Yearly Status Report - 2015-2016

Part A	
Data of the Institution	
1. Name of the Institution	DM COLLEGE OF TEACHER EDUCATION
Name of the head of the Institution	Dr. H. Ibomcha Sharma
Designation	Principal(in-charge)
Does the Institution function from own campus	Yes
Phone no/Alternate Phone no.	03852444978
Mobile no.	9862577045
Registered Email	dmcte.imphal@gmail.com
Alternate Email	rklokendraimp@gmail.com
Address	D.M. College Campus, Thangmeiband
City/Town	Imphal
State/UT	Manipur

Pincode	**795001**

2. Institutional Status

Affiliated / Constituent	**Affiliated**
Type of Institution	**Co-education**
Location	**Urban**
Financial Status	**state**
Name of the IQAC co-ordinator/Director	**Dr. S. Gunadhor Singh**
Phone no/Alternate Phone no.	**03852444978**
Mobile no.	**8413942282**
Registered Email	**konikhur@hotmail.com**
Alternate Email	**dmcte.imphal@gmail.com**

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	**https://dmcte.ac.in/download/ssr-1st-cycle/**

4. Whether Academic Calendar prepared during the year

Yes

if yes,whether it is uploaded in the institutional website: Weblink :	**https://dmcte.ac.in/wp-content/uploads/2022/05/ac201516-1.pdf**

5. Accreditation Details

Cycle	Grade	CGPA	Year of Accrediation	Validity

				Period From	Period To
1	B	2.59	2016	19-Jan-2016	18-Jan-2021

6. Date of Establishment of IQAC	**12-Sep-2013**

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
Discussion on NEP	31-Oct-2015 1	18
Orientation of Students	05-Nov-2015 2	150
Orientation of Teachers	30-Nov-2015 1	25
Community Service Programme	10-Mar-2016 3	204

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8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
No Data Entered/Not Applicable!!!				

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9. Whether composition of IQAC as per latest NAAC guidelines:	**Yes**
Upload latest notification of formation of IQAC	**View File**
10. Number of IQAC meetings held during the year :	**2**

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	**Yes**
Upload the minutes of meeting and action taken report	**View File**
11. Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**

12. Significant contributions made by IQAC during the current year(maximum five bullets)

1. Teacher Orientation and Discussion on New B.Ed. Curriculum 2. Literary, Cultural and Sports Meet (College Week) 3. Community service Programme 4. MicroTeaching Workshop

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13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achivements/Outcomes
To orient and induct newly admitted students	**Newly admitted students were inducted and orientation given on two days in November**
To orient teachers regarding new B.Ed. curriculum	**Faculty of the college and other teacher education colleges were given orientation on the new B.Ed. curriculum. This orientation and discussion was benificial to the teachers in the transaction of the new B.Ed. curriculum**
To develop co-scholastic skills amongst	**The co-scholastic skills are mandatory in teacher education college. Therefore, the college conducted literary, culturaL and sports events as part of the college week.These activities instilled in the students various inter-personal and intra-personal skills which help them to become efficient teachers.**

the students	
To give awareness about community and their needs	The community service programme was conducted in the month of March to make the students aware of the community and cater to the needs. Schools, places of historical interest were visited and clean-up programmes held. The college also donated to the needy schools with sports and study materials. This activity motivated the students to be interested in the community and was an exercise in developing empathy
To conduct micro-teaching workshop	Micro-teaching workshop was conducted to familiarise the students with the micro-teaching skills like Set Induction, Stimulus Variation, Explanation Skill, Utilisation of Teaching Aids, Class Management, Closure etc. These skills benifited the students when they go for Internship/Practice Teaching

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14. Whether AQAR was placed before statutory body ?	No
15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	No
16. Whether institutional data submitted to AISHE:	Yes
Year of Submission	2016
Date of Submission	22-Jan-2016
17. Does the Institution have Management Information System ?	No

