.6, Best practices, Question 1, pp.65, of this Criterion. In addition to this, faculty members also used to publish their research paper in the journals from time to time.

Consultancy; Please see section 3.3 Consultancy, Question 1 & 2 of this Criterion, pp.61-62.

Extension; Please see Section 3.4 Extension Activities, Question 1 & 4, pp.62-64 of this Criterion.

Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

1. Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the master plan of the building.

Yes, D.M. College of Teacher Education, Imphal as the only CTE in the government sector in Manipur has physical infrastructure as per NCTE norms to run both the B.Ed. & M.Ed. courses. The college has a total built-up area of 3450.86 sq.m. (37,144,75sq.ft.). It has four main buildings that accommodate the academic, library, laboratory and man's hostel. Administrative office is attached to the eastern side of hostel block. Details of the buildings are given below:

- i. *Academic block: The College has two storied academic block consisting of the five main lecture halls and two subsidiary rooms covering a built-up area of 777,18 sq.m. (8365.50 sq.ft.). Four out of the five lecture halls provide smart class of which two are fitted with public address system. Teacher educators are also provided with four numbers of teacher voice amplifiers to conduct lectures effectively.*
- ii. *Library block: Covering a built-up area of 242.66sq.m. the college library is facilitated with more than 14 thousand books (both text and references) with reading rooms. IGNOU study materials for reference are also available at the study centre open in this college. Library automation is in progress. Within a short time, the library of the college will be supported by 22,100 E-journals and 51,000 E-books through INFLIBNET. The library also has two separate reading rooms for reference and journal (including periodicals and dailies). Within the block, a separate room having an area of 37,16sq.m. is utilized for Guidance and Career Counseling Cell with a small toilet attached at the backside.*
- iii. *Administrative office: Occupies a built-up area 285.58sq.m. (3074sq.ft.). It consists of Principal's room, staff room, computer*

laboratory cum ICT Resource Centre and store room. The college has a computer laboratory with 32 numbers of computers. Besides, another 34 computers are also available for use in office, library and faculty rooms. Basic computer education is provided to teacher trainees. A number of laptops, LCD projectors, OHP's, Screen, Photocopier, Printers, Scanner, Still and Video camera are also available. Broadband internet facility is also available along with uninterrupted power supply. A quarter room attached to it is proposed to be converted into committee room.

- iv. *Hostel Block: Having a total 563.18sq.m. (6062sq.ft.) built-up area, the two storied hostel building provide hostel accommodation with a total of double-seated 20 rooms available for 40 male pupil teachers. Until now, D.M. College of Teacher Education has no hostel facility for female trainees. 20 rooms on the ground floor have been utilized as separate office cabin of faculty members with internet facilities. The proposals for construction of two hostels for gents' and ladies had been made to the MHRD, Government of India, under RUSSA. (Please see Annexure IV).*
- v. *Laboratory Block: The college has separate two storied laboratory block resource centre for method subjects covering 459.78sq.m. (4949sq.ft.) built-up area. The total 10 rooms available include IGNOU Office, cultural museum, language laboratory, psychology laboratory, conference hall, reserved/confidential room, store and toilet complex, etc.*
- vi. *The college also maintains a cafeteria with a floor area of 75.02sq.m. in between library and laboratory block.*
- vii. *With a view to provide training in indoor games to teacher trainees as a part of transaction of co-curricular activities and to maintain physical health of all college community, the college has a large enough Indoor Sports Training Facility having a built-up area of 413.65sq.m. (4452.50sq.)*
- viii. *A multi-purpose hall is currently under construction occupying a built-up area of 277.20sq.m. ((2983.75sq.ft.) which may have a seating capacity of about 300.*
- ix. *Other facilities available in the college include: trainee's union office (54.71sq.m.), kitchen room (62.15sq.m.), vehicle shed (162.77sq.m.), underground water tank (15.80sq.m.) and toilet facilities at four locations (61.18sq.m.) respectively.*

It may be mentioned here the proposals put forward to the Ministry of Human Resource Development (MHRD), Government of India, under Rashtiyaya Uchchatar Shiksha Abhiyan for construction of buildings as follows:

Infrastructure (Master plan of the buildings is enclosed in Annexure V)

- i) *Administrative Block*
- ii) *Library Block*
- iii) *Academic Block*
- iv) *Gents' Hostel*
- v) *Ladies Hostel*
- vi) *Principal Quarters*

2. How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?

DMCTE has been trying to improve and augment all possible infrastructural development to keep pace with the academic growth. Proposals put up in regular staff meetings and those submitted by different committees to the office of the Principal are materialized both at the institutional level and directorate level. Depending upon the needs and requirements of both the pupil teachers and teacher educators, much improvement has been made in infrastructures involved in teaching-learning process as compared to the past. All the lecture halls are equipped with comfortable seating arrangements, ventilation and lighting system. Smart classes are given in four lecture halls, two of which are fitted with PA system. Recently teacher voice amplifiers are introduced to ensure effective classroom interaction during sudden power-cut. The college has now procured a 15KVA Generator set for power back-up. Years back white board, marker, slide projector, overhead projector and other traditional materials aids were used in normal curricular transaction, simulated micro-teaching and demonstration teaching. But today with the pace of time, and as deemed to be required, smart classes are given to its pupil teachers by using varied electronic gadgets and other multi-media besides improvised materials. Since 2013, all the faculty members are provided with computer set and broadband internet connections to enhance knowledge and for developing Power Point Presentation (PPP) materials as well as learning resources.

3. List the infrastructure facilities available for co-curricular activities and extra curricular activities including games and sports.

