



Yearly Status Report - 2016-2017

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.	7005214200
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/aqar-2015-16/
4. Whether Academic Calendar prepared during the year	Yes
if yes, whether it is uploaded in the institutional website: Weblink :	https://dmcte.ac.in/academic-calender/

5. Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	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
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7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
First Micro-Teaching Workshop	04-Aug-2016 3	147
Internship (Practice-Teaching) Programme	16-Aug-2016 30	147

Induction and Orientation of Students	06-Oct-2016 1	150
Research Committee Meeting	02-Dec-2017 1	10
College Week	27-Mar-2017 9	196
Community Service Programme	07-Apr-2017 2	340
Second Micro-Teaching Workshop	19-Apr-2017 3	148
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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
D.M. College of Teacher Education	Block Grant	UGC	2017 1	772000
D.M. College of Teacher Education	Sports Infrastructure and Equipment	UGC	2017 1	700000
D.M. College of Teacher Education	RUSA 1.0	RUSA	2017 1	50000
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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)

Obtaining PhD Guide approval for qualified faculties of the College from Manipur University

Two MicroTeaching Workshops conducted first in August 2016 and second in April 2017

Induction and Orientation of newly admitted students

Revamping of College Research Committee 2017

Community Service Programme on 7th and 8th April 2017

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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 apply to Manipur University for the approval of Research Guide for some qualified faculties of the College	Manipur University approved four faculties of the College as Research Guides of PhD. They are Dr. H. Ibomcha Sharma, Dr. W. Jyotirmoy Singh, Dr. Ch. Tomba Singh and Dr. A. Dhaneshwari Devi
To Conduct Micro-Teaching Workshop	Two Micro-Teaching Workshops were conducted covering all the main Micro-Teaching Skills. The students were fully equipped to face the challenges of teaching in the Internship Programme
To conduct four institutional Seminar in different subjects	Four Seminars in the Institutional level was conducted for the students. The students inculcated the skills of research, observation and presentation.
To revamp the College Research Committee	The college Research Committee was revamped and discussion held. The resolution was sent to Manipur University for further action
To conduct College Week	The College Week was conducted from seventh March to eighth April covering all aspects of Literary, Cultural and Sports Events. The students inculcated sportsmanship and leadership quality. Inter-personal skills were also developed. Moreover, students launched the technical knowhow of conducting such events.
To conduct Community Contact Programme	The Community Contact Programme was held on seventh and eighth April . On th April, it was conducted in Raja Dumbra Singh Destitute Women Home. The campus was cleaned by the students and

the essential items were distributed to the inmates. An Interaction Programme was also conducted. On 4th April, the students visited Wangkhei Model High School. The campus was cleaned by the students. Sports and study materials were donated. The faculty also gave interactive talks on Child Rights, Prevention of Pollution, Importance of Language in Education, Adolescence and their Problems etc.. The student-teachers learnt about the community, needs and also developed empathy.

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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	2017
Date of Submission	07-Mar-2017
17. Does the Institution have Management Information System ?	No

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

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

The curriculum of D.M. College of Teacher Education is set by the Manipur University as it is under the jurisdiction of the said university. The college has two Programmes namely B.Ed. and M.Ed. The B.Ed. Programme is of two year consisting of Childhood and Growing Up, Contemporary India and Education, Learning and Teaching, Understanding Disciplines and Subjects, Different School Pedagogies, Language Across the Curriculum, Critical understanding of ICT, Health, Yoga and Physical Education, Different School Pedagogy (Teaching of Subject), Assessment of Learning, Arts and Aesthetics, Four Week School Exposure and Working with Community, Knowledge and Curriculum, Gender, School and Society, Creating and Inclusive School, Reading and Reflecting on Texts, Understanding the Self and Sixteen Week School Internship. All these aspects of curriculum are well planned and transacted accordingly. The M.Ed. Programme is designed to understand the central concepts, tools of inquiry and the

structures of disciplines to create learning experience to make the aspects of subject matter meaningful. Therefore, the prospective student-teacher 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. All the students are exposed to various activities to increase their inter-personal skill and leadership qualities. The basic requirements of an efficient teacher are imbibed to the students through various modes of teaching-learning process. For both the programmes, Committees are formed to look after the transaction mode of these activities and documented. The Institution has an Academic Calender to guide 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 employ ability/entreprene urship	Skill Development
Nil	Nil	Nil	0	Nil	Nil

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

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

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

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

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

	Certificate	Diploma Course
Number of Students	0	0

1.3 – Curriculum Enrichment

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

Value Added Courses	Date of Introduction	Number of Students Enrolled
Nil	Nil	0
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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	Internship	147
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	No
Alumni	No
Parents	No

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

Feedback Obtained

The 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. The feedback report is also circulated amongst the faculty and the administration in order to have an idea of the overall quality of the curriculum and the teaching-learning process.

