

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

b). Funding

The budget allocated to each Head during 2013 is as follows:

1. President	-Rs. 45, 500/-
2. General Secretary	- Rs. 20, 700/-
3. Finance Secretary	- Rs. 1, 15, 000/-
4. Social Function Secretary	- Rs. 1, 20, 000/-
5. Magazine Secretary	- Rs. 55, 000/-
6. Games & Sports Secretary	- Rs. 45, 000/-
7. Debate & Extension Secretary	- Rs. 25, 000/-
8. Gents' Common Room Secretary	- Rs. 25, 000/-
9. Ladies Common Room Secretary	- Rs. 24, 000/-
Total:	- Rs. 5, 00, 200/-

(Rupees five lakhs two hundred) only

c). Major Activities

All the office bearers carry out their respective functions and responsibilities. The budget allocated to them is utilized in organizing various programs of co-curricular activities, in developing infrastructure of their own, and other academic activities.

5. Give details of the various bodies and their activities (academic and administrative), which have student representation on it.

The College have student representation on the following committees:

i). Academic Committee

ii). Infrastructure Committee

iii). Library Committee

6. Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?

The College does not have such mechanism.

5.4 Best Practices in Student Support and Progression

1. Give details of institutional best practices in Student Support and Progression?

Please see Section 5.1, Question 2, pp.78-79 of this Criterion.

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

1. What are the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?

Purpose

The purpose of the College is to "develop the Art of Teaching as well as Systematic and Scientific methods of teaching in the prospective and in-service teachers so as to make teaching and learning more effective".

Vision

- i). *To raise the status of D.M.College of Teacher Education (DMCTE) to an Institute with Potential for Excellence as per UGC norms and to upgrade this institution at the level of Institute of Advanced Studies in Education (IASE) as per Ministry of Human Resource Development (MHRD) Guidelines, 2012,*
- ii). *To attain higher level of Academic Excellence, Access and Equity in the areas of teacher education by providing various productive, value-based and quality-oriented teacher education programs to both the in-service teaching and pre-service would-be teachers with greater efficiency, transparency, accountability and responsiveness,*
- iii). *To share in the development of a knowledge-based society in this part of the nation by encouraging and promoting research activities, material development and faculty improvement program (FIP) .*

Mission

- i). *To educate, train, guide and help teacher trainees in a more practical and logical fashion to develop various qualities and skills with an understanding of the aims and objectives of education in dealing with child's problem, towards teaching profession and broader outlook so as to excel in their profession.*
- ii). *To guide teacher trainees develop an insight into understanding of the relationships of child's life with the school work and of society with school and school organization for enabling them to face the challenges of the changing scenario of this 21st century.*
- iii). *To train both the in-service school teachers as well as would-be teachers to develop competency of teaching and Professional consciousness with an understanding of the aims and objectives of education in the interest of the society nation and the world at large.*

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- iv) To help teacher trainees make able to use various strategies of teaching models, techniques, devices, methods, medias, effective communications and evaluation techniques.
- iv). To sensitize teacher trainees the values and importance of democratic secular approach on the basis of Delor Commission to teach healthy society of tomorrow.
- v). To encourage and promote research activities, innovation, material development and faculty improvement programs.
- vi). To open other courses of study particularly Diploma in Early Childhood Education (ECE) , Master of Philosophy(M.Phil) in Education and Doctor of Philosophy (Ph.D.) Program in Education.
- vii) To take up activities for NAAC Assessment/ Accreditation to build up a quality assurance framework by providing infrastructural and manpower requirements as per U.G.C. and N.C.T.E. norms.

Values

- i. To provide value-based teacher education, covering cognitive, affective, psychomotor domains of behavior.
 - ii. To conduct Continuous and Comprehensive Evaluation(CCE) in scholastic and co-scholastic domains.
 - iii. To produce highly professional teachers,
 - iv. To clear backlog of untrained teachers. To provide educational opportunities to the weaker sections of society - ST, Minorities, OBC, physically challenged,
 - v. To develop social values in the prospective as well as in-service teachers.
2. Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations?
- Yes. It has been reflected in the Vision and Mission and objectives of the College just given above in Section 6.1 Question 1 if the Criterion, pp.84-85.*

3. Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.)

The College being a Government institution, the Secretariat and the Director of University & Higher Education, Government of Manipur, are the top managements who ensure that the College is working effectively and efficiently. They provide the basic infrastructural and manpower facilities to the College. They used to hold meetings with the Principal of the College at

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regular intervals. The Principal is also in frequent touch with the top managements. He, being a leader of the institution, takes up all necessary measures for effective and efficient curriculum transaction in cooperation with his faculty and staff.

For preparation of the Self-Appraisal Report of NAAC, a Steering Committee was constituted on 12th September, 2013, consisting of the following members:

- | | |
|---|-------------------------------|
| 1. Dr. H. Ibomcha Sharma, Principal | – Chairman |
| 2. Dr. Sarungbam Gunadhor Singh, Teaching Faculty | – Co-ordinator |
| 3. Shri Kh. Dineshkumar Singh | – Member |
| 4. Dr. T. Surendra Singh | – Member |
| 5. Dr. Ch. Shantikumar Singh | – Member |
| 6. Shri Kh. Joy Kisan Singh Hon'ble MLA, Thangmeiband Assembly Constituency | – Member (Social Worker) |
| 7. Shri S. Gourikumar Sharma Thangmeiband Maisnam Leikai, Imphal | – Member (Local Educationist) |

The Steering Committee has been revamped consisting of the following members.

- | | |
|---------------------------------|----------------|
| 1. Dr. H. Ibomcha Sharma | – Chairman |
| 2. Dr. Sarungbam Gunadhor Singh | – Co-ordinator |
| 3. Kh. Dineshkumar Singh | – Member |
| 4. Dr. Ch. Tomba Singh | – Member |
| 5. Dr. Ch. Shantikumar Singh | – Member |
| 6. T. Surendra Singh | – Member |
| 7. S. Rajendra Singh | – Member |

For successful preparation of the Self-Appraisal Report (SAR), the following Committees were constituted purposely for NAAC assessment only:

List of Committees

1. Academic Committee (B.Ed. Course):

- | | |
|-------------------------------|---------------|
| i) Dr. H. Ibomcha Sharma | – Chairman |
| ii) Smt. Th. Ibetombi Devi | – Convener |
| iii) Smt. AK. Surodhoni Devi | – Co-Convener |
| iv) Dr. Ch. Shantikumar Singh | – Member |
| v) S. Rajendra Singh | – Member |
| vi) R.K. Jiten Singh | – Member |
| vii) L. Shmeshwar Singh | – Member |
| viii) Kh. Sanjit Singh | – Member |

2. Academic Committee (M.Ed. Course):

- | | |
|----------------------------------|------------|
| i) Dr. H. Ibomcha Sharma | – Chairman |
| ii) Dr. Sarungbam Gunadhor Singh | – Convener |
| iii) Dr. W. Jyotirmoy Singh | – Member |

- | | |
|-----------------------------|----------|
| iv) Konika Khuraijam | - Member |
| v) A. Dhaneshwari Devi | - Member |
| vi) A. Anita Devi | - Member |
| vii) Kh. Dinesh Kumar Singh | - Member |
| viii) Dr. Ch. Tomba Singh | - Member |
| ix) Dr. T. Surendra Singh | - Member |
| x) Dr. S. Sangrila Devi | - Member |
| xi) Dr. K. Sobita Devi | - Member |
| xii) S. Sumatibala Devi | - Member |

3. Library Committee:

- | | |
|--------------------------------|------------|
| i) Dr. H. Ibomcha Sharma | - Chairman |
| ii) L. Khumanleima Devi | - Convener |
| iii) Dr. Ch. Shantikumar Singh | - Member |
| iv) Dr. Ch. Tomba Singh | - Member |
| v) Dr. T. Surendra Singh | - Member |
| vi) Y. Suresh Singh | - Member |
| vii) S. Bobochandra Singh | - Member |

4. Purchase-Cum-Infrastructure Committee:

- | | |
|----------------------------|---------------|
| i) Dr. H. Ibomcha Sharma | - Chairman |
| ii) Kh. Dineshkumar Singh | - Convener |
| iii) Konika Khuraijam | - Co-Convener |
| iv) Dr. W. Jyotirmoy Singh | - Member |
| v) Dr. Ch. Tomba Singh | - Member |
| vi) Dr. T. Surendra Singh | - Member |
| vii) M. Radharani Devi | - Member |

5. Publication-Cum-Research Committee:

- | | |
|-----------------------------|------------|
| i) Dr. H. Ibomcha Sharma | - Chairman |
| ii) Dr. Ch. Tomba Singh | - Convener |
| iii) Dr. W. Jyotirmoy Singh | - Member |
| iv) Konika Khuraijam | - Member |
| v) Dr. Ch. Santikumar Singh | - Member |
| vi) Dr. T. Surendra Singh | - Member |
| vii) Dr. K. Sobita Devi | - Member |
| viii) O. Ibosana Singh | - Member |
| ix) K. Mahadeva Sharma | - Member |

6. Students Welfare-Cum-Grievance Redressal Committee:

- | | |
|--------------------------|---------------|
| i) Dr. H. Ibomcha Sharma | - Chairman |
| ii) Smt. A. Rebecca Devi | - Convener |
| iii) Smt. A. Anita Devi | - Co-Convener |
| iv) Kh. Sanjit Singh | - Member |
| v) S. Akomcha Singh | - Member |
| vi) Y. Hema Devi | - Member |

7.Laboratory Committee:

- | | |
|--------------------------------|---------------------------|
| i) Dr. H. Ibomcha Sharma | – Chairman |
| ii) Dr. Nalini Devi | – Convener (Manipuri) |
| iii) Dr. R.K. Lokendra Singh | – Co-Convener (Science) |
| iv) Dr. W. Jyotirmoy Singh | – Member (Social Science) |
| v) Konika Khuraijam | – Member (English) |
| vi) A. Dhaneshwari Devi | – Member (Science) |
| vii) Dr. Ch. Shantikumar Singh | – Member (Social Science) |
| viii) Dr. T. Surendra Singh | – Member (Technology) |
| ix) R.K. Jiten Singh | – Member (Music) |
| x) S. Ranjana Devi | – Member (Psychology) |
| xi) Dr. S. Sangrila Devi | – Member (Psychology) |
| xii) Dr. K. Sobita Devi | – Member (Psychology) |
| xiii) L. Sharmeshwar Singh | – Member (Mathematics) |
| xiv) M. Boboisana Singh | – Member |

To streamline the management system, some more committees had been constituted recently. At present, Admission Committee, Development/ Infrastructural Committee, and Library Advisory Committee are more or less functioning. Academic Committee, Finance-cum-purchase Committee, Research Committee, and Students Welfare Committee are the newly constituted Committees. The composition and functions and responsibilities of each of the Committees are given as under:

(a) Composition

i). Admission Committee

- | | |
|-------------|---|
| - Chairman; | Dr.H.Ibomcha Sharma, Principal |
| - Member; | Shri .Kh .Dineshkumar Singh, Asst .Prof .(Sr .) |
| - Member: | Dr.W. Jyotirmoy Singh, Asst .Prof. (Sr .) |
| - Member; | Smt. KonikaKhuraijam, Asst.Prof.(Sr .) |
| - Member; | Smt. Th .Ibetombi Devi, Associate Prof. |
| - Member: | Smt. Ak. Surodhoni Devi, Associate Prof. |
| - Member: | Smt. Anita Kangabam, Asst.Prof. (Sr .) |
| - Member: | Dr.A. DhaneshworiDevi, Asst,Prof. {Sr . } |
| - Member; | Dr.T. Surendra Singh, Asst.Prof. |
| Member; | Dr.Ch. Shantikumar Singh, Asst.Prof. |
| Member; | Shri S. Rajendra Singh, Asst.Prof. |

b) Functions and responsibilities

- To conduct admission tests for B.Ed. and M.Ed.
- To deal with any matter relating to admission

ii) Development Committee

a) Composition

- | | |
|----------|--------------------------------------|
| Chairman | Dr. H. Ibomcha Sharma, Principal |
| Member | Dr.Ch. Shantikumar Singh, Asst.Prof. |

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Member	Shri S. Rajendra Singh, Asst. Prof.
Member	Dr. Ch. Tomba Singh, Asst. Prof.
Member	Smt. M. Radharani Devi, Technical Staff

b). Functions and responsibilities

- To draw plan for overall development of the College.
- To put up proposal for construction of buildings, land development, etc.
- To provide the teaching materials.
- To deal with the library Requirements.

iii) Library Advisory Committee

a) Composition

Chairman	Dr.H.Ibomcha Sharma, Principal
Convener	Smt. L. Khumanleima Devi, Librarian
Member	Dr. Khomdon Singh, Librarian, Manipur University
Member	Smt. RanjanaMutum, Asst. Prof.
Member	Dr. S. Sangrila Devi, Asst. Prof.
Member	Shri Th. Suresh Singh, Library Staff

b) Functions and responsibilities

- To make proposals for purchase of books, journals, etc., from time to time.
- To impart the knowledge and skills of library use to the students.
- To develop reading habits in the students
- To invite resource persons on library to deliver extension talks from time to time.
- To enforce Library Rules strictly.
- To deal with all matters relating to the procurement of textbooks, references, journals, other books, ICT, infrastructure, lending and borrowing, etc.

Other Committee Newly constituted in September, 2013

i. Academic Committee

a) Composition

Chairman	Dr.H.Ibomcha Sharma, Principal
Convener	Shri Kh. Dineshkumar Singh, Asst. Prof. (Sr.)
Member	Dr. W. Jyotirmoy Singh, Asst. Prof. (Sr.)
Member	Konika Khuraijam, Asst. Prof. (Sr.)
Member	Smt. Anita Kangabam, Asst. Prof. (Sr.)
Member	Dr. A. Dhaneshwari Devi, Asst. Prof. (Sr.)
Member	Dr. L. Sharmeswar Singh, Asst. Prof. (Sr.)

b). Functions and responsibilities

- To deal with all academic matters in the light of the goals and objectives of the College.
- To frame Academic Calendars of B.Ed. and M.Ed.
- To prepare Time-Table of B.Ed. and M.Ed.
- To redress any academic grievances of students and teachers
- To hold seminar, conferences, workshops, etc., from time to time.

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- To invite resource persons for delivery talks as frequently as practicable.
- To make arrangement for Community Contact Programme.

ii). Examination Committee

a) Composition

Chairman	Dr.H. Ibomcha Sharma, Principal
Convener	Dr. T. Surendra Singh, Asst. Prof.
Member	Smt. Th. IbetombiDevi , Associate Prof.
Member	Smt. Ak. Surodhoni Devi, Associate Prof.
Member	Smt. Anita Kangabam, Asst. Prof. (Sr.)
Member	Dr. Ch. Shantikumar Singh, Asst. Prof

b) Functions and responsibilities

- To conduct Pre-Final Examination and announce the results
- To redress any examination related grievances
- To organize workshops on evaluation
- To fix the date of examinations
- To Preserve/possess examination related documents
- To appoint question setters, examiners, scrutinizers, invigilators, etc.
- To make arrangement for holding examinations
- To deal with all matters relating to Manipur University Examination

iii). Research Committee

a) Composition

Chairman	Dr.H. Ibomcha Sharma, Principal
Convener	Dr. S. Gunadhor Singh, Faculty Member
Member	Dr. R.K. Lokendra Singh, Associate Prof.
Member	Dr. H. Nalini Devi, Associate Prof.
Member	Dr. K. Sobita Devi, Guest Faculty

b) Functions and responsibilities

- To consider research proposal for M.Phil. and Ph.D .and give approval.
- To modify any research topic/title for M.Phil. and Ph.D.
- To fix the number of research student to be worked under a supervisor
- To consider and approve the proposal for guideship and prepare a format for guideship.
- To decide the minimum qualifications for guideship .
- To consider and approve Fellowship/Scholarship of research students.
- To compile research papers published by the faculty and publish them from time to time in the interest of students and teachers.
- To organise workshops on research methodology from time to time.
- To hold M.Phil and Ph.D. Pre-Submission seminars.
- To make arrangements for Ph.D. Course work as per UGC Regulations, 2009, and prepare the Syllabus for the purpose.
- To encourage teachers to undertake Project(Major and Minor) under U.G.C., ICSSR, etc.

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- To conduct Entrance Test for M.Phil. and Ph.D. admission.
- To encourage teachers and students to publish research-based papers in reputed National and International journals.
- To disseminate the importance of research amongst students.
- To deal with all matters relating to research activities.

iv) Finance-cum-Purchase Committee

I. FINANCIAL ASPECTS

a) Composition

Chairman	Dr.H. Ibomcha Sharma, Principal
Convener	Dr. S. Gunadhor Singh, Faculty Member
Member	Smt. A. Sumati Devi, UDC
Member	Smt. M. Radharani Devi, LDC
Member	Shri Kh. Sanjit Singh, LDC

b) Functions and responsibilities

- To receive funds from Government and non-government, UGC and other funding agencies and deposit the same in the College Account in bank.
- To prepare budget for every academic year in time on the basis of the proposals made by different Departments (Committees) and Trainees' Union and pass budget
- To allocate funds to different Heads
- To computerise day-to-day income and expenditure so that everybody concerned can have access to it through ICT (intranet/ Internet, Web-site.).
- To accord day-to-day sanction within a reasonable limit.
- To maintain strict financial austerity.
- To utilize funds judiciously
- To appoint "Internal auditors" and audit the funds utilised for every academic year.
- To place the internal and external audit reports before a joint session of all Committees at the end of academic year.
- To seek funds from outside agencies for infrastructural development
- To create funds for investment in teaching and research, seminars, conferences, workshops, etc.
- To give financial assistance to the needy students and non-teaching staff. .
- To create a Corpus Fund.
- To reserve a certain percentage of fund from each Head for utilization in the developmental programs of the College for each academic year.

II. PURCHASE ASPECTS

c) Functions and responsibilities

- To consider and approve the proposal(s) for purchase of logistic supports.
- To make purchase through proper procedures.
- To purchase day-to-day needs, within a reasonable limit.

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V). Students Welfare Committee

a) Composition

<i>Chairman</i>	<i>Dr. H. Ibomcha Sharma, Principal</i>
<i>Convener</i>	<i>Smt. Ch. Sundari Devi, Asst. Prof.</i>
<i>Member</i>	<i>Smt. Th. Ibetombi Devi Associate Professor</i>
<i>Member</i>	<i>Smt. Ak. Surodhoni Devi, Associate Professor</i>
<i>Member</i>	<i>Smt. A. Rebecca Devi, Associate Professor</i>
<i>Member</i>	<i>Shri R.K. Jitendra Singh, Asst. Prof.</i>

b) Functions and responsibilities

- *To organize annual cultural and sports programs during College Week.*
- *To look after the functioning of the Trainees' Union.*
- *To help the needy students.*
- *To redress the grievances of students.*
- *To invite articles from the students and teachers for College Magazine and to publish it.*

INTER-COMMITTEE CO-ORDINATION

All the Committees will work together in cooperation with each other. Any resolution(s) taken in any Committee meeting(s) will be sent to each Committee for information and necessary action. There will be a joint meeting of all Committees at least once a month during an academic year. The meetings will be called by the Chairman of all Committees.

The term of office of all Committees will be of 2 years. The functions and responsibilities of each Committee may be modified/revised from time to time, depending upon needs and situations. A bye-law of the whole Committee will also be formulated for smooth functioning of the Committees. In all the committees, the Principal will be the President/Chairman as ex-officio member of the Committee.

4. How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

The staff of the College, being Government employees, adheres to the clearly defined rules and regulations of the Government. They are also bound by the conditions of service. Any information from the top managements from time to time is immediately communicated to the staff members by the Principal by circular, notification, meetings and official orders and he ensures that the responsibility fixed on them is assumed. In the day-to-day management, any responsibility fixed on any member of the staff is intimated either formally or informally, or both and ensures that they assume the responsibility.

5. How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?

Supervision and monitoring is day-to-day experience on the part of the Principal to ascertain: to what extent the students, teachers, and staff are punctual and regular in their attendance; up to what extent the students are able to understand whatever is taught

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by their teachers; whether there is any grievance on the part of students and teachers; what is the extent of absenteeism of the students; whether classroom roll call takes place without fail; what is the style of teaching; whether the courses are completed as per schedule; whether the available teaching aids are properly utilized; what is the performance of the students in tests, assignments, etc.; whether students use library regularly; whether College canteen is running in neat and tidy; how the students utilize their recess; etc.

The Principal tries to understand one experience or another directly or indirectly and effort are made to provide feedback.

6. How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?

Any deficiency cropped up is identified by the Principal with the help of teachers, students and staff and best efforts are made to remove them in consultation with the teachers and top managements.

7. How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

The staff members are often encouraged to look after the whole institution in all its aspects. The Principal ensures that they keep the toilets neat and clean, that they sweep the floor, carpets, and compound in time, that they open offices and classrooms in time and clear the dust, dirt, etc., that they ring the bell on time for every period, that they dispose any official file as soon as practicable, that they hear the grievances of the students and teachers, that they attend office on time. Thus, efforts are made to make the staff involve in the improvement of the effectiveness and efficiency of the institution through understanding, explanation, and suggestion.

8. Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.

Please see Question 4,5,6 and 7 just above.

6.2 Organizational Arrangements

1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year. The College has Developmental Committee, Admission/ Academic Committee and Library Committee. They have been functioning. But the rest of the Committees, as given below, were constituted recently. They are yet to be functional and best efforts have been made to streamline them. During last year, fourteen meetings were held.