DMCTE, taking into consideration, the curriculum-syllabus of both B.Ed. and M.Ed. courses, have been transacting various co-curricular activities. The college organizes inter-house social service competition for which a wide range of equipments, tools, and implements have been procured. Two small gardens one at laboratory block and another at hostel block are being maintained by the college community where different flowering plants, foliage and trees are grown. All the laboratories are provided with necessary tools, equipments and materials wherein workshops on preparation and development of teaching aids are done under the charge of concerned method subject teachers. The computer laboratory cum ICT Resource Centre proves another facility to pupil teachers for preparing PPP materials and lesson designing. The talents of pupil teacher in various literary and cultural areas

are regularly haunted through organizing college week where competition on different literary and cultural events are performed. Publication of DMCTE Annual Magazine provides another opportunity to pupil teachers explore their literary abilities. The college provides a classes on performing art particularly in music as a part of curricular transaction of B.Ed. course. Field based studies/community services, extension activities, invited talks by experts from different professions, organization of workshops, seminar, observance of national and regional days/functions, college foundation day, and Teacher's Day constitute important co-curricular activities carried out in the institution. Understanding the need to improve physical health of college community, particularly the pupil teachers, DMCTE maintains a sports training facility centre with provision to provide facilities in indoor games like table tennis, badminton, carom, chess, sepak takkro, volleyball, handball, etc. Some training and exercising equipments are also available. Outdoor games facility is also available for all kinds of athletic events like field & track, and football for which the common DM College playfield is used.

4. Give details on the physical infrastructure shared with other programmes of the institution or other institutions of the parent society or university.
This college of teacher education is after all a member college of Maharani Dhanamanjuri College and thus share a common campus. Observance of Foundation Day and Alumni Day are organized jointly in the common DM College Multipurpose indoor stadium not only for the four DM College but also to hold state and national badminton, table tennis as well as sepaktakkrou championships. For outdoor games, all the four DM College share the three common play fields. There is an IGNOU study centre within DMCTE campus that is providing 2 year B.Ed. programme. The main lecture halls of the college has been utilizing for giving training programme of teachers under RMSA and SSA programmes. The college has been a centre of examination for civil services, medical, engineering courses and for admission to B.A./B.Sc./B.Com. in the other three DM Colleges. The college premises is also used as polling station during election time.
5. Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms for women, wash room facilities for men and women, canteen, health center, etc.)
The college love to provide health services to its college community round the clock but the support and needful services of the concerned department is necessary. In fact, a primary health centre existed within the common DM College campus about 2 decades back. However, the DM College community can avail of medical and health service at the 2 private hospitals (Raj Medicity and City Hospital) located just beyond the college campus. Moreover, the Regional Institute of Medical Sciences and Jawaharlal Nehru Institute of Medical Sciences are also located within a distance of 2 to 3 kilometers radius. Two rest rooms are available adjacent to lecture hall number 4. Separate toilet facilities for male and female are also provided at 6 different locations. The college cafeteria run within the campus in between the library and laboratory block provides hygienic food according to local taste.

Under the strict supervision of head of institution, the college cafeteria maintains cleanliness and a good environment to freshen college community even if for a while.

6. Is there any hostel facility for students? If yes, give details on capacity, no of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities, etc.

DMCTE has a two storied man's hostel block with 40 rooms in all (20 rooms in each floor). However, all the 20 rooms at ground floor has been utilizing as separate office cabin of faculty members. At present, therefore, 20 rooms on first floor are available for 40 hostellers on share and first-come-first serve basis but priority is normally given to those pupil teachers who are coming from remote rural and hilly areas of the state. 10 rooms measure 165sq.ft. (15/11), while another 10 rooms measure 154sq.ft. (14/11). A nominal rent in terms of hostel fee is charged for from those pupil teacher who applied for availing the facility. Since the hostel service is restricted to only 40 hostellers, meals are provided on demand otherwise they are supposed to prepare food by themselves. Hostellers are provided with electricity and water round the clock. To keep up their physical health, hostellers are also provided with some sports facility available in the college. At present, the college has no women's hostel.

4.2 Maintenance of Infrastructure

1. What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any.

- Building
- Laboratories
- Furniture
- Equipments
- Computers
- Transport/Vehicle

Item	Years				
	2009	2010	2011	2012	2013
Building:	State-Rs.25,97,500 UGC-Rs.1,20,000	28,37,600 56,50,000	30,99,675 Nil	Nil Nil	Nil Nil
Labs ✓	Nil	Nil	Nil	Nil	Nil
Furniture ✓	Nil	Nil	Nil	Nil	Nil
Equipments	3,10,000	40,000	Nil	8,55,325	Nil
Computers	4,50,000	73,000	19,70,100	3,31,400	Nil
Transport/Vehicle ✓	Nil	Nil	Nil	Nil	Nil

For maintenance and construction of building, the State Government and the UGC provided funds, while that of equipments and computers by the UGC. The funds had been fully utilized.

Surplus = Nil

Deficit = Nil

2. How does the institution plan and ensure that the available infrastructure is optimally utilized?

The College always encourages to utilize the available facilities optimally as planned, whether it may be teaching aids, library, labs, ICT, playground, etc., and also ensures its utilization by monitoring at regular intervals.

3. How does the institution consider the environmental issues associated with the infrastructure?

Horizontal expansion of buildings for all purposes, playground facilities (indoor and outdoor), swimming pool, botanical garden, parking, etc., are the issues that need to be paid serious thought because of inadequate land. Hence, master plan (Please see Annexure V).

4.3 Library as a Learning Resource

1. Does the institution have a qualified librarian and sufficient technical staff to support the library (materials collection and media/computer services)?

Yes. The College have qualified librarian and technical staff.

2. What are the library resources available to the staff and students? (Number of books-volumes and titles, journals-national and international, magazines, audio visual teaching-learning resources, software, internet access, etc.).

Please see Part I: PROFILE OF THE INSTITUTION, CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCE, Question 16-26, pp.20-22.

3. Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance, etc. and to make acquisition decisions. If yes, give details including the composition and functioning of library committee.

Yes. Please see Part II: THE EVALUATIVE REPORT, CRITERION VI: GOVERNANCE AND LEADERSHIP, Section 6.1 Institutional Vision and Leadership, Question 3, p. 97. [iii) Library Advisory Committee, a) and b).]

4. Is your library computerized? If yes, give details.

Partially computerized.

5. Does the institution library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.

Please see Part I: PROFILE OF THE INSTITUTION, CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES, Question 16-26, pp.20-22.