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	Secondary Teachers' Education	150	860	150
MEd	No New Admission (Gap Year)	0	0	0
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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	Number of students enrolled	Number of fulltime teachers	Number of fulltime teachers	Number of teachers
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	in the institution (UG)	in the institution (PG)	available in the institution teaching only UG courses	available in the institution teaching only PG courses	teaching both UG and PG courses
2016	150	50	14	0	14

2.3 – Teaching - Learning Process

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

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Number of smart classrooms	E-resources and techniques used
14	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)

D.M. College of Teacher Education, Imphal has been extending its service to all the student-teachers in both dimensions of scholastic and co-scholastic areas. Thus, role and duty of teachers in the college is multifold. The classroom transaction as per the curriculum provided by the affiliating university is one area of concern in the course while personality development and guiding students for their professional growth is the other dimension. Thus, different teachers of the college are assigned classified duties related to both scholastic and non-scholastic areas. It is worth to mention that college have four houses of student-teachers for their performance competition in co-scholastic areas. In this dimension every house is lead by a teacher to give the direction of their duty, organisation, cooperation, discipline etc. Thus, the role of teacher here is to mentor the student-teachers for their leadership quality and social participation. Like-wise in scholastic areas also every student-teacher will be assigned for undergoing practice teaching in different cooperating schools of this institution. At this time every group of student-teachers for every school will have a teacher-in-charge to supervise their teaching practice in the school for their subject area. During this period the teacher-supervisor will carefully look after the performance of all the student-teachers in all directions such as teaching, punctuality, regularity, cooperation to the school and participation to school management. When any sort of personality or teaching becomes inappropriate teacher-supervisor will have the provision to rectify their errors and improve at the same time. Thus, it is an imperative for all teachers of the college to take the role of mentor for all the trainees in the institution. Further, the supervisor being a mentor of the assigned student-teacher group will provide opportunity threshold to all the trainees for consultation for any kind of problem, deficit of knowledge and preparation of examination. And in addition to the above active exercise of teachers as mentors, all teachers are involved to train teaching skills to all the trainees in a very conducive manner for a duration of three days before practice teaching. This session of teaching skills improvised the teaching performance of student-teachers. Indeed, it is a linkage between theory and practice for the whole session of B.Ed. student-teachers. In Post-Graduate classes i.e. M.Ed., all the assigned teachers are heavily engaged as mentors in addition to normal classroom transaction. The academic writing, preparation of seminar and the presentation, process of data gathering tool making, and a large part of practical approach of research methodology are handled by all the teachers at their personal level best. At the end of the normal classes students will prepare a dissertation which is under a strict supervision of their supervisors. Thus, faculties engaged to M.Ed. classes has more and the above the duty of their normal classroom activity. To sum up, all the faculties who are assigned in B.Ed. and M.Ed. are all worthy of their duties pertinent to mentorship.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
345	14	1 : 25

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
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15	14	1	0	6
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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
Nil	Nil	Nil	Nil
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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
MEd	Secondary Teacher Educators	1st year	20/07/2017	27/11/2017
BEd	Secondary Teacher Education	Final Year	13/10/2016	20/12/2016
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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. The Academic Calender for 2016-17 has been uploaded in our College Website.

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/b-ed/> <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
Secondary Teacher Education	BEd	Secondary Teacher Education	138	118	85.5
No file uploaded.					

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/wp-content/uploads/2022/06/ss2016-17-1.pdf>

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

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

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Nil	0	Nil	0	0
No file uploaded.				

3.2 – Innovation Ecosystem

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

Title of workshop/seminar	Name of the Dept.	Date
Nil	Nil	

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

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
Nil	Nil	Nil	Nil	Nil
No file uploaded.				

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
Nil	Nil	Nil	Nil	Nil	Nil
No file uploaded.					

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
0	0	0

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

Name of the Department	Number of PhD's Awarded
Nil	0

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

Type	Department	Number of Publication	Average Impact Factor (if any)
National	Education	3	3.52
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
Nil	0
No file uploaded.	

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

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

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

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	0	1	3	0
Presented papers	0	2	0	0
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 Service and Extension Programme	Raja Dumbra Old- Aged Home for Destitute Women	14	240
Community Service and Extension Programme	Wangkhei Model High School	14	300
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
Nil	Nil	Nil	0
No file uploaded.			