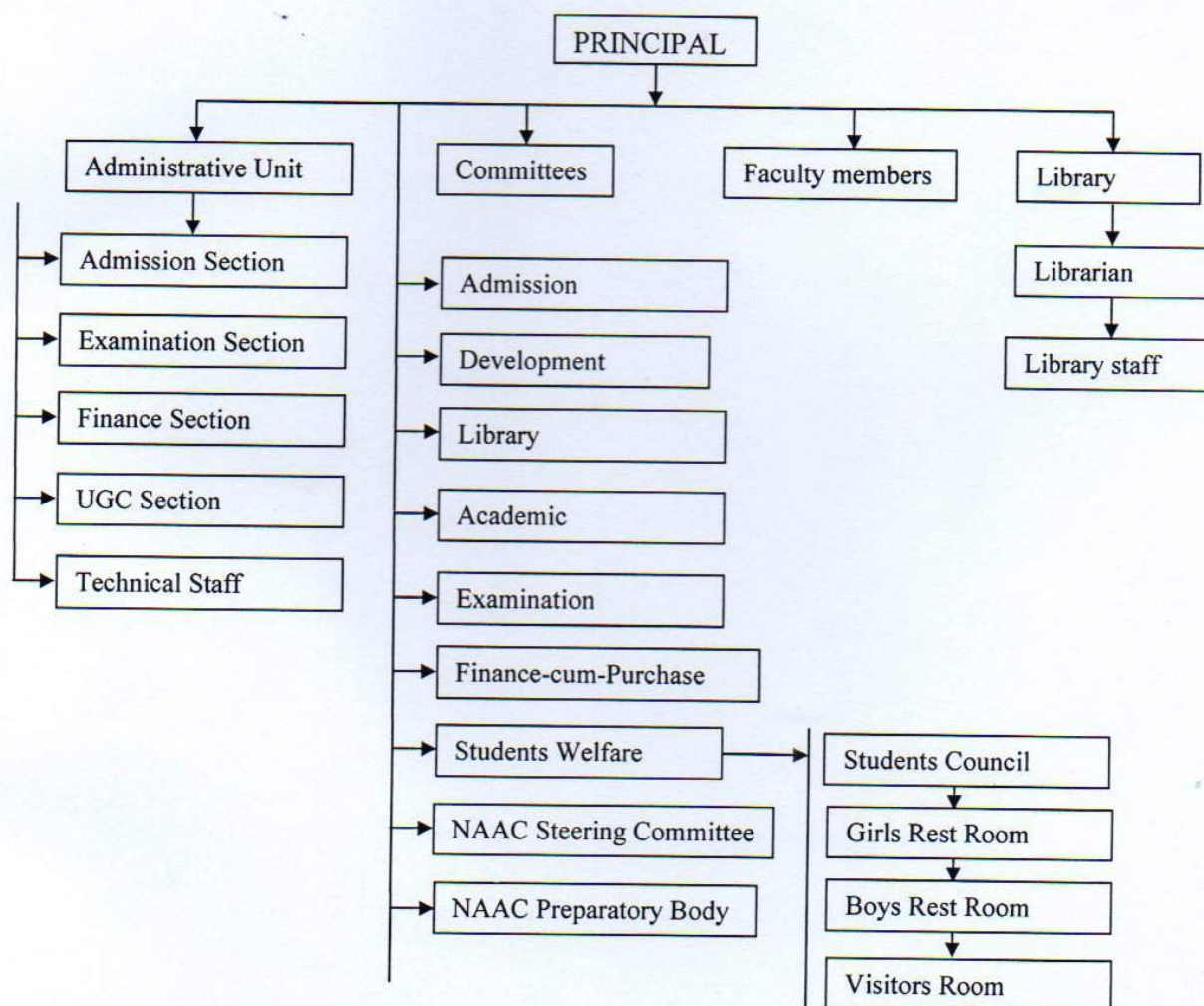
- a) Admission Committee
- b) Development Committee
- c) Library Advisory Committee

- d) Academic Committee
- e) Examination Committee
- f) Finance-cum-Purchase Committee
- g) Students Welfare Committee

For details, Please see Part II: The Evaluative Report, Criterion VI: Governance and Leadership, Section 6.1 Institutional Vision and Leadership, Question 3, pp.93-100.

2. Give the organizational structure and the details of the academic and administrative bodies of the institution.

ORGANIZATIONAL STRUCTURE OF D.M. COLLEGE OF TEACHER EDUCATION



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3. To what extent is the administration decentralized? Give the structure and details of its functioning.

- For academic matters, most of the activities are handled by the Admission Committee.
- The overall infrastructural development is dealt with by the Development/Infrastructural Committee.
- For procurement of books, it is entrusted to the Librarian and staff.
- For organization of College Week including various programs of co-curricular activities, it is entrusted to the teachers-in-charge appointed for the purpose.
- The office bearers of the Trainees' Union holding different portfolios are entrusted to carry out their due functions and responsibilities effectively.

4. How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?

The College has no collaboration with other sections and departments, except the school personnel at the time of practice teaching. For details, Please see Part II: The Evaluative Report, CRITERION II; TEACHING-LEARNING AND EVALUATION, Section 2.3 Teaching-Learning Process, Question 8, p.51.

5. Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.

Besides collecting day-to-day data on the functioning of the College and providing feedback, focus is made on the performance of the students in the University examinations. If the performance of the students in the examinations is not satisfactory, a group discussion takes place to explore the reasons behind it and feedback provided to the decision(s) taken for more improvement in the next examinations.

(Please see also Section 6.1, Question 5 of this Criterion)

6. What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/providing conducive environment).

Resource persons from Manipur University and others are invited from time to time to deliver talks either formally or informally. In one instance, Prof. Irom Gambhir Singh, Department of English, Manipur University, delivered talks on different dimensions of teaching English language. Dr. Leihaothabam Sarbajit Singh, Phonetician, Department of English, Manipur University, delivered talks on the way in which how to use a language lab with demonstration through the equipments in the Language lab of the College. Besides these, knowledge sharing took place through workshop and seminar.

6.3 Strategy Development and Deployment

1. Has the institution an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?

The College has no such provisions till date

2. How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

Being a Government institution, the expenditure on salary and infrastructural development of the College are borne by the State Government, while the grants for infrastructural development of the College are accorded by the UGC from time to time. However, there are a number of activities which need manpower and financial involvement for which there is little or no provision for meeting the required expenditure on the part of the educational authorities. Accordingly, the expenditure to be incurred on materializing the academic plans is met out of the non-government funds with need-based allocation

3. How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

The needed resources are obtained From the Government of Manipur, UGC, and fees from students. Besides, teachers, students, and staff members, Principal render their best services to achieve the organizational goals and objectives.

4. Describe the procedure of developing academic plan. How are the practice teaching schoolteachers, faculty and administrators involved in the planning process?

The procedure of developing academic planning takes place under the following steps during 2012-2013 academic sessions:

First, the number of working days in a year are given.

Secondly, the number of non-working days are worked out.

Thirdly, the total number of actual working days are estimated. Finally, on the basis of actual working days that the academic activities to be carried out during the academic year are developed.

- i) Number of working days in a year = 365
- ii) Number of non-working days = 150*
- iii) Number of working days in a year. = 215**

** Days 45 Summer Vacation, +12 Winter Vacation+ 33 public & College Holidays + 12 Second Saturday + 48 Sundays = 150.*

***During the last five years, the College was not able to get the estimated working days because of law and order problems, interalia, planned or unplanned BANDHS and GENERAL STRIKES, INTERMITTENT or CONTINUOUS ROAD BLOCKAGES for more than 100 days in some cases, clast between state and non-state actors conflicts, and so on. These are the usual unavoidable phenomena which could be understood by any*

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person through a simple question in Manipur. Thus, certain allowances or adjustments need to be given while calculating the actual working days for the days which are likely to be lost or already lost. Considering these facts, academic planning took place in the past, but in a very difficult position. This has been given in the Academic Calendar of B.Ed. and M.Ed.

5. How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

The activities to be carried out by the employees, i.e., non-teaching staff, are made known to each of them formally or informally and they should deploy their respective assignments to the best satisfaction of the College. In this regard, Please see Part II: The Evaluative Report, CRITERION VI: GOVERNANCE AND LEADERSHIP, Section 6.1 Institutional Vision and Leadership, Question 7, p.101.

6. How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?

Monitoring and evaluation is a regular practice. (Please see PAR II: THE EVALUATIVE REPORT, CRITERION VI: GOVERNANCE AND LEADERSHIP, Section 6.1 Institutional Vision and Leadership, Question 5). Since the attainment of the organizational goals and objectives largely depends on the learning outcome, best efforts are made to maximize the output with good quality by monitoring, evaluating and revising the curricular

(Please see also Section 6.2, Question 5 of this Criterion).

7. How does the institution plan and deploy the new technology?

The College has plans for acquisition of new technologies for use in various ways from State Government; UGC; MHRD, Government of India, and other funding agencies.

6.4 Human Resource Management

1. How do you identify the faculty development needs and career progression of the staff?

With the implementation of Academic Performance Indicator (API) under UGC, the teachers at their discretion need to do academic activities for their career progression. Accordingly, they may publish research-based papers in reputed National and International journals they may participate in seminars, conferences, workshops, refresher courses, orientation programs, etc., they may also publish books, they may acquire M.Phil., Ph.D. degrees, they may become research supervisors, and so on. Such academic needs for all teachers are identified mainly through their Self-Appraisal Report(SAR) and also free and frank informal interaction. There are teachers who are lagging behind in this direction. They are always encouraged to do the needful with full assurance of giving academic freedom to them.

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2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

The College has no specific mechanism for assessment of performance of faculty and staff. However, some of the informal practices in relation to teaching, research and service for faculty and staff are presented as under:

FACULTY

i) Teaching

The teaching performance of a teacher is more or less determined on the basis of the performance of the students. If most of the students obtain low marks in the University final examination in the very subject taught by the teacher, then the performance of the teacher may be considered to be low. This is the implicit idea among students and teachers.

ii) Research

The performances of the teachers are identified through the Self-Appraisal Report (SAR) of the teachers.

iii) Service

The College is functioning under an atmosphere that when there happens to be any grievance on the part of any student, teachers are always ready to help them. It is the general experience that teachers try to give the appropriate answers to any question asked by the students, which may be in the classroom itself or in the verandah, in the campus, in the Canteen, or even outside the campus.

STAFF

i) Service

Certain assignments are given to each employee of the College. They are expected to carry out their respective duties and responsibilities without fail. In this context, Please see Part II: The Evaluation Report, CRITERION VI; GOVERNANCE LEADERSHIP, Section 6.1 Question 7, p.101.