6. Does the institution make use of Inlibnet/Delnet/IUC facilities? If yes, give details.

Please see Part I: PROFILE OF THE INSTITUTION, CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES, Question 19, pp.20-22.

7. Give details on the working days of the library? (Days the library is open in an academic year, hours the library remains open per day etc.)

Please see Part I: PROFILE OF THE INSTITUTION, CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES, Question 17, p.20.

8. How do the staff and students come to know of the new arrivals?

The librarian informs in time with the arrival of new literature.

9. Does the institution's library have a book bank? If yes, how is the book bank facility utilized by the students?

No book bank till date.

10. What are the special facilities offered by the library to the visually and physically challenged persons?

No such case is experienced till date, but the college is always ready to provide such facilities as and when necessary.

It may be mentioned that the College proposes to appoint 1 Asst. Librarian, 1 Counter Attendant, and 2 Book man under RUSA to the MHRD, Government of India.

4.4 ICT as Learning Resource

1. Give details of ICT facilities available in the institution (Computer lab, hardware, software, internet connectivity, access, audio visual, other media and materials) and how the institutions ensures the optimum use of the facility.

- i. *As per guideline of NCTE in respect of computer equipment aspect that college have the following items:*

1. Computer-Cum-ET Lab		2. Staff Cabin	
Number of computer: 30 Computer name: HP RAM: 2GB Hard disk: 320 GB Monitor: 15.6 x 18.5 Key board: USB Mouse: USB Window: DOS/WIN XP		Number of computer: 18 Computer name: HP RAM: 2GB Hard disk: 500 GB Monitor: 18.5 Key board: USB Mouse: USB Window: 8	
3. Library		4. Laptop: HP/ DELL	
Number of computer: 02 Computer name: HP RAM: 2GB Hard disk: 320 GB Monitor: 15		Number of computer: 2 Computer name: i3 RAM: 2GB Hard disk: 320 GB Mouse: USB	Number of computer: 04 Computer name: Dual Core RAM: 2GB Hard disk: 320 GB Mouse: USB

Self - Appraisal Report, D.M. College of Teacher Education, Imphal

Key board: USB Mouse: USB Window: DOS	Window: 8	Window: DOS
5. administrative staff & Principal room:		6. Classroom
Number of computer: 02 Computer name: HP RAM: 2GB Hard disk: 320 Monitor: 15.6 Key board: USB Mouse: USB Window: DOS	Number of computer: 04 Computer name: HP RAM: 2GB Hard disk: 320 Monitor: 15.6 Key board: USB Mouse: USB Window: DOS/WIN XP	
6. Unused (Dumped) Computer = 4 Nos.		

Total: 59

- a) Scanner: 01,
 - b) Colour TV size: LED-42": 01, LCD-26".03
 - c) Printers: 06 (3 Laser Printers, 1 Inkjet Printer, 2 DMP Printers)
 - d) UPS for computers: 9
 - e) Voltage stabilizers: 6
 - f) No. of computer with internet and LAN: 19
 - g) Camera Still: 02
 - h) Video Camera: 03
 - i) Loud Speaker: 02
 - j) Sound Amplifier machine: 03
 - k) Copier Machine: 04 (2 working)
 - l) Teacher voice amplifier in the class room: 04
 - m) No. of LCD projectors: 06
 - n) No. of smart board: 04 (B.Ed.-3, M.Ed. - 01)
 - o) Slide projector: 2
 - p) OHP: 4
 - q) Educational CD/DVDs: Available
 - r) Software packages: Available
- ii. The college has 30 computers in the computer laboratory for giving compulsory literacy to all trainees in rotation wise with internet facility around the clock.
 - iii. The college provides computer to all faculty members in their staff cabin with intra and internet facility around the clock.
 - iv. Computer-student ratio: 0.79 : 1 (for one batch comprising of 38 trainee)
 - v. Computer-teacher ratio: 0.85 : 1

- vi. College has launched a website which is regularly updated and the students and any interested stakeholders may have a free access to the college website: www.dmcte.in.

It is a day-to-day usual practice to ensure that the facilities is used optimally.

2. Is there a provision in the curriculum for imparting computer skills to all students? If yes give details on the major skills included

All the teachers of the college are computer friendly as college provides computer with internet and LAN in each room of the teachers. So, the curriculum transaction of both the courses is done with ICT as the college has smart board facility in B.Ed. and M.Ed. class rooms. Moreover, one of the compulsory papers: Paper VI: Learning resources and one of the non-credit courses: ICT are compulsory to all to learn the ICT during their course period.

The student teachers acquire skills for:

- a) Using computer peripherals like printers, scanners, projectors, etc.*
 - b) Preparing computer assisted instruction or project based learning on power point.*
 - c) Using software skills to design instructional process and spreadsheets to solve, analyze and represent data on charts.*
 - d) Access to internet to gather all kind of information for projects, assignment, etc.*
3. How and to what extent does the institution incorporate and make use of the new technologies/ICT in curriculum transactional processes?

Computers are available for use in all teacher cabins. The teachers liberally take help of the ICT resources to enrich their prescribed curriculum with the help of internet. All faculty members are provided with computers with internet browsing facility for preparation of teaching/learning materials in their cabin. Internet facility and library is thrown open to faculty members for learning materials.

Student teachers make use of technologies for their lesson plans on power point. Nearly all the student teachers prepare their lesson plan/projects for practice teaching and simulated teaching.

4. What are major areas and initiatives for which student teachers use /adopt technology in practice teaching? (Developing lessons plans, classroom transactions, evaluation, preparation of teaching aids)

All teacher trainees compulsorily learn the basic computer as ICT is one of the subject (non-credit) and last unit of paper VI in the B.Ed. syllabus in the computer lab with the help of computer instructor and professor of paper VI on rotation system within the week. Each teacher trainee has to submit the lesson plan in the format of power point presentation as the compulsory assignment. Teacher

trainees have to learn power point slide preparation in the class room and computer lab:

- a) For development of lesson plan: All the student teachers adopt ICT in their practice teaching. Before going to deliver actual lesson plans in the practicing schools, student teachers prepare two lessons plan in their respective teaching methodology subjects on power point during simulated teaching. The student teachers take help of the ET/Computer lab for preparing their practice teaching lessons.
- b) For classroom transaction: The student teachers prepare power point presentations of their lessons at the ET lab to be delivered during simulated teaching.
- c) For preparing teaching aids: The student teachers prepare slides related to the curriculum which is to be transacted in the classroom. They take help of multimedia in making different kinds of teaching aids. The student teachers prepare teaching models in the Teaching Aids Workshop (ET/Computer Lab) to be used during practice teaching (Integrated media and multi-media).