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

Name of the scheme	Organising unit/Agen- cy/collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
Republic Day Celebration, 2016	Directorate of University and Higher Education, Government of Manipur	March Past	2	50
One-Day State Level Awareness Programme on Drug Abuse	Directorate of University and Higher Education, Government of Manipur	Awareness Programme	1	23
View File				

3.5 – Collaborations

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

Nature of activity	Participant	Source of financial support	Duration
Nil	0	Nil	0
No file uploaded.			

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

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant

Practice Teaching (Internship)	Internship	13 Schools	21/04/2017	05/05/2017	150
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
Nil	Nil	Nil	0
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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
35.72	35.72

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Campus Area	Existing
Others	Newly Added
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 partially)	Version	Year of automation
SOUL	Partially	2.0	2013

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	6983	1062346	0	0	6983	1062346
Reference Books	4368	1100422	0	0	4368	1100422
Journals	3	6000	0	0	3	6000
No file uploaded.						

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

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
Nil	Nil	Nil	Nil
No file uploaded.			

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/GBPS)	Others
Existing	18	1	1	2	1	1	1	1	0
Added	0	0	0	0	0	0	0	0	0
Total	18	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	Nil

4.4 – Maintenance of Campus Infrastructure

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

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
13.48	13.48	35.72	35.72

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.
www.dmcte.ac.in

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Nil	0	0
Financial Support from Other Sources			
a) National	Post-Matric Scholarship	77	943950
b) International	0	0	0
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 implementation	Number of students enrolled	Agencies involved
Guidance and Counselling	12/04/2017	5	DMCTE Guidance and Counselling Cell
View File			

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

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
Nil	Nil	0	0	0	0
No file uploaded.					

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

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
1	1	7

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
Nil	0	0	Nil	0	0
No file uploaded.					

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

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of programme admitted to
Nil	5	B.Ed.	D.M. College of Teacher Education	D.M. College of Teacher Education	M.Ed.
View File					

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

Items	Number of students selected/ qualifying
NET	3
Any Other	15
View File	

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

Activity	Level	Number of Participants
Literary Competition	Institutional	196
Cultural Competition	Institutional	196
Sports	Institutional	196
Swachh Bharat Clean-Up Competition	Institutional	202
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5.3 – Student Participation and Activities

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

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
Nill	Nil	Nill	Nill	Nill	Nill	Nil
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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)

The Stdent Council of DMCTE is elected every year through a democratic process. They are involved in the multififerous activity of the college namely- Freshers Meet, College Week, Extension Activities, Magazine Publication, Girls Common Room and Gents common Room. Students are represented in every committee formed and each committee has teacher- in-charge. The Students Union elected has the following portfolio- General Secretary, Finance Secretary, Culture and Function Secretary, Debate and Extension Secretary, Games and Sports Secretary, Magazine secretary, Ladys Common Room secretary and Gents common Room Secretary. Each portfolio has a supervising teacher who mentors the portfolio. The College students are also divided into four houses- Tagore, Gandhi, Dewey and Rousseau. Each House has their captain and vice captain elected. Each house is also under the supervision of a faculty. All these activities and division have their separate committee and bodies.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

200

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)

Two practices of decentralization and participative management are 1. Organization of College Week The College Week of D.M. College of Teacher Education is an annual affair where the four houses under the supervision of respective faculties engaged themselves in competitions of Literary, Cultural and Sports. At the foremost all the students were divided into four Houses and Captains and Vice-Captains were elected. These Houses have one faculty each for supervision. In addition to this, the College Students Union (Trainees Union) was elected through democratic process and each portfolio example General Secretary, Finance Secretary, Magazine Secretary, Social and Function Secretary, Debate and Extension Secretary, Games and Sports Secretary, Gents Common Room Secretary and Ladys Common Room Secretary have their own committees to perform the different activities under the portfolio. 2. Micro-Teaching Workshop The College Academic Committee in cognizance to the resolution of IQAC conducted two Micro-Teaching Workshops in 2016-17 in the month of August 2016 and in the month of April 2017. The Micro-Teaching Workshop Committee conducted the sorting of the teachers and skills to be taught in addition to grouping the student-teachers into sizeable groups. Faculties were divided into four groups with three skills. Each group decides on how to conduct the teaching-learning process and the materials involved.

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
Research and Development	The Research and Development Committee of the college was revamped and through the application to Manipur University, four faculties of the College were approved as PhD/Guide from the current year.
Admission of Students	The College has formed a norm for admission to B.Ed. and M.Ed. The B.Ed. Entrance Exam consists of General English, Teaching Aptitude and another section of selected/opted Pedagogy. The M.Ed. Entrance consists of MCQs based on the general subjects of B.Ed. syllabus. The selected students are given counselling thoroughly and admitted.
Curriculum Development	Three faculties of the college namely Kh. Dineshkumar Singh, Konika Khuraijam and Dr. Ch. Shantikumar Singh were included in the expert committee constituted by the Dean School of Social Sciences, Manipur University to finalise the rules and regulations of B.Ed. and M.Ed. Programmes under NCTE Act, 2014. The three faculty members fully worked to bring change in the quality of the curriculum.