The College makes best efforts to improve teaching, research and service of faculty and staff through discussion, explanation, suggestion, and persuasion

COMPREHENSIVE EVALUATIONS BY STUDENTS

It may be worthwhile to mention here briefly about the much talked and debated "TEACHERS EVALUATIONS BY STUDENTS", a mechanism evolved by the UGC, for assessment of the performance of the teachers in higher education. In fact, this very mechanism has been rejected by the teaching community on one pretext or another. Even All India Federation of University and College Teachers Organization (AIFUCTC) in one time raised a strong objection against it when UGC tried to enforce it in the higher

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education throughout the country. Accordingly, such a mechanism could not be put into practice.

Now, our pertinent simple question is; "what is the motive behind it amongst teachers?" Our assumptions are that:

- a) Students are inferior to teachers.
- b) How can the students evaluate his "Guru's" strengths and weaknesses? .
- c) Are students the technical experts for assessment and evaluation of their teachers?
- d) It involves ethical questions.
- e) Such a practice was not found even from the remote past.
- f) The elements of bias and partiality cannot be eliminated.
- g) It is prejudicial.
- h) And so on and so forth

Some of the factors given above are hypothetical; there might be many unknown reasons for rejection of teachers evaluation by students. The rejection itself has been a long drawn discussion amongst faculty of this college. Now, the college have full determination to introduce the system, using UGC prescribed format on experimental basis from the next academic year. College strongly feels that nobody or no other mechanism could determine the effectiveness of a teacher, except learners. It is in this direction that a beginning is being made.

COMPREHENSIVE EVALUATIONS BY PEERS

The College has no such a system. For successful introduction of such a system, elimination of egoism. Love, affection, familial relationship, feeling of oneness, positive mind-set, team spirit, keen healthy academic competition, transparency, sense of brotherhood, friendly relationship, etc., are highly called for.

3. What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)
Informal system of lending and borrowing either in case or kind or both to redress each other grievances from time to time has long been prevailing among staff and faculty.
4. Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.
No formal arrangement has been made to upgrade the skills of the staff members. However, experts in the field of account maintenance, office procedures, use of technologies, etc. are invited informally from time to time for training of the staff.
5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions)

and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?

Proposals for recruitment of the required faculty and staff are sent to the Director of Education(U), Government of Manipur. Recruitment policy, salary structure, and conditions of service of the faculty are in accordance with the norms and standards and regulations of the NCTE, UGC, University and State Government, while that of the staff is with the State Government. The College also tries to retain those who have the desired qualifications, knowledge and skills as per NCTE, UGC, University and State Government norms, standards and regulations by engaging them as Part-time Lecturers and Guest Faculty with approval from the State Government.

6. What are the criteria for employing part-time/Adhoc faculty? How are the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specialisations).

The criteria for employing part-time and guest teachers are not different from that of the regular teachers in terms of the desired qualifications, workload and specializations. The difference only lies with the salary structure. Guest teachers only enjoy Rs.500 per lecture with a maximum of UGC basic pay of Rs.21,600/-, Part-time Rs.21,600/- (consolidation) and regular teachers get basic pay and allowances.

7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

The College has no provision for budget allocation for sponsoring for advanced study, research and participation in seminars, conferences, workshops, etc., but supports them academically for active involvement in local, state, national and international professional associations.

8. What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).

Separate rooms are provided to all the faculty members with computer, Internet and Intranet facilities, etc.

9. What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?

Any information relating to the faculty is intimated by circular, etc., in the case of other stakeholders, it can be done so from the College "Enquiry". For any complaint, the stakeholders can lodge it either through representation or verbal, or both, or through the "Complaint Box".

10. Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including

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teaching, research, assessment, mentoring, working with schools and community engagement.

There are no clear cut work load policies and practices other than the normal duties and responsibilities of the faculty in the institution. For outside academic and other activities engagement, if the duration of the engagement happens to be of a short duration, say, a week or so, the College manages it and the time consumed during the engagement is made up subsequently. If the nature of engagement to be of long duration, permission may be sought from the State Government.

11. Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

There is no specific mechanism in this regard, except verbal reward, having a cup of tea, persuasion, encouragement, suggestion, acceptance, avoidance of negative reinforcements, etc., for good performance

6.5 Financial Management and Resource Mobilization

1. Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated

The College gets financial support from the State Government and UGC. The details are shown in Question 4 below.

2. What is the quantum of resources mobilized through donations? Give information for the last three years.

No resources are still mobilized through donations.

3. Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?

The day-to-day expenses of the institution can be covered by the operational budget of the College.

4. What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit)

STATEMENT OF INCOME & EXPENDITURE DURING 2009-2013

Income			Expenditure
State Salary (Non-Plan)			
Sl. No.	Year	Amount	
1.	2009	65,22,887	65,22,887
2.	2010	59,15,228	59,15,228
3.	2011	96,35,049	96,35,049
4.	2012	1,29,87,060	1,29,87,060
5.	2013	1,28,79,721	1,28,79,721
Total:		4,79,39,945	4,79,39,945

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LOC (State plan)			
1.	2009	25,97,500	25,97,500
2.	2010	28,37,600	28,37,600
3.	2011	30,99,675	30,99,675
Total:		85,34,775	85,34,775
UGC GRANTS			
1.	2009	11,07,000	11,07,000
2.	2010	3,53,000	3,53,000
3.	2011	73,65,100	73,65,100
4.	2012	42,08,625	42,08,625
5.	2013	1,50,000 (Library)	1,50,000
Sub-total:		6,03,26,415	6,03,26,415

Surplus = Rs. Nil

Deficit = Rs. Nil

INCOME AND EXPENDITURE DURING THE CURRENT YEAR (2014)

State (Non Plan)	Income	Expenditure
1. Salary (upto Sept. 2014)	93,32,030	93,32,030
Total:	93,32,030	93,32,030
UGC Grants		
1. IQAC	3,00,000	In Bank
2. General Development Assistance (Plan Block Grant)	13,94,000	13,94,000
3. Construction (Building)	30,00,000	20,00,000
Total:	46,94,000	33,94,000
Sub-total:	1,40,26,030	1,27,26,030

Surplus = Rs. 13,00,000

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**INCOME AND EXPENDITURE STATEMENT OF FEES
DURING 2012 - 2014**

Opening Balance	Admitted Students	Appl. Form	Adm. Fee 2012	Opening Balance 9,25,039	Exp. Govt. Revenue	Non Govt. Expenditure	Bank Balance
B.Ed. Adm. 2012	219 x 7,200	3,76,500	15,76,000	23,72,500	4,60,299	16,62,201	2,50,000
M.Ed. Adm. 2012	35 x 12,000		4,20,000				
B.Ed. Adm. 2013	230 x 7,200	2,96,100	16,56,00	23,37,100	4,76,780	17,07,320	1,53,000
M.Ed. Adm. 2013	35 x 11,000		3,85,000				
B.Ed. Adm. 2014	230 x 9,500	6,61,530	21,85,00	32,31,530	4,79,780	21,93,503	9,61,253 + 4,51,781
M.Ed. Adm. 2014	35 x 11,000		3,85,000				
		13,34,130	66,07,000	58,41,130	14,16,859	55,63,024	14,13,064

Surplus = Rs. 14,13,034

**STATE (Non-Plan)
SALARY FOR THE YEAR 2009 TO 2014
D.M. College of Teacher Education, Imphal**

Sl. No.	Years	Salary (NON-Plan)	Remuneration Guest Lecturer & Part-time Lecturer
1.	2009	60,77,954	4,44,933
2.	2010	55,43,412	3,71,816
3.	2011	92,00,219	4,34,830
4.	2012	122,19,840	7,67,220
5.	2013	125,49,381	3,30,340
6.	2014	84,02,330	Up to September, 2014 9,29,700

**State (Plan)
CONTINGENCE FOR THE YEAR 9th September, 2009 to 24th March, 2010**

Sl. No.	Years	Contingence LOC	Amount
1.	2009-2010	Providing IEI in the newly extension of Library	4,50,000
2.		Providing IEI in the Men's Hostel	4,50,000
3.		Construction of Men's Hostel Mess	4,00,000
4.		Construction of Northern drain inside the campus	4,00,000
5.		Construction of Western drain inside the campus	4,00,000
6.		Improvement of college Ground (Western side)	3,99,900
7.		Renovation of Class Room of DMCTE (Portion-II)	48,800
8.		Renovation of Class Room of DMCTE (Portion-I)	48,800
		Total Rs.	25,97,500

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State (Plan)
CONTINGENCE FOR THE YEAR 29th October, 2010 to 27th March, 2011

Sl. No.	Years	Contingence LOC	Amount
1.	2010-2011	Construction of Approach Road connecting DMC Road & Vehicle shed	4,00,000
2.		IEI in the Class Room	3,00,000
3.		Construction of Verandah of Newly Construction Science and Social Labofatory Block	3,50,000
4.		Implementing the development work of DMCTE for Providing IEI in the newly constructed Science Laboratory Block	3,00,000
5.		Black topping of the approach road	2,90,000
6.		Renovation of old library building	4,00,000
7.		Wall fencing (Northern side)	4,00,000
8.		Land development of playground (Portion-I)	3,00,000
9.		Repairing/renovation of Gent's Hostel Toilet	49,300
10.		Repairing/renovation of M.Ed. class room	48,300
Total Rs.			28,37,600

State (Plan)
CONTINGENCE FOR THE YEAR 7th December, 2011 to 27th March, 2012

Sl. No.	Years	Contingence LOC	Amount
1.	2011-2012	Extension of library building	3,00,000
2.		Construction of compound fencing with main gate	4,50,000
3.		Construction of toilet block of Principal's office	3,00,000
4.		Construction of toilet of gent's hostel	3,50,000
5.		Renovation of corridor in between office and teaching staff	2,00,000
6.		Construction of vehicle shed	3,00,000
7.		Construction of improvement and beautification of botanical garden	3,00,000
8.		Renovation of music class room	3,00,000
9.		Providing IEI of music class room	50,000
10.		Providing IEI of old library building	50,000
11.		Construction of common room for trainees	4,99,675
Total Rs.			30,99,675

University Grants Commission for the year 2009
No. F.6-34/2007-12 (NERO)/6355 dt.30th December, 2009

Sl. No.	Scheme	Items	Grant Allocated	Expenditure
1.	Books and Journals	Books and Journals	2,00,000	2,00,000
2.	Equipment	Equipment	2,00,000	2,00,000
3.	Extension activities	Extension activities	1,20,000	1,20,000

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Additional Grant/Schemes Merged with Development Grants