4.5 Other Facilities

1. How is the instructional infrastructure optimally used? Does the institution share its facilities with others for e.g.: serve as information technology resource in education to the institution (beyond the program), to other institutions and to the community.

The instructional infrastructure is used as planned. Beyond the instructional program, the infrastructure is also used by other outside agencies like Manipur Government, Manipur Public Service Commission, etc., as examination centre. It is also thrown open to the community for their use as and when necessary.

DMCTE is enough to possess the essential latest modern instructional infrastructure like LCD projector, OHP, speaker, computers, teacher voice amplifier, sound system, etc. All the equipment are freely made available for use to all the faculty members and student teachers. Our student teachers are free to use all infrastructures at the ET lab to prepare their own teaching-learning aids. They have full freedoms to carry this equipment to their respective schools during practice teaching. The college shares its infrastructure with the M.Ed. students too.

2. What are the various audio-visual facilities/materials (CDs, audio and video cassettes and other materials related to the program) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?

The College has a rich and varied collection CDs, audio level and video cassettes. The student teachers are encouraged to use them to the maximum for the teaching-learning process. The faculty members also use the available audio-visual materials for the curriculum transaction. A list of the CDs and

other audio-visual materials is given in Section 4.4, Question 1 of this Criterion. The college has CD/DVD format computer programmed learning resources in different subjects from class V to XII under CBSE and State Board syllabus. All trainees can use it during internship and other teaching purposes.

3. What are the various general and methods Laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?

There are six laboratories and three general laboratories in the college:

- (i) Science and Maths Lab
- (ii) Social Science
- (iii) Language Lab
- (iv) Psychology Lab
- (v) ET cum Computer Lab
- (vi) Music Lab

4. Give details on the facilities like multipurpose hall, workshop, music and sports, transports etc. available with the institution.

The DMCTE has a multi-purpose hall under construction. Under funding of UGC the college has constructed recently GIM KHANA/ Sport Training Multipurpose Hall are definitely made available to the students. However, when students are to go for study tours, competitions, and for large scale extension activities, then the College does provide transport services. But it may be noted that the college is very well connected through transport systems as the college is at the heart of Imphal City.

The sport equipments available with the college are as follows:

- a. Carom
- b. Chess boards
- c. Weights measurement
- d. Badminton kit
- e. Volleyball kit
- f. Exercise cycling -04
- g. Football kit
- h. TT kit
- i. Dress and both for football players
- j. Javelin throw
- k. Discuss throw

Musical instruments:

- a) Tabla
- b) Harmonium
- c) Traditional instruments
- d) Modern instruments

5. Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institution's future plans to modernize the classrooms.

The classrooms are equipped with the latest technologies for teaching. The Institute has an ICT conference room. The computer lab with more than 32 computers, internet facility, and LCD projectors offer full opportunity to faculty members and the student teachers to use latest technology.

4.6 Best Practices in Infrastructure and Learning Resources

1. How does the faculty seek to model and reflect on the best practice in the diversity of instruction, including the use of technology?

Faculty members are encouraged and inclined to use innovative methods to enhance the teaching learning process. Classroom environment is made conducive through the use of teaching aids and activity-based teaching, incorporating technology. The faculty members as well as student teachers adopt different methods of teaching and deploy different techniques for the sake of variety in teaching, and meeting multiple tastes of the learners. The faculties use different methods of Instruction like Discussion, Analysis and Synthesis, Problem-Solving, Inductive-Deductive, Project, Brainstorming, Peer-tutoring, Role-playing, Demonstration, Experiment, etc. To make teaching more effective, the technologies like power point, transparencies and audio-video are used increasingly. DMCTE is planning to implement e-teaching/learning soon.

2. List innovative practices related to the use of ICT, which contributed to quality enhancement.

The faculty members have found out that teaching done with the help of IT tools like power point presentation has yielded very rich results. It enriches the teaching-learning process. Such things make the content covered to be demonstrated in an articulate manner. It becomes very easy for the learners to understand the topic by live demonstration. Some of the innovative practices related to ICT that contributed to quality enhancement are as follows:

- i. Making lesson plan through IT*
- ii. Lesson delivery through power point*
- iii. Preparation and use of slides*
- iv. Preparation and use of power point presentation*
- v. Collecting information through the net*
- vi. Increasing use of projectors for classroom seminars and projects*

Moreover, the policy of the DMCTE to provide complete access to faculty and student teachers to internet and computers has paid rich dividends.

3. What innovations/best practices in 'Infrastructure and Learning Resources' are in vogue or adopted/adapted by the institution?

A large green campus in a peaceful atmosphere, well-designed building provision of the most modern ICT facilities at very low costs, having a library with a seating arrangement for over 50 students and teaching-learning done through ICT are some of the best practices in terms of Infrastructure and Learning Resources. The College has provided its student teachers and faculty members with an ATM within the campus of the college premises; this takes care of their sudden cash requirement. Provision of broad band internet connection, free photocopy services, provision of transport services for study tours and for participating in competitions and free use of computers for internet surfing and for project completion are some of the prominent best practices observed at DMCTE in terms of Infrastructure and Learning Resources.

At the DMCTE, there is provision of Insurance scheme for all the students who get enrolled in the college. Very few teacher education colleges in the state of Manipur can avail of the insurance facility being provided to students. DMCTE has been providing hostel facility for gents now; in future college can provide ladies hostel facility soon. All the needs of the students are taken care of at a minimum charge as compared to other B.Ed. colleges in the state.

Criterion V: Student Support and Progression

5.1 Student Progression

1. How does the institution assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme (students pre-requisite knowledge and skill to advance) to completion?