Part B

CRITERION I - CURRICULAR ASPECTS

1.1 - Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

The institution, D.M. College of Teacher Education, has a curriculum which is set by the Manipur University. The college has two courses namely M.Ed. and B.Ed. The M.Ed. Programme is designed to understand the central concepts, tools of enquiry and the structures of the disciplines to create the learning experience to make the spects of subject matter meaningful. Therefore, the prospective teacher educator is required to be engaged in various kinds of learning experiences like lecture cum discussion session, focus reading and reflection, documentation analysis, seminar presentations, workshops, panel discussions, group work, library work, projects, collaborative presentations. Internship Programmes are also conducted to familiarise the students with the working of the norms of teacher education. Each student has to submit a dissertation on any educational area/ topic of their choice. The B.Ed. Programme consists of basic educational philosophy, sociology of education, psychology of education, history of education and the different areas of concern like childhood abd education, teaching-learning modes, different pedagogy and the modes of transaction. The student are exposed to various activities to increase their inter-personal skill and leadership qualities. The basic requirements of an efficient teacher are also imbibed to the students through the various modes of teaching-learning process that includes seminar, group activity, micro-teaching workshop and real practice teaching in various schools. Cokmmittees are formed to look after the transaction mode of these activities and documented. One very distinctive mode of the institution is to frame an academic calender to fulfil and cover all the requirements and criteria stated in the curriculum.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employability/entrepreneurship	Skill Development
Not Aplicable	Nil	Nil	Nil	Nil	Nil

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
No Data Entered/Not Applicable !!!		

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

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

No Data Entered/Not Applicable !!!

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year	
Certificate	**Diploma Course**
No Data Entered/Not Applicable !!!	

1.3 – Curriculum Enrichment

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

Value Added Courses	Date of Introduction	Number of Students Enrolled
No Data Entered/Not Applicable !!!		

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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BEd	**Practice Teaching (Internship)**	**223**

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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Nill
Alumni	Nill
Parents	Nill

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained

The feedback system of the institution has two categories. The first one is regarding the curriculum and its relevance which is taken from the students and the teachers. The second

feedback is regarding the teaching learning process of the faculty which is taken from the students. The feedback regarding the curriculum consists of 20 items where the responses are five as Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. The aspects of the curriculum regarding its flexibility, quality, course componenet, physical social mental emotional needs, Internship, relationship between PLO and CLO, ICT and its uses, Library and Reference books, Research activities, Life Skills, Co-Curricular Activities, Evaluative Practices, Assessment Process and Global Standard of the curriculam are the criterias of the feedback. The responses are tabulated and analysed. According to the interpretation, necessary recommendations are forwarded by the concerned committee to the Head of the Institution for further action. With regards to the teaching-learning feedback from the students the data is tabulated and analysed every session. The interpretation is sent the Head of the Institution and further actions on the improvement of the teaching-learning process is then decided by calling a meeting of the faculty. In accordance to this orientation and workshop of the faculty to update on the pedagogical knowledge and new teaching-learning techniques are conducted every session. As such, there is an incremental development of teacher quality every session. The Institution also restructure the feedback questionnaire to suit the changes in the teaching-learning process and upgradation of the curriculum.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BEd	Nill	150	800	150
MEd	Nill	50	502	50

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2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2015	150	50	14	11	10

2.3 – Teaching - Learning Process

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

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Numberof smart classrooms	E-resources and techniques used
8	0	8	8	8	0

View File of ICT Tools and resources

No file uploaded.

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

Student mentoring system is available in the institution as part of the curriculum. Right from the day of admission students are divide into groups to be mentored or supervise by a faculty. The needs of the students are looked after by the concerned faculty members. In the B.Ed. Section the 150 students are divided into 13 groups. Each group is mentored by a faculty in-charge. In the M.Ed. section the 50 students are divided into a group of 5, and each group is mentored by an M.Ed. faculty. The duty of the faculty is to look after the academic needs, motivation, welfare of each student under their charge. All the activities inclusive of both scholastic and non-scholastic are looked after by the mentor.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
200	14	1:14

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
15	14	1	0	6

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

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
Nill	Nil	Nill	Nill

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2.5 – Evaluation Process and Reforms

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

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year- end examination	Date of declaration of results of semester-end/ year- end examination
BEd	Nill	Final	29/06/2015	26/10/2015

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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