1.	"Catch-up" grant for Young College in Old College [Recognized under section 2 (f) and 12 B during Tenth Plan and thereafter]	Building (Limited to Rs. 9.00 lakh)		
		Books and Journals		
		Equipment	1,00,000	1,00,000
2.	Special grant for enhancement of Initiative for capacity building in College	Books and Journals	10,000	10,000
		Equipment	10,000	10,000
		Building classroom laboratory		
		Furniture fixtures for new classroom laboratory		
3.	Establishment of UGC-Network Research Centre 9 UGC-NRC (first time assistance	Pentium PC (latest) Printer, UPS, Software, Fax, Modem	2,50,000	2,50,000
		Internet Connectivity		
4.				
5.	Equal opportunity centre in colleges	Contingency, Meeting, honorarium to advisor (PG College Rs. 50 lakh p.a. UG College Rs. 30 lakh p.a.)	10,000	10,000
6.	Career and Counseling Cell	Computers with internet laser printer photocopier, fax	2,00,000	2,00,000
7.		Hiring charges, TA/DA to counselor, research person, payment of honorarium reader material, contingency	20,000	20,000

Total Rs. 11,07,000/-

University Grants Commission for the year 2010
No. F.6-34/2007 (NERO)/3509 dt.11th November, 2010

Sl. No.	Scheme	Items	Grant Allocated	Expenditure
1.	Extension activities	Extension activities	80,000	80,000

1.	Enhancement of initiative for college	Books and Journals	40,000	40,000
		Equipment	40,000	40,000
		Building Classroom Laboratory		
		Furniture fixtures for new classroom laboratory		
2.	Establishment of UGC-Network Resources Centre (UGC-NRC) (first time assistance	Pentium PC (latest), Printer, UPS, Software, fax, modem	25,000	25,000
		Internet connection	48,000	48,000
3.	Equal opportunity centre in colleges	Contingency, Meeting, honorarium to advisor (PG College Rs. 50 lakh p.a. UG College Rs. 30 lakh p.a.)	40,000	40,000
		Short term course on positive discrimination (Rs.0,25 lakh p.a.)		

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4.	Career and counseling cell	Computers with internet, Laser printer, photocopier, fax		
		Hiring charges, TA/DA to counselor, research person, payment of honorarium reader material, contingency	80,000	80,000

Rs. 3,53,000/-

University Grants Commission for the year 2011

No. F.6-35/101/Add (NERO)/4344 dt.27th January, 2011

Sl. No.	Items	Grant Allocated	Expenditure
1.	Generator	4,00,000	4,00,000
2.	Inverter	24,000	24,000
3.	Digital camera	45,000	45,000
4.	LCD Projector	4,20,000	4,20,000
5.	TV	1,00,000	1,00,000
6.	Computer set (No. 20)	9,81,100	9,81,100

Total: Rs.19,70,100/-

University Grants Commission for the year 2011

No. F.1-6/Acctt./NERO/2010-11/1495 dt.2nd May, 2011

Sl. No.	Items	Grant Allocated	Expenditure
1.	Construction of classroom (MS-3)	4,50,000	4,50,000
2.	Construction of Laboratory Room	3,25,000	3,25,000
3.	Extension of classroom	3,00,000	3,00,000

Total: Rs.10,75,000/-

University Grants Commission for the year 2011

No. F.1-6/Acctt./NERO/2010-11/1856 dt.15th November, 2011 & 18th November, 2011

Sl. No.	Items	Grant Allocated	Expenditure
1.	Construction of classroom (MS-3)	4,50,000	2,40,000
2.	Construction of Laboratory Room	3,25,000	2,20,000
3.	Extension of classroom	3,00,000	3,60,000

Total: Rs. 8,20,000/-

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University Grants Commission for the year 2011
No. F.33-147/Sports/NERO/7615 dt.21st July, 2011

Sl. No.	Items	Grant Allocated	Expenditure
1.	Construction of Indoor Sports Training Facilities	35,00,000	35,00,000

Total: Rs. 35,00,000/-

University Grants Commission for the year 2012
No. F.1-6/UGC/NERO/2011-12/2257/2338 dt.20th January, 2012, 6th February, 2012

Sl. No.	Items	Grant Allocated	Expenditure
1.	Computer Set (Nos.10)	2,18,900	2,18,900

Total: Rs. 2,18,900/-

University Grants Commission for the year 2012
No. F.35-101/Add/2011-12 (NERO)/17365 dt.10th July, 2012

Sl. No.	Items	Grant Allocated	Expenditure
1.	Smart Board	3,00,000	3,00,000
2.	Projector	1,15,000	1,15,000
3.	Laptop	1,12,500	1,12,500
4.	Accessories of Music Lab	2,50,000	2,50,000
5.	Equipment of Social Science	1,70,000	1,70,000
6.	Photostat Copier	1,20,000	1,20,000
7.	Stabilizer	8,500	8,500
8.	Biometric time attendance	78,725	78,725

Total: Rs.11,89,725/-

University Grants Commission for the year 2012
No. F.33-147/Sports/NERO/19201 dt.10st October, 2012

Sl. No.	Items	Grant Allocated	Expenditure
1.	Indoor sports training facility	28,00,000	17,00,000
			6,00,000
			5,00,000

Total: Rs. 28,00,000/-

University Grants Commission for the year 2013
No. F.6-9/2012 (NERO)/21642 dt.20st March, 2013

Sl. No.	Items	Grant Allocated	Expenditure
1.	Books	1,50,000	1,50,000/-

Total: Rs. 1,50,000/-

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University Grants Commission for the year 2014
No. F.6-9/IQAC/2012 (NERO)/17291 dt.22nd March, 2014

Sl. No.	Items	Grant Allocated	Expenditure
1.	Honorarium to the director/coordinator, IQAC @ Rs. 1000x12x5	60,000	In bank
2.	Office equipment	60,000	
3.	Hiring services for secretarial and technical services	60,000	
4.	ICTs Communication expenses	70,000	
5.	Contingencies	50,000	

Total: Rs. 3,00,000/-

University Grants Commission for the year 2014
No. F.6-9/GDA/2012 (NERO)/17292 dt.22nd March, 2014

Sl. No.	Items	Grant Allocated	Expenditure
1.	General development assistance (Plan Block Grant)	13,94,000	6,00,000
			7,94,000
			Nil

UGC Amount Already Released

Sl. No	Year	Amount
1.	2009	11,07,000
2.	2010	3,53,000
3.	2011	19,70,100
4.	2011	10,75,00
5.	2011	8,20,000
6.	2011	35,00,000
7.	2012	2,18,900
8.	2012	11,89,725
9.	2012	28,00,000
10.	2013	1,50,000
11.	2014	3,00,000
12.	2014	13,94,000
	Total	1,78,77,725

HOSTEL WATER EXPENDITURE, D.M. COLLEGE OF TEACHER EDUCATION, IMPHAL

Sl. No.	Date	Amount
1	06-01-2011	800
2	15-01-2011	800
3	03-02-2011	800
4	20-02-2011	700
5	18-03-2011	800
6	25-03-2011	800

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7	06-04-2011	800
8	16-04-2011	800
9	25-05-2011	800
10	02-05-2011	800
11	12-05-2011	800
12	27-07-2011	800
13	30-08-2011	900
14	07-09-2011	2000
15	15-09-2011	1000
16	20-09-2011	1000
17	06-10-2011	1000
18	20-10-2011	1000
19	05-11-2011	1000
20	22-11-2011	1000
21	01-12-2011	1000
22	10-12-2011	1000
23	25-12-2011	1000
Total Rs.		20800

Sl. No.	Date	Amount
1	05-01-2012	1200
2	15-01-2012	1200
3	25-01-2012	1200
4	05-02-2012	2000
5	20-02-2012	1000
6	05-03-2012	2400
7	20-03-2012	1200
8	14-04-2012	2400
9	10-05-2012	1200
10	25-05-2012	1200
11	10-06-2012	1200
12	22-06-2012	1200
13	05-07-2012	1200
14	20-07-2012	1200
15	01-08-2012	1200
16	16-08-2012	1200
17	01-09-2012	1200
18	20-09-2012	1200
19	01-10-2012	1200
20	15-10-2012	1200
21	01-11-2012	1200
22	18-11-2012	1200
23	02-12-2012	1200
24	15-12-2012	1200
Total Rs.		31800

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Sl. No.	Date	Amount
1	10-01-2013	1200
2	25-01-2013	1200
3	10-02-2013	1200
4	23-02-2013	1200
5	08-03-2013	1200
6	20-03-2013	1200
7	05-04-2013	1200
8	25-04-2013	1200
9	10-05-2013	1200
10	05-08-2013	1200
11	23-09-2013	1000
12	23-10-2013	1000
13	15-11-2013	1000
14	29-11-2013	1000
15	01-12-2013	1000
16	23-12-2013	1000
	Total Rs.	18000

Sl. No.	Date	Amount
1	24-01-2014	1000
2	12-02-2014	1000
3	20-02-2014	1000
4	10-03-2014	1000
5	23-03-2014	1000
6	04-04-2014	1000
7	19-04-2014	1000
8	28-04-2014	1000
9	18-05-2014	1500
10	28-05-2014	1100
11	09-06-2014	1000
12	23-06-2014	1000
13	03-07-2014	1000
14	21-07-2014	1000
15	07-07-2014	1000
16	24-08-2014	1000
17	23-08-2014	1000
18		1000
19	03-09-2014	2000
20	19-09-2014	1000
	Total Rs.	21600

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**PAYMENT OF BHARAT SANCHAR NINGAM LTD. FOR TELEPHONE BILL
D.M. COLLEGE OF TEACHER EDUCATION, IMPHAL**

Sl. No.	Date	Amount	
1	17-08-2011	530	} Rs. 16,668 /-
2	17-08-2011	11,688	
3	04-11-2011	4,450	
4	08-02-2012	3,750	} Rs. 23,783 /-
5	25-02-2012	1,244	
6	26-04-2012	1,250	
7	21-05-2012	2,520	
8	30-07-2012	3,509	
9	03-10-2012	5,000	
10	29-11-2012	6,510	} Rs. 20,712 /-
11	14-01-2013	2,900	
12	23-03-2013	4,430	
13	23-05-2013	506	
14	23-05-2013	4,649	
15	02-07-2013	1,590	
16	26-08-2013	2,712	} Rs. 12,358 /-
17	26-09-2013	1,305	
18	03-12-2013	2,620	
19	30-01-2014	2,700	
20	21-04-2014	3,960	
21	20-06-2014	2,600	
22	27-06-2014	510	
23	07-08-2014	1,278	
24	28-08-2014	1,310	
	Total Rs.	73,521	

Sl. No.		Amount
1	X-treme Wave	50,000
2	X-treme Wave	5,000
3	X-treme Wave	8,500

5. Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).

The accounts have been audited regularly The internal account is audited by the State Government, while the external by the Accountant General of India(AG). The last two audits had been cleared, except in one external audit which is yet to be dropped.*

6. Has the institution computerized its finance management systems? If yes, give details.

Attempt is being made to computerize financial management systems fully.