Please see Part II: The Evaluative Report, Criterion II, Teaching-Learning and Evaluation, Section 2.1, Question 5, p.47.

2. How does the institution ensure that the campus environment promotes motivation, satisfaction, development and performance improvement of the students?

The following are some of the Campus atmosphere:

- i. Timely and regular attendance of students and teachers*
- ii. Free from absenteeism*
- iii. "Whole-hearted teaching"*
- iv. Tendency of learning with full enthusiasm*
- v. Regular tests and feedback*
- vi. Recognition of individual differences and paying individual attention*
- vii. Use of positive reinforcements on the part of teachers and management*

Self - Appraisal Report, D.M. College of Teacher Education, Imphal

- viii. *Free, frank, and transparent friendly interactions between students, teachers, and management, and staff*
 - ix. *Redressing the grievances of students as far as practicable*
 - x. *Optimum utilization of available facilities*
 - xi. *Free access to the available ICT*
 - xii. *Remedial Teaching*
 - xiii. *Organization or co-curricular activities with enthusiasm*
 - xiv. *Participation of students in management*
 - xv. *Monitorial system*
 - xvi. *Compulsory participation in pre and final examination*
 - xvii. *Feedback-cum-interaction after Pre-final examination*
- These are the sustained campus experiences.*

3. Give gender-wise drop-out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?

B.Ed. (Year-wise and gender wise dropout rate)

Year	Total Enrolment	Dropouts		
		Boys	Girls	Total
2009	230	04	06	10(4.35%)
2010	230	04	07	11(4.78%)
2011	230	03	07	10(4.35%)
2012	219*	-	-	NIL
2013	230	03	07	10 (4.35%)
Total	1139	14	27	41

(Figures in parentheses indicate percentage)

* In 2012, in B.Ed., Government of Manipur could not depute 11 in-service teachers. As a result, 219 students enrolled.

M.Ed. (Year-wise and gender wise dropout rate)

Year	Total Enrolment	Dropouts		
		Boys	Girls	Total
2009	25	2	1	3(12%)
2010	25	NIL	NIL	NIL
2011	25	1	1	2(8%)
2012	35	1	2	3(8.57%)
2013	35	-	1	1(2.85%)
Total	145	4	5	9

Some of the probable reasons for dropout are given below

Dropouts of trainees may be due to getting employment in other service sectors during the course, their health conditions, etc. .

With utmost care, the institute encourages trainees for their future vision and also ensures them for giving extra support service when it is felt necessary.

4. What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/qualified in SLET, NET, Central/State services through competitive examination in the last two years?

It is through the guidance and counseling services that students are encouraged to compete for any job and also to go in for higher studies after completion of their courses visa-vis their previous qualifications. It is not known how many of them qualified for competitive examinations during the last two years. However, the number of SLET and NET, as per available data, are the following;

Year	SLET	NET	TOTAL
2012	2	1	3
2013	1	2	3
TOTAL	3	3	6

5. What percentage of students on an average goes for further studies/ chooses teaching as a career? Give details for the last three years?

It is not known accurately about the number of students who go in for further studies, but we find many students in M.Ed. course every year in this institute who had completed B.Ed. from this College itself

6. Does the institution provide training and access to library and other education related electronic information, audio/ video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution? If yes give details on the same.

Although training relating to electronic information, audio-video resources, computer hardware and software, etc., is not provided to the student teachers after graduating from the course, they can have free access of the library and its facilities.

7. Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.

No placement service till date

8. What are the difficulties (if any) faced by placement cell? How does the institution over come these difficulties?

Nil

9. Does the institution have arrangements with practice teaching schools for placement of the student teachers?
Nil

10. What are the resources (financial, human and ICT) provided by the institution to the placement cell?
Nil

5.2 Student Support

1. How are the curricular (teaching- learning processes), co-curricular and extra-curricular programmes planned, (developing academic calendar, communication across the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?
Curricular and co-curricular programs for both B.Ed. and M.Ed. courses for the academic year 2012-2013 was planned in the following way and it has been given in the Academic Calendar of the two courses:

ACADEMIC PLAN* (B.Ed.)

Number of working days: 215 (Approx.)

(For details of working days, Please see Part II: THE EVALUATIVE REPORT, CRITERION VI: GOVERNANCE AND LEADERSHIP, Section 6.3 Strategy Development and Deployment, Question 4, p.104.)

* Commencement of session:	2 nd July, 2012	n=215 (Approx.)
* End-session:	31 st January, 2013	
* Total months:	7 (Seven)	
* Approximate teaching days:	175 (25x7 @ 25 days per month, excluding 4 Sundays & 1 2 nd Saturday per month)	

It is on the basis of 215 working days that the teaching days are worked out for B.Ed. and M.Ed. courses separately as under:

B.Ed. (2012-2013 Academic Session)

1.	Admission**, Commencement of Session & Orientation:	2 days
2.	Theory:	126*** days
3.	Preparation of Internship: i. Demonstration/Observation ii. Micro-teaching/simulations	2 days 3 days
4.	Practice Teaching:	36 days
5.	Co-curricular activities: (College Week, House Allotment, Election of Trainees' Union, budget sitting, social service, Get-together)	12 days
6.	Working with community:	1 day
	Approximate teaching days	175
7.	End-term examination: (Pre-final examination)	15 days (Approximately)

Self - Appraisal Report, D.M. College of Teacher Education, Imphal

* The academic plan is subject to adjustment

** Period of admission for B.Ed. & M.Ed. has been excluded from Academic Plan and Calendars, as it is completed within 7 days at most from the date of announcement of admission test results.

*** When calculating the number of days for theory, it excludes 36 days practice teaching, 12 days co-curricular activities, and 1 day working with community. Details please see Academic Calendar given below. 126 days for theory include 2 days commencement & orientation and 5 days preparation for internship.