The Institution has a system of comprehensive and continuous evaluation set for both the B.Ed. and M.Ed. students. Every faculty has the independence and freedom to arrange the internal evaluation in accordance to the completion of each topic or unit. This cumulative internal assessment is reflected at the time of the final internal score of the respective student. The faculty exercises different techniques and formats of assessment in accordance to the requirements of the students. Class-tests, home assignments, project work, seminar presentations, outreach activities are some formats which are utilised for the continuous internal evaluation. Co-scholastic activities like literary events, cultural events and games and sports also are part of the activities evaluated and assess to reward internal marks of the institution.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

The Academic Calender has been prepared to cover all the scholastic and co-scholastic areas which the students have to undergo in the academic year. Teacher Education College have additional activities like internship, practice teaching and micro-teaching skills which are the requirements of a future teacher. As such the academic calender covers all the area of pre-session counselling, induction and orientation of the newly admitted students, orientation and workshop of the faculties regarding any changes in the curriculum framed. In order to develop extra skills required to be an efficient teacher co-scholastic areas are also given importance and weightage. The College Week has been organised to meet these needs. Literary events like story writing, recitation, ex-tempore speech, debate, quiz etc. are organised. Cultural events have songs and dance competition like modern Manipuri song, Folk Manipuri song, Western songs, group songs, group dance (Traditional), Solo Dance (Traditional). In the Games and Sports carrom, table tennis, chess, badminton, football (only gents), 100m race, 200m race, Javeline, Shot-Put, Discuss throw are included. The Pre-Final Examination which is a preparatory examination for the University

examination was also conducted. Community Service Programme which is a very important part of Teacher Education is also included in the Academic Calender. Micr-Teaching Workshop, a vital programme before the practice-teaching is conducted to help the students get acquainted with all the skills of teaching namely Set Induction, Motivation, Explanation, Stimulus Variation, Classroom Management, Utilisation of Teaching-Aids, Questionning Skills and Closure. The students then go to their respective co-operating schools for their practice teaching schedule.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

https://dmcte.ac.in/m-ed/

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
B.Ed.	BEd	Nill	221	158	63

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2.7 – Student Satisfaction Survey

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

https://dmcte.ac.in/sss-feedback/

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
No Data Entered/Not Applicable !!!				

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3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
Not Applicable		

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
Not Applicable	Nill	Nill	Nill	Nill

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

Incubation Center	Name	Sponsered By	Name of the Start-up	Nature of Start-up	Date of Commencement
Not Applicable	Nill	Nill	Nill	Nill	Nill

No file uploaded.

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
Not Ap		

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

Name of the Department	Number of PhD's Awarded
Not Applicable	Nill

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

Type	Department	Number of Publication	Average Impact Factor (if any)
International	Education	4	Nill

View File

3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher

during the year

Department	Number of Publication
Not Applicable	Nill

No file uploaded.

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

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
No Data Entered/Not Applicable !!!						

No file uploaded.

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

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
No Data Entered/Not Applicable !!!						

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

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	Nill	1	1	1

View File

3.4 – Extension Activities

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

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities

| Community Contact Programme | Lilashing Khongnangkhong School | 14 | 145 |

View File

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

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
No Data Entered/Not Applicable !!!			

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

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activites	Number of students participated in such activites
Not Applicable	Nill	Nill	Nill	Nill

No file uploaded.

3.5 – Collaborations

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

Nature of activity	Participant	Source of financial support	Duration
Open Discussion on New B.Ed. syllabus	25	Self Financed	1

View File

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

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
Practice	Practice	26 Schools	09/02/2015	31/03/2015	223

Teaching	Teaching				

View File

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
Not Applicable	Nill	Nill	Nill

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CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
184689	184689

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Class rooms	Existing
Video Centre	Newly Added
Laboratories	Existing
Others	Existing

View File

4.2 – Library as a Learning Resource

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

Name of the ILMS software	Nature of automation (fully or patially)	Version	Year of automation
SOUL	Partially	2.0	2013

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	11784	1278400	784	98400	12568	1376800

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4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
Not Applicable	Nill	Nill	Nill

No file uploaded.