6.6 Best practices in Governance and Leadership

1. What are the significant best practices in Governance and Leadership carried out by the institution?
 - i. Making best efforts to redress the grievances of faculty, students, and staff.
 - ii. Day-to-day supervision and monitoring of the functioning of the whole institution.
 - iii. Frequent touch with the top managements.
 - iv. Giving full academic freedom.
 - v. Transparent financial management.
 - vi. Giving full academic freedom.

Criterion VII: Innovative Practices

7.1 Internal Quality Assurance System

1. Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

The College have no IQAC. But a NAAC Steering Committee had been constituted (Please see Part II: THE EVALUATIVE REPORT Criterion VII Governance and leadership Section 6.1, Question 3, p.94).

2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

The main mechanism for evaluation of achievement of goals and objectives is through the performance of the students in the university examinations and other achievements in the field of co-curricular activities.

3. How does the institution ensure the quality of its academic programmes?

The College ensures the quality of academic programs mainly on the basis of the following criteria:

- i. Minimum input and maximum output.
- ii. Optimum input-output ratio with best performance of students.
- iii. Optimum teaching-learning process.
- iv. Optimum utilization of educational facilities.

4. How does the institution ensure the quality of its administration and financial management processes?

The College ensures the quality of administration and financial management in the following way;

i). Administration

- *Providing basic infrastructural facilities*
- *Looking after teaching-learning process*

- Removing the grievances of students, faculty and staff
 - Looking after the day-to-day functioning of the whole institution.
 - ii). Financial management
 - Maintenance of financial austerity
 - Judicious use of funds
 - financial transparency and discipline
5. How does the institution identify and share good practices with various constituents of the institution.

The College identifies the institutional problems at regular intervals in consultation with the top managements, teachers, librarian, students and staff and tries to solve the problems, if any.

7.2 Inclusive Practices

1. How does the institution sensitise teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum.
No deliberate effort is being made to sensitize teachers to issues of inclusion.
2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning.
No such academic plan till date.
3. Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.
The curriculum formulated by the University have certain provisions for creating learning environments that fosters positive social interaction, active engagement in learning and self-motivation in the curriculum.
4. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?
Although there is no practical chance, considering the prescribed curriculum, for working with and understanding of children of diverse background and exceptionalities, the theoretical aspects of dealing with such children had discussed in the classroom through the prescribed subject-Educational Psychological/ Child Psychology/ Abnormal Psychology. It would have been better, had the theory and the practice gone hand in hand so that the proficiency of the student teachers could be enhanced.

5. How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?
No physically challenged and differently-abled students are enrolled in this institution till date. However, the College is ready to address the needs of such children as and when necessary.
6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?
No such cell and bodies exist till date.

7.3 Stakeholder Relationships

1. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?
Parents/guardians, local people, representatives, officials, institutional heads, etc., are invited to the College functions from time to time and the performance of the College is made known to them through Key Note Address delivered by the Principal. Moreover, it is through the students that the stakeholders would have access, a usual phenomenon, to the performance of the College, and that College Prospectus is also a source of information in this regard. In this context, the College will publish the achievements of the institution in any area in the mass media in future.
2. How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?
The College used to take into account suggestions made by the parents/guardians, local people and representatives, officials and Alumni from time to time about the strengths and weaknesses of the College for its improvement in one area or another.
3. What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?
No deliberate effort is made to collect data from the stakeholders for providing feedback to the program quality of the institution, but as mentioned just above, the valuable suggestions of the stakeholders (alumni, resourceful persons, guardians/parents, and other) from time to time are considered while planning for quality improvement of the college.

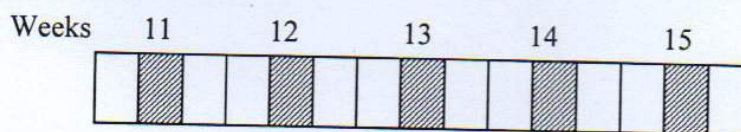
3. Mapping of Academic Activities of the Institution

This is essential to get an accurate picture on admissions, curricular and co-curricular activities of the institution. The mapping when sincerely completed will reflect the efforts of the institution in achieving its vision and mission.

Guidelines on how to fill the grid

- (1) The grid on page 105 provides an example of how to map out various academic and co-curricular activities of the B. Ed. programme. The grid at page 84 may be modified for various programmes according to the duration of the teacher education programme and its activities.
- (2) For example, the B.Ed. session should consist of at least 33 working weeks of 6 days each and each working day should be of six hours of instructional activities. The session-end examinations should commence during the 33rd week while the admissions should as far as possible be completed during the first week. The intervening 31 weeks should be devoted to instructional activities and planned self-study. This 33-week session does not include breaks such as autumn/Pooja/winter/Christmas etc.
- (3) If the admissions are spread over the first two weeks, then cells 1 and 2 against "Admissions" should be shaded with a pencil (use a HB pencil, as far as possible).
- (4) If the orientation programme is spread over 3 days in the third week, then the first half of the third cell against 'orientation' should be shaded.
- (5) If the practice teaching starts during the 21st week and continues till the 25th week, then cells 21-25 against "practice teaching" should be shaded.

In case, the practice teaching is truncated and conducted in two phases and Phase I is spread over weeks 11 to 15 and students go to practice teaching schools two days a week, then cells 11-15 against practice teaching should be shaded proportionately as shown below:



- (6) It is important that mapping of activities, academic as well as co-curricular, in the grid provides an accurate picture of which activities were organised during the preceding session and when they were organised. It is not necessary that various activities listed in column 1 be organised in the same sequence. An institution may organise the set of activities in a manner that reflects its educational vision faithfully.
- (7) In case, column # 1 in the grid is inadequate for listing of activities, you may use an additional sheet of paper and extend the grid.

Total working days: 215

Total teaching days: B.Ed.: 175,

M.Ed.: 181

Mapping of Academic Activities of the Institution

Weeks		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Admission	B.Ed.																				
	M.Ed.																				
Commencement of session & Orientation	B.Ed.																				
	M.Ed.																				
Theory	B.Ed.																				
	M.Ed.																				
Preparation of Internship:	B.Ed.																				
M.Ed.	Internship training:																				
	Internship:																				
Co-curricular Activities B.Ed.																					

Weeks		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
Working with community project work	B.Ed.																												
	Commencement of Academic session & end																												
B.Ed.	Commencement of pre-final & end																												
	Commencement of Academic session & end																												
M.Ed.	Commencement of pre-final & end																												
	Commencement of Academic session & end																												

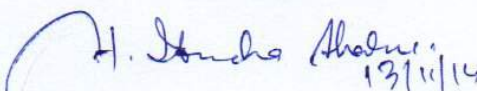
Note: A week is of six working days and a day is of six clock hours
The table should cover the entire academic session and may be extended as per the requirement

D. Declaration by the Head of the Institution

I certify that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and No part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SAR during the peer team visit.


Signature of the Head of the institution
with seal:



Principal,
D. M. College of Teacher Education
Imphal

ANNEXURES

Annexure-I: A Brief Note on Teacher Education Scenario in Manipur

Annexure-II: "Best Practices"

Annexure-III: UGC List of Colleges under Section 2(f) & 12(B) of the UGC Act, 1956

Annexure-IV: Affiliation Certificate of Manipur University

Annexure-V: Master Plan of D.M. College of Teacher Education (DMCTE)

Annexure-VI: NCTE Recognition Order (B.Ed. & M.Ed.)

Annexure-VII: Audit Reports

Annexure-VIII: Dag Chitha

Annexure-IX: The Manipur University Act, 2005, No.54 of 2005

Annexure-X: B.Ed. & M.Ed. Curriculum & Syllabus, Manipur University

Annexure-XI: B.Ed. & M.Ed. Time-Table

Annexure-XII: B.Ed. & M.Ed. Academic Plan & Calendars

Annexure-XIII: Holiday List

Annexure XIV: List of Teaching & Non-teaching Staff

Annexure XV: Tentative University Results for Previous Academic Year

Annexure-XVI: Executive Summary of M.Ed. Dissertation

ANNEXURE-I
A BRIEF NOTE ON
Teacher Education Scenario in Manipur

For secondary teacher education program, there are nine teacher education institutions in Manipur. Among them the D.M. College of Teacher Education (DMCTE) and Government Hindi Teacher Training College, Imphal, are under the Government of Manipur, while Kanan Devi Memorial College of Education, Trinity College, R.K. Sanatombi Devi College of Education, Thokchom Ibotombi College of Education, Institute of Rural Education (IRE), Ibotombi Teacher Training College (Canchipur), and B.Ed. program in Manipur University under the School of Education, are private managed. Besides, IGNOU also takes up B.Ed. program.

Intake

In DMCTE, the intake is 230 and 35 in B.Ed. and M.Ed. respectively. In R.K. Sanatombi Devi College of Education, it is 200 in B.Ed. and 35 in M.Ed., while the rest of the colleges, except Govt. Hindi Teacher Training College, is 100.

Public Demand

There seems to be much demand for secondary teacher education program in Manipur as evident from the number of applicants in all the institutions. For instance, the DMCTE receives more than 1000 applicants every year for 92 pre-service seats in B.Ed., excluding 138 in-service reserved seats, which is 1:11 seat-applicant ratio, while in M.Ed. more than 200 applicants for 35 seats at the seat-applicant ratio of 1:17.5. for B.Ed. program being introduced in Manipur University, it is learnt, the number of applicants is nearly 2000 for 100 intake, if so, the seat-applicant ratio is 1:20. The same is the case with all teacher education institutions. Thus, there is much public demand for secondary teacher education in the State.

Untrained Teacher

It is learnt that there are more than 20 thousand backlog of untrained teachers in the schools of Manipur at both elementary and secondary education level. To clear such backlog would be in a very difficult position, considering the existing facilities. Suppose, the total enrolment in B.Ed. for 8 colleges is 1030, even if the colleges produce all the 1030 without any dropout and stagnation every year, it would take at least 10 years to clear even 10 thousand backlog of untrained teachers in secondary education, while the need for its clearance has been increasing considerably. It is in this context that the attention of the NCTE in particular and the State and the Central Governments and UGC in general is highly called for.

(Signature) Dr. Ibukha Sharm.

Cost

DMCTE is the only College which is charging highly subsidized fees (Rs.9,500 for B.Ed. & Rs.11,000 for M.Ed.), while in other private managed colleges, it is around Rs.35,000 in B.Ed. and Rs.40,000 in M.Ed. In the case of Manipur University, it is about Rs.18,000.

Elementary Teacher Education

With the enforcement of the RTE Act, 2009, about 8 thousand primary and upper primary teachers have been appointed by the State and the Central Government. Of them, more than 7 thousand teachers are untrained ones. For them, arrangement is being made by the State and the Central Government to provide 2-year Diploma in Elementary Teacher Education through IGNOU at the cost of Rs.12,000/- per teacher borne by the Central Government. Besides, 9 DIETs Centres are also providing elementary teacher education program in all the Districts of Manipur.