Curricular & Co-curricular Programs(B.Ed.) 2012-13
D.M. COLLEGE OF TEACHER EDUCATION (D.M.C.T.E)
ACADEMIC CALENDAR* FOR B.ED. COURSE FOR THE ACADEMIC SESSION
(2012-13)

Sl.No.	No. Programme	Date & Day
1	Commencement & Orientation of New Session:	2 nd & 3 rd July (Monday & Tuesday), 2012.
2	House Allotment:	21 st July (Saturday), 2012.
3	Election of Trainees' Union:	9 th August (Thursday), 2012.
4	Budget sitting:	14 th August (Tuesday), 2012.
5	Social Service:	18 th August (Saturday), 2012.
6	Get-to-gether:	25 th August (Saturday), 2012.
7	Micro-teaching:	10 th - 12 th September (Monday & Wednesday), 2012.
8	Demonstration Lesson for practice training:	13 th - 14 th September (Thursday & Friday), 2012.
9	School-based practice teaching: (Internship)	19 th September (Wednesday), 2012 to 26 th October (Friday), 2012.
10	College Week:	14 th December (Friday), 2012 to 20 th December (Thursday), 2012.
11	Community Contact Programs:	11 th January (Friday), 2013.
12	End-session:	31 st January (Thursday), 2013
13	Pre-Final Exam:	4 th February (Monday), 2013.
14	University Final Exam:	As per schedule of the Manipur University

*The Calendar is subject to adjustment, depending upon social situations, needs and requirements.

ACADEMIC PLAN* (M.Ed.)
M.Ed. (2012-2013 Academic Session)
Number of working days

n=215 (Approx)

Commencement of session:	2 nd August, 2012 (Thursday)
End-session:	1 st week of March, 2013
Total months:	7 months and 7 days
Approximate teaching days:	181 (25x7 @ 25 days per month plus 6 days a week, excluding 4 Sundays and 1 2 nd Saturday per month)

Self - Appraisal Report, D.M. College of Teacher Education, Imphal

1.	Commencement of session & Orientation:	2 days
2.	Theory:	108** days
3.	Briefing for internship:	1 day
4.	Internship:	36 working days
5.	Dissertation	
	iii. Selection of supervisor	1 day
	iv. Presentation of synopsis in the open seminar	2 days
	v. Data collection period	31 days
	Approximate teaching days:	181 days
6.	End-term examination	15 days (Approximately)

*The academic plan is subject to adjustment

** While working out the teaching days for theory, 36 days internship, 1 day selection of supervisor, and 31 days data collection period have been excluded. Please see details Academic Calendar given below.

Curricular & Co-curricular Programs(M.Ed.) 2012-13
D.M. COLLEGE OF TEACHER EDUCATION (D.M.C.T.E)
ACADEMIC CALENDAR* FOR M.ED. COURSE FOR THE ACADEMIC SESSION
(2012-13)

Sl.No.	Programme	Date, Day & Period
1	Commencement of session& Orientation:	2 nd August, 2012 (Thursday)
2	Selection of Supervisor for Dissertation work:	1 st September, 2012 (Saturday)
3	Submission of synopsis for dissertation:	2 nd week of September, 2012.
4	Briefing to be given by the faculty members before actual supervisory internship work:	Before B.Ed. internship starting
5	Supervisory internship to B.Ed. trainees:	During B.Ed. internship (About 36 working days)
6	Presentation of synopsis in the open seminar:	13 th September (Thursday) and 14 th September (Friday), 2012
7	Data collection period for dissertation:	1 st October – 31 st October, 2012
8	End-session:	1 st week of March, 2013
9	Preparatory period for Pre-final Exam:	2 nd week of March onwards, 2013
10	Last date of submission Dissertation:	1 st week of April, 2013
11	Commencement of Pre-Final Exam:	1 st April (Monday), 2013
12	Declaration of Pre-Final Exam:	Last week of April, 2013
13	Feedback-cum-interaction after Pre-Final Exam:	1 st week of May, 2013
14	M.Ed. Final Exam: (University)	2 nd week of May, 2013

*The Calendar is subject to adjustment, depending upon social situations, needs and requirements.

- How is the curricular planning done differently for physically challenged students?

The College has not yet experienced any physically challenged student.

- Does the institution have mentoring arrangements? If yes, how is it organised?

Self - Appraisal Report, D.M. College of Teacher Education, Imphal

The College have no mentoring arrangements in the true sense of the term. However, resource persons from university and others are invited to deliver talks on curricular aspects for certain periods of time. Besides, the College introduces the ancient Indian Monitorial system, now and then, in which Alumni teach the B.Ed. and M.Ed. students.

4. What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?

Some of the provisions which would support and enhance the effectiveness of the faculty in teaching are the following:

- i. Providing academic freedom*
- ii. Enhancing the number of books borrowed and its retention*
- iii. Providing facilities for Internet, Intranet, Inflightnet, Smart Board, Power Point Presentation, etc.*
- iv. Holiday on 2nd Saturday, as different from other educational institutions in Manipur*
- v. Providing preparatory time before commencement of session either at home or course during which attendance may not be compulsory.*
- vi. Payment of salary on time*

5. Does the institution have its website? If yes, what is the information posted on the site and how often is it updated?

The College have its website. The profile of the College relating to purpose, vision, mission, value and objectives, courses offered, intake capacity both B.Ed. and M.Ed., academic achievements of students, Rules and Regulations for all courses, admission policy, reservation policy, fee structure, profile of each teacher, etc., are posted on the site and it is updated as and when necessary.

6. Does the institution have a remedial programme for academically low achievers? If yes, give details.

It has long been a regular practice that if there happens to be any under achiever(s), then the remedial teaching takes place.

7. What specific teaching strategies are adopted for teaching

- a) Advanced learners and (b) Slow Learners

Depending upon the experiences of the student teachers, slow learners, preferably under-achievers, may be broadly divided into two as:

Language slow

Since the medium of instruction is English, lectures are delivered through this language in the classroom having students of different abilities. Under such a situation, we find learners who are in a difficult position to grasp properly what is taught through the English language. It could be understood from their claims.

Academic slow There are students whose performances are not satisfactory due to language deficiency, which could be ascertained from 4 or 5 tests.