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/GBPS)	Others
Existing	33	1	1	2	1	1	1	1	0
Added	0	0	0	0	0	0	0	0	0
Total	33	1	1	2	1	1	1	1	0

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

1 MBPS/ GBPS

4.3.3 – Facility for e-content

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

4.4 – Maintenance of Campus Infrastructure

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

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurredon maintenance of physical facilites

No Data Entered/Not Applicable !!!

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

There is no exact policy for maintaining and utilising physical, academic and support facilities – laboratory, library, sports complex, computers, classrooms. In the near future a transparent policy will be prepared.

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Nill	Nill	Nill
Financial Support from Other Sources			
a) National	POST-MATRIC	27	234890
b) International	Nill	Nill	Nill

View File

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

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
Not Applicable	Nill	Nill	Nill

No file uploaded.

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

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passedin the comp. exam	Number of studentsp placed
No Data Entered/Not Applicable !!!					

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5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
2	2	10

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents placed
Nil	Nill	Nill	Nill	Nill	Nill

No file uploaded.

5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to
No Data Entered/Not Applicable !!!					

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

Items	Number of students selected/ qualifying
SLET	3
NET	4

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

Activity	Level	Number of Participants
Literary Competition	Institution Level	150
Cultural Competition	Institution Level	150
Games Sports	Institution Level	150

View File

5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
		No Data Entered/Not Applicable !!!				

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

D.M. College of Teacher Education, Imphal being one and only one government college of its kind, have been rendering its service to develop all dimension of student-teachers in their professionalism. In this regard, this college organised an Inter-House Competition in Literary, Cultural and Sports for every academic year. This eventful activities help students to draw out the innate quality within themselves by giving opportunity of public exposure. Most interestingly organising committee is comprised of Teacher-In-Charge and Student representatives to help each other in all sphere of activities. In case of Literary Meet, there are Inter-House Competitions of four Houses namely- Gandhi House, Tagore House, Dewey House and Rousseau House. Each Houses will nominate atleast four participants in each event such as Folk Song (Solo Group), Recitation, Ex-Tempore Speech, Debate and Quiz. Similarly in Cultural Competitions the same four Houses will nominate four participants for each event such as- Modern Manipuri Song (Solo Group), Western Song (Solo Group), Song Competition in Tribal Dialect, Dance Competition (Solo Group) in traditional form, Epom (Comedy Show), Skit. In Game and Sports also there are two kinds of competitions that is Indoor and Outdoor events. In Indoor events, many presentable and interesting games like Badminton for Ladies and Gents, Table Tennis, Carrom, Chess, Volleyball etc. The entire Inter-House Competition of Indoor Games is completed in one day. In case of Outdoor Games and Sports, all track

and field events such as 100m Race, 200m Race, Javeline Throw, Shot Put, Discuss Throw for both male and female and Football Competition for male only. The position holders in all the competitions from Literary, Cultural and Sports are awarded Certificate of Recognition along with some material reward in individual level. In case of House, the cumulative score contributed by members are counted and given rank. This One-Week Mega Event helps all the trainees to gain the opportunity of participation, leadership and personality development. This cumulative score is considered in individual level in some area of internal assessment. Thus, this process makes a bridge between scholastic area and non-scholastic area making whole system of teaching and learning in the institute a complete holistic approach.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

152

5.4.3 – Alumni contribution during the year (in Rupees) :

0

5.4.4 – Meetings/activities organized by Alumni Association :

1

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

The practices of decentralisation and participative management during the year are as follows:- 1. The formation of different Committees like Admission Committee, Budget Committe, Division of the Students into different Houses and the Charges assigned to selected faculty members, Organising committee of College Week, Allocation of Teacher In-Charge of different portfolios, Souvenir Committees, Refreshment Committee, Examination Committee are all examples of practice of decentralisation. Participative management is also exercised in the college. The college Week and its organisation are all participated in nature. The four Houses with the Teachers-in Charge submit the lists of students who are participating in different categories of Literary, Cultural and Sports events. These events are also under the charge of selected faculty members to mentor

the student-teachers in organising each event. As such there is involvement of every individual in the organisation and functionality of the events. Each member of the group are empowered and the decision making process is handed over to the different members who are in the organisation.