In fine, it is high time to clear the backlog of untrained teachers in Manipur. And the establishment of more teacher education institutions for all levels of school education is the need of the hour to which serious thought needs to be paid by the NCTE, State and Central Government, and UGC.

ANNEXURE-II "Best Practice"

B.Ed. Course

1. Title of the practices	Objectives
i) Teaching-Learning Process and Evaluation	a) Minimum input with maximum output. And improvement of learning
ii) Practice Teaching	ii) Development of teaching skills
iii) Co-curricular Activities	iii) Cognitive, Affective & psychomotor development

2. The Context

i) Classroom teaching-learning & evaluation

It is through the classroom teaching-learning process that the attainment of the whole organizational goals and objectives, vision, mission, purpose and value largely depends. Accordingly, much weightage needs to be given so as to enable us to achieve the "Motto": "Minimum input with maximum output". Since teaching-learning and evaluation are the two sides of the same coin, they need to go hand in hand.

ii) Practice Teaching

A trial performance of teaching is always "sine-qua-non" to a prospective teacher so that he could apply whatever knowledge and skills acquired to the actual classroom situations.

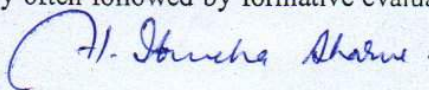
iii) Co-curricular activities

Co-curricular is not only a credit activity, but also an activity which promotes one's cognitive, affective and psychomotor values. Therefore, we need to pay attention to this, wherever practicable.

3. The Practice

i) Teaching-learning & Evaluation

There are 8 periods per day for a duration of 45 minutes each. Classes start from 9.15 am and continue upto 3.45 pm with a recess of 30 minutes (1-1.30 pm); Classes are divided into Section A & B and in both the Sections one period for Group Discussion is allocated for each week. All the 4 compulsory, 4 Additional Subjects and 5 method papers are taught from 10 am to 3.45 p.m. The lessons to be taught are pre-arranged and taught, using ICT, wherever necessary. Teaching is very often followed by formative evaluation



and feedback, mostly through Question-Answer. Thus, 72% weightage is given in the teaching-learning and evaluation.

ii) Practice Teaching

a) Pre-practice Teaching

Micro-teaching session takes place formally for 3 days, after this, the demonstration lesson follows for another 2 days. Both the sessions are further continued informally, depending on the needs of the educands. They also practice micro-teaching themselves and demonstration lessons under simulated conditions. The lessons to be taught in the practice teaching are prepared in consultation with the schools. 2.86 time is allotted to both the sessions.

b) Practice Teaching

Altogether 36 working days (20.57%) intensive practice teaching takes place in the cooperative schools, in which heads of the schools and his staff, educators, M.Ed. interns and alumni are the keen observers. After which, criticism lesson follows.

iii) Co-curricular Activities

These activities are carried out for 13 days (7.43%) which includes 7 days College Week, 1 day each for House Allotment, Election of Trainees' Union, Budget Sitting, Social service, Get-Together, and Community Contact Program. Various programs, such as games and sports, literary and artistic are organized with full enthusiasm during College Week.

4. The Impact

The basic objective, as given above, is "To minimize input and maximize output". The result is more or less encouraging with an average pass rate of 72.87% during the last three years (2011-2013). However, great effort is highly needed to achieve the objective fully. (Please see the results in PART I: THE PROFILE OF THE INSTITUTION, CRITERION V: STUDENT SUPPORT AND PROGRESSION, Question 5, pp.23-25). It is expected that the students would be able to teach more or less effectively from their experiences through practice teaching. Co-curricular activity is also really a splendid one not only from the viewpoint of examination but also from that of the development of cognitive, affective and psychomotor values.

5. Resources Required

Reinforcement of manpower and infrastructural facilities is highly essential. The College have the problem of shortage of teaching and non-teaching staff. For B.Ed. and M.Ed., we need the adequate faculty for which proposals had been sent to the State Government, but not yet materialized. But we manage it. On the other hand, classrooms, library building, and other facilities are not satisfactory. However, sustained efforts are made to utilize the available facilities optimally.

6. Obstacles

Two serious hurdles are:

- (i) Short duration of 1 year B.Ed. and M.Ed. courses
- (ii) Immature completion of courses

About the former, considering the prescribed curricular load, 1 year B.Ed. course is too short during which it would be very difficult to carry out academic activities effectively. This is our practical experiences. Out of 215 working days, we find 175 teaching days for B.Ed., while the rest 40 days are for University examination including the preparatory period. Hence, 12-month full academic period could not be utilized every year.

About the latter, the University examination schedule is generally fixed after completion of about 10 months from the date of the commencement of the session. As a result, the College is compelled to complete all academic activities within 7 months or so. The only alternative to overcome the obstacles is to adhere to the Academic Plan strictly.

M.Ed. Course

1. Title of the practice

Research work for Dissertation

2. Objectives

“To promote empirical and conceptual interdisciplinary research and to produce high quality research studies”.

3. The Context

M.Ed. is highly professional Postgraduate teacher education program. It involves teaching and research. The provision of research in the curriculum will lay the foundation for future research work and it will also help enhance the technical knowledge and skills of research, its interests and aptitudes.

4. The Practice

In the prescribed curriculum, 200 marks are allotted to field-based research study (150 Report & 50 Viva). After discussion of the theoretical background of research methodology for about one month the research supervisors are selected through lot in presence of the Principal, teachers and students for which one day is allotted. After this, a synopsis is submitted within 10 days or so as per the Academic Calendar and then the synopsis is presented in an open seminar for which two days are allotted. The data collection starts after everything is okay. The data collection period is for about one month. No separate time for data processing, classification, tabulation, analysis, report writing, binding, etc., is given, since there is no sufficient time for it. The students have to manage it by themselves, depending upon their needs and convenience in the College with the help of the supervisor or at home, but the Report is submitted within the stipulated time as given in the Academic Calendar. After completion of the University final examination, as per examination schedule fixed by the University, viva-voce is conducted for two days with external and internal examiners (supervisor) along with the Principal, faculty, students, etc. 18.78% time is allotted for dissertation work which includes 1 day selection of supervisor through lot, 2 days presentation of synopsis, and 31 days data collection period out of 181 teaching days.

5. The Impact

Most of the research studies conducted by the students are descriptive and analytical. In the descriptive method, case study is the most preferred approach through which they try to make an in-depth analysis of the original data. In some cases, we came across that the analytical method, based on secondary data, is adopted.

Almost all the research studies are empirical ones and multidisciplinary with a focus on school problems. They use the tools developed by themselves in consultation with their supervisors or the standardized scales/ inventories. We always try to maintain the quality and standards of the work done by the students. In some cases, the results are satisfactory and in others not satisfactory. However, irrespective of whether satisfactory or unsatisfactory, the interests and efforts of the students are really encouraging. Here, it may be worthwhile to mention a thought provoking research work undertaken by one M.Ed. student called Soibam Birajit Singh in the last year on the problem entitled: "Empirical Phenomena of Collective Trust: A Comparative Study between Educators and Educands of M.A. (Education) and M.Ed. Courses in Manipur" under the supervision of Dr. S. Gunadhor, a faculty member. (Please see the Executive Summary, Annexure-XVI). A standardized tool (Omnibus T-Scale) developed by Prof. Hoy, W.K., Ohio State University, USA, was locally adapted by the student with a permission. After the final approval had been given by Prof. Hoy, the student used his locally adapted Scale as "Omnibus T-Scale, local adaptation". Some of his consultants in connection with his

research problem were: Prof. T.M. Moran, University of Maryland, USA; Prof. B. Forsyth Paprick, University of Oklahoma, USA; Prof. C.M. Adams, University of Oklahoma, USA. The student occupied 2nd position in the University examination, securing 80% marks in Dissertation.

6. Resources Required

Please see Section 5, p. 3, B.Ed. "Resources Required".

7. Obstacles

Sufficient time is not available for collection of research data, data processing, classification, tabulation, analysis, drafting, binding, etc., while the Report must be submitted to the University before final examination. Moreover, the voluminous curricular load adds salt to the injury. We consider that time is a basic factor for emergence of these obstacles. However, we have been facing these obstacles for years.

Certain Suggestions

With a view to removing the overall obstacles even if to a certain extent, we would suggest that while making all possible efforts to improve the infrastructure and manpower facilities, what is the most important is to increase the existing duration of 1 year B.Ed. and M.Ed. courses to 2 years and to review the curriculum and syllabus of both the courses. It is long since that NCTE recommended to introduce 2 years B.Ed. course, but still unable to do so throughout the country. The reason behind is only known to the NCTE, but we can see little or no justification in this regard. We plead, so long as the duration of 1 year B.Ed. and M.Ed. courses remain as it is, we could never do justice to teacher education program. It is, therefore, high time to pay serious thought to this issue by the NCTE. In the Manipur context, there seems to be a mismatch between the time available and the voluminous curricular load. As a result, it has become "a square peg in a round hole" and thus the quality and standard of teacher education would be at stake. The curriculum is too much academic and, at the same time, it is examination-and certificate-oriented; it seems to be having little relevancy to what is to be applied to the actual school situations, for it is too much theoretical and many non-obligatory subjects have been incorporated in the curricula, for instance, philosophy, sociology, etc. As we all know that teacher education is a professional course as different from other general academic education programs like B.A., B.Sc., Commence, etc. It is meant for teacher, if so, focus should be on what ought to do in the teacher education program. In the D.M. College of Teacher Education (DMCTE), as cited above, 72% and 59.67% weightage is given in B.Ed. and M.Ed. theory respectively in which we will find "indirectly" relevant subject to teacher education, but compulsory (Please see B.Ed. & M.Ed. curriculum and syllabus Annexure X).