In this context, our hypothesis is that "if there is any correlation between medium of instruction and low performance". By way of testing the hypothesis, special classes were arranged for such under-achievers, who are very few in number, and they were taught through the medium of Manipuri (Lingua franca). After that one or two tests were conducted and the sign of improvement was noted. Special attention is paid to such learners by the language teachers. Individual attention with reinforcements is paid to each type of learners as far as practicable.

8. What are the various guidance and counseling services available to the students? Give details.

The College is still unable to provide extensive guidance and counseling services. It mainly focuses on educational and vocational guidance with counseling from time to time.

9. What is the grievance redressal mechanism adopted by the institution for students? What are the major grievances redressed in last two years?

Students can lodge directly or indirectly any grievance either through written or verbal or both against any teacher, principal, authority, and any personnel of education for redressal of their grievances. A Grievance Redressal Box is installed. No major grievances were noted during the last two years. Joint efforts are made to redress the grievances of the students, if any as far as practicable.

10. How is the progress of the candidates at different stages of programs monitored and advised?

The progress of the candidates is monitored at different stages right from the beginning of the session till the end of the course in both the cases of B.Ed. and M.Ed. Some of the areas for monitoring the progress of the candidates in the scholastic and co-scholastic aspects for B.Ed. and M.Ed. courses separately are presented as under:

Scholastic (B.Ed.)

- i. Classroom attendance*
- ii. Results of formative and summative tests*
- iii. Participation in micro-teaching session*
- iv. Participation in pre-practice teaching session*
- v. Participation in school-based practice teaching*
- vi. Participation in pre-final examination and its results*
- vii. Results of final examination*

Co-scholastic (B.Ed.)

- i. Participation in co-curricular activities*

Self - Appraisal Report, D.M. College of Teacher Education, Imphal

- ii. *Participation in College Week*
- iii. *Participation in Community Contact Program*
- iv. *Participation in social service*
- v. *Participation in get-together function*

Scholastic (M.Ed.)

- i. *Classroom attendance*
- ii. *Results of formative and summative tests*
- iii. *Progress of data collection for Dissertation*
- iv. *Progress of data processing, classification, tabulation, etc.*
- v. *Progress of drafting the dissertation*
- vi. *The stage for submission of dissertation*
- vii. *Participation in Internship*
- viii. *Participation in pre-final examination & its results*
- ix. *Results of final examination*

Co-scholastic (M.Ed.)

- i. *Participation in co-curricular programs*
 - ii. *Participation in social service*
11. How does the institution ensure the students' competency to begin practice teaching (Pre-practice preparation details) and what is the follow-up support in the field (practice teaching) provided to the students during practice teaching in schools?

i) Pre-practice preparation

During pre-practice preparation, teachers demonstrate, using a model lesson and following the required steps. After repeated demonstrations through power point presentation, etc., students are asked to plan a lesson of their own for each of the two methods on the basis of the model lesson. These are examined by the teachers and feedback provided. After everything is okay, then it is now the turn of every student to demonstrate the two lessons one after another under simulated condition with peers representing as pupils. The demonstration is keenly observed by the teachers and feedback provided till the desired results are more or less attained.

Further, by way of practice, students demonstrate any lesson, playing the role of teacher and pupils among themselves and provide feedback to each other for which two or three days given. They are also asked to practice it at home alone. After this process, they may get ready for actual practice teaching. They visit their respective practicing schools well in advance and interact with the pupils, headmasters and teachers to sort out the lessons to be planned in relation to the school subjects and the units and also for familiarity with them and making the necessary arrangement.

ii).Practice teaching

a).Moral support

Prospective teachers arrive school in time. They remain seated in the Teachers' Common Room 'being' regular teachers. Before practice teaching, since they are 'novice', they are asked to becalmed down and to present the lessons to the best satisfaction of the pupils as planned.

b). Physical and academic support

While having a cup of tea together in the Teachers' Common Room, the day's lessons are thoroughly checked by the supervisors and briefing given. The supporting materials, if necessary, are collected from the school, besides the ones brought from the college.

Practice teaching starts. Supervisors observe keenly the teaching in and outside the classroom and their observations are noted. Criticism lesson follows.

Such a process is continued till the completion of block practice teaching.

5.3 Student Activities

1. Does the institution have an Alumni Association? If yes,
Yes

(i) List the current office bearers

The office bearers are the following:

- | | | |
|--------------|---|---------------------------|
| 1. President | - | Mrs. Minee Sinam |
| 2. Secretary | - | Rajkumar Suresh Singh |
| 3. Treasurer | - | Soibam Birajit Singh |
| 4. Member | - | Sapam Ashalata Devi |
| 5. Member | - | Mayengbam Premkumar Singh |

- (ii) Give the year of the last election
2013

- (iii) List Alumni Association activities of last two years.

The following are some of the activities of the Alumni Association :

- Initiative for construction of new College canteen*
- Land development*
- Giving advice to the office bearers holding different portfolios of the Trainee's Union of the College*
- Taking part in teaching B.Ed. and M.Ed. students*
- Participation in supervising B.Ed. practice teaching*
- Helping student teachers in improvisation of teaching materials*
- Participation in the Community Contact Program of the College*

Self - Appraisal Report, D.M. College of Teacher Education, Imphal

- h) *Helping student teachers in learning computer*
- i) *Helping M.Ed. students in their Dissertation research work*
- j) *Helping in organizing college functions, seminar and workshop*

- (iv) Give details of the top ten Alumni occupying prominent position.
1. Hodam Meenakshi Devi, Gold Medalist in B.Ed., 2011, Manipur University.
 2. M. Minky, Gold Medalist in M.Ed., 2011, Manipur University.
 3. S. Ashalata Devi, Gold Medalist in M.Ed., 2012, Manipur University.
 4. Leishangthem Kamala, Gold Medalist in M.Ed., 2013, Manipur University.

Top 10 position holder in University Examinations:

5. Thounaojam Pratima, 2nd Position in B.Ed., 2011, Manipur University.
6. Kh, Linthoibi, 2nd Position in B.Ed., 2011, Manipur University.
7. Shamo Y. 2nd Position in B.Ed., 2012, Manipur University.
8. S. Thoithoi Devi, 2nd position in M.Ed., 2012, Manipur University.
9. H. Meenakshi Devi, 2nd position in M.Ed., 2013, Manipur University.
10. Ksh. Ranjita, 3rd position, in B.Ed., 2013, Manipur University.