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

No

6.2 – Strategy Development and Deployment

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

Strategy Type	Details
Curriculum Development	The Two Year B.Ed. Curriculum was discussed and analysed by inviting faculties from different teacher education colleges on 30th Nov. 2015
Teaching and Learning	The College has ICT facilities which enables the faculty to deliver knowledge in the most ineresting way. Different techniques of student involvement strategies like Seminar Presentation, Project Work, Field Trips are incorporated in the teaching-learning process.
Examination and Evaluation	The College has a system of continuous and comprehensive evaluation system which each teacher are at liberty to conduct at their suitable time. These quantitative marks are added to reflect in the internal assessment mark. As the College is under the Manipur University, the examination schedule is fixed by the University and evaluation takes place under the set norms of B.Ed.
Admission of Students	The College has a systematic procedure of selection of B.Ed. and M.Ed. students. After the application are called through the electronic and print media, selection tests are conducted which includes teacher aptitude tests, general english and pedagogy. After the declaration of the result counselling sessions are done after which the students are allowed to take admission. The newly admitted students go through a series of induction and orientation to familiarise them with the course.

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

E-governace area	Details
No Data Entered/Not Applicable !!!	

6.3 – Faculty Empowerment Strategies

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

during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
No Data Entered/Not Applicable !!!			

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6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2015	Discussion on New Syllabus of B.Ed. Course and Curriculum	Nill	30/11/2015	Nill	25	Nill

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6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
UGC Sponsored Three week Programme on Teacher Educators	4	04/01/2016	25/01/2016	21
Orientation Cum Workshop on Institutionalizing In-Service Teacher Training Under RMSA	1	07/10/2015	08/10/2016	2

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

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time

0	0	0	0

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
0	0	0

6.4 – Financial Management and Resource Mobilization

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

D.M. College of Teacher Education is a government college offering two courses that is B.Ed. and M.Ed. Thus, the financial turnover of the college with respect to admission of the student-teachers is large enough. To maintain transparency in the financial management of the institution, internal and external audit of the whole financial turnover is required. In this regard, state government manage auditing system in two manners that is internal or local audit and external for central audit. The Internal Auditor is deputed by the state government comprising of some team members who are assigned to audit income and expenditure of the college in yearly manner. In the other manner auditors from Auditor General of India, Manipur Branch regularly came for routine financial audit of the college. The audited statement of both local and central government are always available in the office of the Principal.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
Not Aplicable	Nill	Nill

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6.4.3 – Total corpus fund generated

No Data Entered/Not Applicable !!!

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Nill	Nill	Nill	Nill

Administrative	Nill	Nill	Nill	Nill

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

Not Applicable

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

No Data Entered/Not Applicable !!!

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

No Data Entered/Not Applicable !!!

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b)Participation in NIRF	No
c)ISO certification	No
d)NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2015	1	31/10/2015	31/10/2015	31/10/2015	18
2015	1	05/11/2015	05/11/2015	06/11/2015	150
2015	1	30/11/2015	30/11/2015	30/11/2015	25
2016	1	10/03/2016	10/03/2016	12/03/2016	204

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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male

| Not Applicable | Nill | Nill | Nill | Nill |

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
The college has a Environmental Policy and Plan which caters to plantation of trees and flowers to beautify the college and its campus. There are different waste bins segregated into plasctic, metals, E-Waste and degradable materials. Awareness are given to the students regarding the usage and importance of these bins. From time to time the students are involved in the cleaning up programme under the Swachh Bharat Mission. Water conservation and rain water harvesting are also an integral part of the college. Students are made aware of the importance of water conservation. In order to decrease pollution, students are advised to use vehicles in a limited way.