Annexure-III: UGC List of Colleges under Section 2(f) & 12(B) of the UGC Act, 1956

UNIVERSITY GRANTS COMMISSION
BAHADUR SHAH ZAFAR MARG
NEW DELHI - 110 002

List of Colleges under Section 2(f) and 12(B) of the UGC Act, 1956

Name of the State: **MANIPUR**

Name of the affiliating University: **MANIPUR UNIVERSITY (CENTRAL), CANCHIPUR (IMPHAL), MANIPUR**

Type of University : **CENTRAL UNIVERSITY Status 12(B)**

Sl. No.	Name of the college with full address, pin code, email and website as per inclusion letter issued by UGC	Name of the district where it is located	Date of Establishment of College/Date of Affiliation with above University	Date of inclusion of College under Section 2(f) & 12(B)	Specify the category under which the College is covered	Level
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	DMC of Science, Imphal - 795001 Website: Nil www.dmccollege.ac.in	Imphal West	6-8-1946 1980 aff	7/10/80	Government College	UG and PG
2	DMC of Arts Imphal - 795001 Website: www.dmccollegeofarts.ac.in dmccollege-arts@yahoo.com	Imphal West	6-8-1946 1980 aff.	7/10/80	Government College	UG
3	DMC of Commerce Imphal - 795001 Website: Nil	Imphal West	7-8-1996 26-11-97	1/4/1998	Government College	UG
4	DMC of Teachers Education Imphal - 795001 Website: Nil	Imphal West	15-9-1972 1980 aff.	7/10/1980	Government College	UG and PG
5	GP Women's College Imphal - 795001 Website:	Imphal West	1965 Est. 1980 aff.	16/9/2004	Government College	UG

H. Dhanu Sharma



Manipur University

Canchipur, Imphal - 795 003
Manipur, India

TO WHOM IT MAY CONCERN

NO.MU/R(5)/2013(College): This is to certify that the D.M.College of Teacher Education erstwhile the Post Graduate Training College, Imphal, Manipur is affiliated to Manipur University since 1980 and recognized by the University Grants Commission. The College has been conducting the following courses :

1. B.Ed.
2. M.Ed.

Dated, the 12th September, 2013

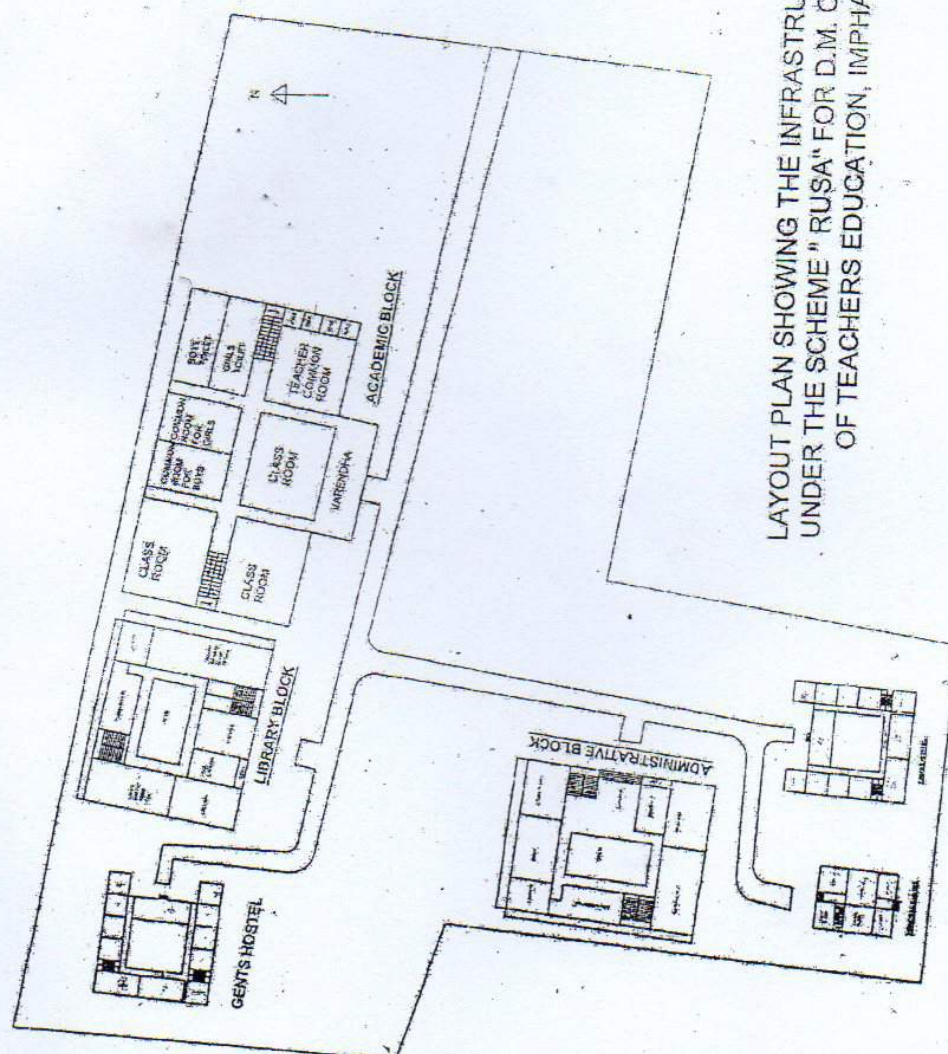


K. Jibankumar Singh
12/9/13
(K.Jibankumar Singh)
Registrar(in charge)

Registrar (i/c)
Manipur University.

H. Dinku Singh

Annexure-V:
Master Plan of D.M. College of Teacher Education (DMCTE)

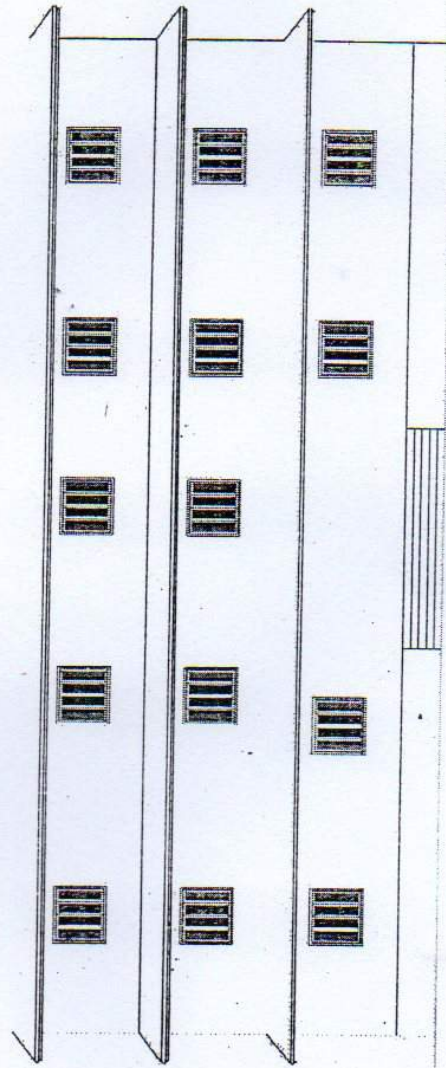


LAYOUT PLAN SHOWING THE INFRASTRUCTURES
UNDER THE SCHEME "RUSA" FOR D.M. COLLEGE
OF TEACHERS EDUCATION, IMPHAL.

H. H. H. H.

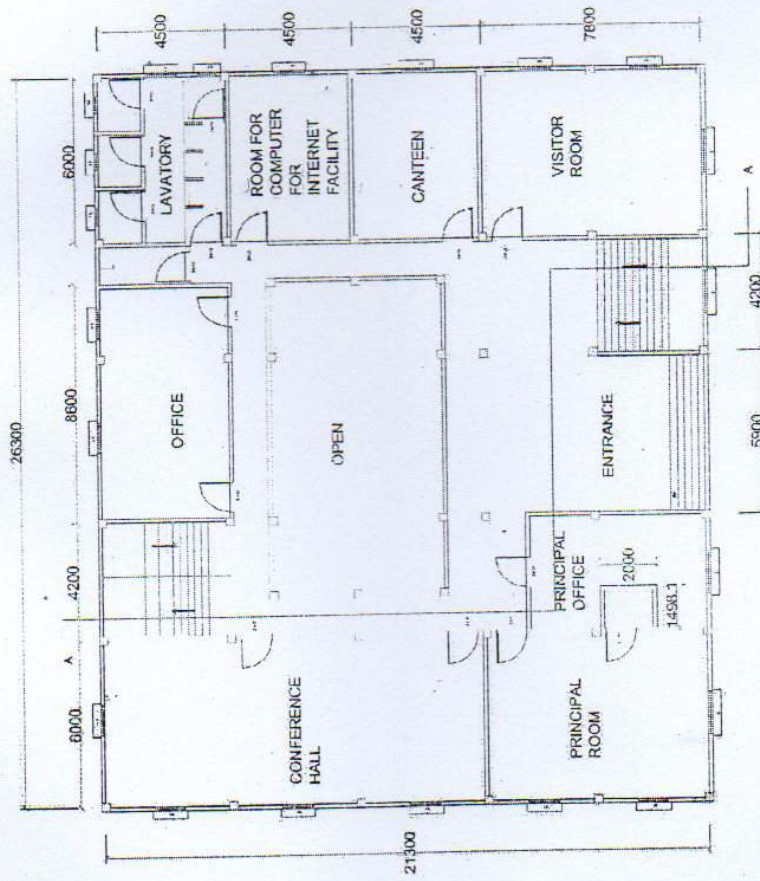
SHEET NO. 1

Administrative Block
for
D.M. College of Teachers' Education Imphal

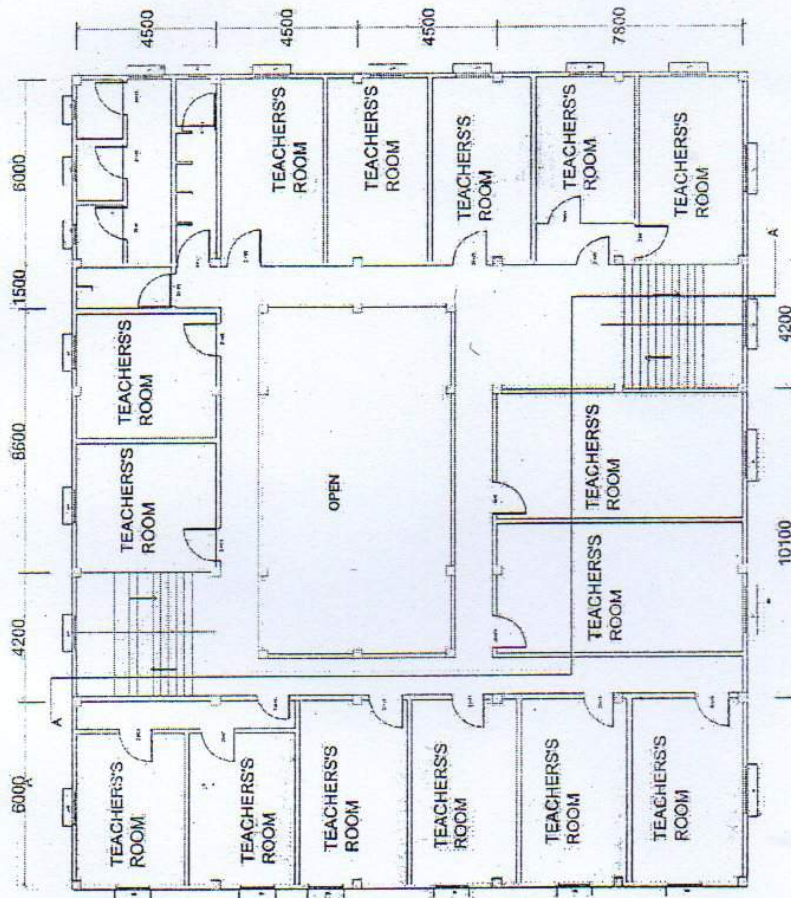


ELEVATION

SHEET NO.2



GROUND FLOOR



FIRST FLOOR PLAN