- (v) Give details on the contribution of alumni to the growth and development of the institution.

Please see the activities as given under Section 5.3 Question 1 (iii) just above. In the light of the activities, the efforts of the Alumni are given tentatively below:

a). *Construction of canteen*

Formerly, the College canteen was running in a make-shift shed since the inception of the College. This had caused one and all much hardship.

However, the College managed a new canteen, whether satisfactory or unsatisfactory, but the credit really goes to the alumni for their initiative in this regard.

b). *Participation in teaching B.Ed. and M.Ed.*

By way of adoption of "monitorial system", the Alumni used to take part in teaching B.Ed. and M.Ed. student teachers.

c). *Supervising B.Ed. practice teaching*

The Alumni also participate in supervising B.Ed. practice teaching till the completion of the practice teaching (36 days).

d.) Dissertation

The alumni used to take active role in guiding the research work of M.Ed. students from the very beginning till the submission of the dissertation for partial fulfillment for award of M. Ed .degree.

Thus, the Alumni extend their best cooperation in one way or the other to the College from time to time

2. How does the institution encourage students to participate in extra-curricular activities including sports and games? Give details on the achievements of students during the last two years.

Students are often encouraged to participate in various programs of co-curricular activities. On the other hand, participation in these activities is mandatory for each student as per the prescribed curriculum. It is a credit course activity. For this purpose, the College Week is organized, in which there is inter-House competition in various activities, such as games and sports (indoor and outdoor); literary activities, such as debate, recitation, storytelling, ex-tempore speech, etc.; and artistic activities, such as painting, drawing, music, dance, drama, etc. None of them is found to be absent from participating in the College Week. About the achievements of students outside the College in one activity or another during the last two years, the College have no information.

3. How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material. List the major publications/materials brought out by the students during the previous academic session.

The college publishes magazine every year for which there is a Magazine Secretary in the Trainees' Union who in consultation with the Teacher-in-charge takes up the process of publication of the magazine. The following are the articles published in the magazine during the previous academic session, 2013.

Sl. No.	Name of the Article	Name of the Author
English Section		
1.	Teacher Education Colleges for Sustainable Development in Manipur	Anita Kangabam, Asst.Poof. (Sr.) D.M.C.T.E., Imphal
2.	Teacher-Student Relationship	Dr. Koijam Sobita Devi, Asst. Poof. D.M.C.T.E.,Imphal
3.	Libraries at the Crossroads Digital Preservation	L. Khumanleima Devi, Librarian, D.M.C.T.E., Imphal
4.	Every Women's Big Brother: Domestic Violence Act, 2005	Nongthembam Shile Devi, B.Ed., D.M.C.T.E., Imphal Roll No. 19/A
5.	Recent Trends in Geography	Thokchom Dilip Singh, Roll No. 139/B

Self - Appraisal Report, D.M. College of Teacher Education, Imphal

6.	Mpw Self-Knowledge and the Next Step	Sa Felix Zimik (Gents Common Room Secretary, D.M.C.T.E., Imphal Roll No. 67/A
7.	Obstacle in our Path	Asiisii Athini Ebviinamei Roll No. 36, Section-A, D.M.C.T.E., Imphal
8.	Memories of You	H. Songboi Kom, Roll No. 62/A, D.M.C.T.E., Imphal
9.	My Card	Lh. Paokhothang Khongsai, Roll No. 189/B, Gandhi House, D.M.C.T.E., Imphal
10.	Love	Bijaya Laishram, Roll No. 86/A, D.M.C.T.E., Imphal
11.	Know your Brain	Jean Luremabam, Roll No. 64/A, Tagore House, D.M.C.T.E., Imphal
12.	Pain	Thumliiti Jimmy Thomas Monshang, Roll No. 60/A, D.M.C.T.E., Imphal
Manipur Section		
13.	Lai Haraobada Jatishigi Sanskritigi Mami Ningthina Tari	Thoudam Anandi Devi, Roll No. 30/A, D.M.C.T.E., Imphal
14.	Loishindriba Wari	Ibochouba Konthoujam, Roll No. 130/B, D.M.C.T.E., Imphal
15.	Thajadaba Thoudok Amana	Sanasam Surjit Singh, Roll No. 216/B, D.M.C.T.E., Imphal
16.	Kadomdano Lambi	Bijoy Laishram, Roll No. 86/A, D.M.C.T.E., Imphal
17.	Mikuptuna	Elangbam Rameshwar Singh, Roll No. 211/B, D.M.C.T.E., Imphal
18.	Adubu	Khoisnam Indira Devi, Roll No. 135/B, D.M.C.T.E., Imphal
19.	O! Kaothokhre	Y. Lokendro Singh, Roll No. 203, Gandhi House, D.M.C.T.E., Imphal
20.	Kaorage	Bijaya Laishram, Roll No. 86/A, D.M.C.T.E., Imphal
21.	Ngaikhini Ei	Ibochouba Konthoujam, Roll No. 130/B, D.M.C.T.E., Imphal
22.	Eidi Khangi Haidokloi	Elangbam Rameshwar Singh, Roll No. 211/B, D.M.C.T.E., Imphal
23.	Animak Loujaro	Y. Lokendro Singh, Roll No. 203, Gandhi House, D.M.C.T.E., Imphal
24.	Matamgi Khongchat	N. Manishor Singh, Roll No. 173, Gandhi House, D.M.C.T.E., Imphal

4. Does the institution have a student council or any similar body? Give details on – constitution, major activities and funding

Yes. The college have a Trainees' Union. The constitution, funding and major activities are the following:

a). Constitution

The following are the office bearers of the Trainees' Union for 2013:

- i. President
- ii. General Secretary
- iii. Finance Secretary
- iv. Social Function Secretary
- v. Magazine Secretary
- vi. Games & Sports Secretary
- vii. Debate & Extension Secretary
- viii. Gents' Common Room Secretary
- ix. Ladies Common Room Secretary