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Nill	No	Nill

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2016	Nill	1	10/03/2016	3	Community Contact Programme	Inclusiveness of Under-priviledged Students	186

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

Title	Date of publication	Follow up(max 100 words)
Not Applicable	Nill	Nil

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants

Not Applicable	Nil	Nil	Nil

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

The initiatives taken by the institution to make the campus eco-friendly are:- 1. Plantation of trees and flowers 2. Maintenance of College Garden and Campus 3. Utilisation of different waste bins 4. Lesser use of vehicles 5. Conservation and harvesting of rain water

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

BEST PRACTICES # 01 TITLE OF THE PRACTICE Community Contact Programme OBJECTIVES OF THE PRACTICE The objective of the Community Contact Programme is to build a supportive link with the community of the state and extend assistance within the capacity of the college for betterment of the community. Through this community contact programme, the students will develop relationship skills and at the same time giving the opportunity to improve the quality of life of the community. Through these services, students learn about personal motivations, develop critical thinking, solve real world problems and at the same time practice academic material outside the context of the classroom. It will also teach them teamwork and development of leadership skills. THE CONTEXT The Community Contact Programme caters to the community at large. Clean up of state monuments, visits to old-age homes and orphanages, giving helping hand to marginalized schools, community lunch, awareness and sensitization programmes, medical camps and collection of data are some of the areas which the Community Contact Programme covers. The challenging issues that needed to be addressed are regarding time commitment, ensuring positive community impact and ensuring student learning in the process. The challenges faced are the assessment of the needs of the community. Building trusts between the institution and the people served is also important. The project design has to be flexible as plenty of rescheduling amidst are basically done because of the occurrence of bandhs and blockades. Setting up of realistic goals and ensuring continuity of the service is also another challenge. The expectation of the community towards such activities also needs to be addressed. THE PRACTICE According to the objectives of Indian Higher Education, education needs to promote equality and social justice and reduce social and cultural difference. Education should also foster in the students' attitudes and values needed for developing a better life. The Community Contact Programme helps instill in the student teachers the value of cooperative living and also the feeling of empathy. Coming in contact with various strata of society made the student understand the ethos and the build up of the community, thus helping them to become better human beings. The uniqueness of the practice lies in the fact that it enables the

students to come in contact and mingle with the community and its many facets. The clean up programme of the Kangla, the Nupilal Complex and the Bir Tikendrajit Park give them a sense of responsibility and a sense of contribution towards the state. The many visits to schools are extremely educational as they become in touch with school staff and students on a personal level. The interaction and contributions in terms of books, sports equipment and other necessities bind the students with the institutions and could feel a growing relation. The many visits to the old-age homes and sharing thoughts and interactions with the inmate's help enrich the students' knowledge and values every year. Moreover, the deep sense of commitment by the students to the society and community is definitely enhanced when they come directly in contact with the various institutions and individuals. The feedback from the students reflect enhancement of positive attitude and inculcation of values. EVIDENCE OF SUCCESS The end result of the community contact programme lies in the sense of contentment of the student-teachers, the faculties and most importantly the institutions/homes/places visited. The feedback received from the students indicate that their sense of responsibility towards the community and society has been increased and that they feel motivated and encouraged to perform such activities continuously. It reflects that their sense of empathy and role of a responsible citizen is triggered. Another evidence of success is reflected in the feedback given by the institutions visited. When they express happiness, joy and contentment in the visitation. The long-term success is felt in the change of attitude and values in the students after the community contact programmme each year. Therefore, it can be stated that the objective of higher education in respect of the inculcation in the students the attitudes and values needed for developing a better life is fulfilled. And the add on success is in the changed attitude institutions/homes towards our students. They felt that students care for them and that the government educational college like DMCTE is not only to impart education and knowledge but also to share and instill democratic values in students. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED The problems encountered could be categorized into divisions. The first is the problem faced by the college or the teacher-in-charge. It constituted seeking permission from the authorities to conduct such programmes as there are many regulations and restrictions one has to follow in such a procedure. The problem of fixing particular dates and identifying probable home/orphanage/site to be visited is also a challenge and requires many consultations. The problem of resources was minimal as the college itself has enough staff and faculty to impart sensitization and awareness on education and other societal issues. The financial resource is another hindrance as not much could be contributed even though the needs and requirements of the target group is immense. NOTES In conclusion, the Community Contact Programme of DMCTE is a proved achievement of the college and it has served to fulfill much objectives of education and has catered to the needs of the community. Implementing this practice requires an abled committee to identify the areas/communities/schools that need an extra helping hand. It also requires like minded faculty and leaders who are willing to work continuously. BEST PRACTICES # 02

TITLE OF THE PRACTICE Annual College Week **OBJECTIVES OF THE PRACTICE** 1. To inculcate in the students the value of sportsmanship and healthy competition 2. To make the student-teachers get acquainted with the procedures and knowhow and challenges of conducting school based activities 3. To discover the innate potential of the student-teachers and develop their personality 4. To enhance leadership qualities **THE CONTEXT** The College Week has been an integral part of D.M. College of Teacher Education since its inception. Education is not merely confining to scholastic areas. Every individual requires a sense of competition and sportsmanship in order to motivate and excel in his/her field. The College week Programme which is part of the co-scholastic activities develops all the three genres of education- reasoning, psychomotor and emotional learning. Involvement in these co-scholastic activities enhance the personality of the student-teachers. Moreover, the innate potential of the individual and their creativity surfaces during such activities. As student-teachers, the functionality of how to organize such co-scholastic events in their respective schools is a much needed and required knowledge. Involving themselves in these activities gives them a first hand experience on the arrangement and conduct of the programme. **THE PRACTICE** The College week was inaugurated on the 25th February with a March Past of all the students who were divide into four Houses-- Gandhi House, Tagore House, Dewey House and Rousseau House. Literary Competition was conducted on the 26th February 2016. The competition was done on Short Story Writing, Recitation, Debate, Ex-Tempore, Epom (Comedy) and Quiz. The Cultural Competition on Songs was conducted on 27th February. The items were Manipuri Modern Song, Manipuri Group Song, Folk Song and Western Solo Song. The Cultural Competition of dances were conducted on the 29th February 2016. The items were Traditional Solo Dance and Traditional Group Dance. The Indoor Games Competition was conducted on the 1st of March. The items included Carrom, Table Tennis, Chess, Badminton and Volleyball for both men and women. The Outdoor Games were conducted on the 2nd and 3rd March. The items were 100m Race, 200m Race, Javelin, Shot-Put, Discuss Throw and football. The prize distribution was held on the 4th March with a closing function. **EVIDENCE OF SUCCESS** The College Week had motivated the students to discover their potentials and innate creativity. This was seen in the later part of the session where the students became more open, more creative and ready to take on challenges. The value of sportsmanship was also ingrained in all the students. **PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED** The only problem encountered was in the conduct of the events. As it was a week-long programme, students tend to get exhausted by the 5th day of the competition. Moreover, some students had joined in all the competition and clashes of the schedule was reported. Another problem was in hiring mentors/teachers for the cultural programmes as it was basically very specifically traditional in form. Monetary involvement to hire the teachers were required. **NOTES** Future teachers require to have both scholastic and co-scholastic knowledge in order to educate the future generation of the state as well as the country. D.M. College of Teacher Education is setting an exemplary benchmark in imparting an all round education which will result in the betterment of education sector for the state as well as

the country. Nations are built in classrooms is a quote which is ingrained in the philosophical structure of this institution.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link
https://dmcte.ac.in/about-us/

7.3 – Institutional Distinctiveness

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

The new B.Ed. Syllabus provided by the Manipur University neede to be analysed in detail for its fruitful transaction. Keeping in mind the Vision of the College, to share in the development of a knowledge based society by encouraging and promoting material development and faculty improvement programme, the college organised a One-Day open discussion and workshop based on the new B.Ed. Curriculum of Manipur University on 30th November, 2015. All faculties and representatives of the different teacher education institutions and colleges were invited for participation. The discussion was a very fruitful one as representatives from R.K. Sanatombi Devi College of Education, Trinity Teacher Training College, Kanan Devi Memorial College of Education and Institute of Rural Education alongwith the faculties of D.M. College of Teacher Education discussed the curriculum and the syllabus in detail. Inputs and knowhows were shared by the different colleges to assist in the transaction of the curriculum. The open discussion was one of the most successful interaction so far conducted by the college.

Provide the weblink of the institution
www.dmcte.ac.in

8.Future Plans of Actions for Next Academic Year

No data enetered!!!