Teaching and Learning	Two Micro-Teaching Workshops were conducted in August, 2016 and April, 2017. The student-teachers benefited from it as they became equipped with the different skills of teaching namely-- Set Induction, Stimulus Variation, Explanation, Using of Teaching Aids, Classroom Management, Questioning Skill, Closure.
Examination and Evaluation	The Continuous Evaluation strategy is utilised in the College. The Internal Marking are based on these continuous Evaluation. Pre-Final Exams are also conducted before the students appear in the Final Examination of the University.

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

E-governance area	Details
Nil	Nil

6.3 – Faculty Empowerment Strategies

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

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
Nil	Nil	Nil	Nil	0
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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)
2017	Teachers Orientation On New B.Ed. Syllabus	Nil	24/02/2017	Nil	14	Nil
2017	Teachers Orientation On New M.Ed. Syllabus	Nil	25/02/2017	Nil	11	Nil
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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
Refresher Course in Earth Science and Geography	1	28/11/2016	18/12/2016	21
Orientation Programme	1	16/08/2016	15/09/2016	30
Refresher Course in Research Methodology for Teachers	1	03/11/2016	24/11/2016	21
Orientation Programme	1	23/12/2016	20/01/2017	29
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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
Nil	0	Nil
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6.4.3 – Total corpus fund generated

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6.5 – Internal Quality Assurance System

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No	Nil	No	Nil
Administrative	No	Nil	No	Nil

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

Nil

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

Nil

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

1. Reconstitution of Research Committee 2. Upgradation of Waste Disposal and Segregation 3. Faculty Development Programme Conducted

6.5.5 – Internal Quality Assurance System Details

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

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2016	First Micro-Teaching Workshop	10/06/2016	04/04/2016	06/04/2016	147
2016	Internship (Practice-Teaching) Programme	10/06/2016	17/08/2016	16/09/2016	147
2016	Induction and Orientation of Students	16/09/2016	06/10/2016	Nil	150
2017	Research Committee Meeting	10/06/2016	02/12/2016	Nil	10
2017	College Week	16/09/2016	27/03/2017	04/04/2017	196
2017	Community Service Programme	16/09/2016	07/04/2017	08/04/2017	340
2017	Second Micro-Teaching Workshop	16/09/2016	19/04/2017	21/04/2017	148

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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
Community Contact Programme	07/04/2017	Nill	140	100

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 institute takes concern about environment and sustainability. Proper waste management is done in order to keep the environment neat and clean. Different waste bins are provided in the college for segregation of waste. Composting is done with biodegradable waste. Plastics are collected seperately and sent to plastic factory for recycle. The college has practice of cleaning the campus and house-wise competition is also done every year. The campus has beautiful landscaping surrounded by plants and trees which keep the the campus pollution free. Tree plantation drive is also done from time to time. Awareness program on cleanliness, waste segregation, recycle and tree plantation are also done at the community level. In order to save the use of energy, LED bulbs are used. Water harvesting is also in the pipeline to conserve rain water. The college is also planning for installation of solar panels. Thus, the college aims at working towards the sustainable goals.

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Nill	No	0

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
2017	1	1	07/04/2017	2	Community Service and Extension Programme	Awareness Programme , Sanitation and Cleanliness, Donation	178

[View File](#)

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

Title	Date of publication	Follow up(max 100 words)
Principal/Head of Institution Code of conduct	Nil	The Code of Conduct for the Principal/Head of Institution is framed and uploaded in the College Website (www.dmcte.ac.in)
Student Code of Conduct	Nil	The Code of Conduct for the Students is framed and uploaded in the College Website (www.dmcte.ac.in)
Code of Conduct for Teachers	Nil	The Code of Conduct for the Teachers is framed and uploaded in the College Website (www.dmcte.ac.in)
Code of Conduct for Non-Teaching Staffs	Nil	The Code of Conduct for the Non-Teaching Staff is framed and uploaded in the College Website (www.dmcte.ac.in)

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Community Contact Programme at Raja Dumbra Old-Aged Home for Destitute Women	07/04/2017	Nil	240
Community Contact Programme at Wangkhei Model High School	08/04/2017	Nil	300
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7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

- 1.Segregation of waste
- 2.Green landscaping with trees and plants in the campus
- 3.Maintenance of cleanliness and sanitation
- 4.Composting
- 5.Create pedestrian friendly roads in the campus

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best Practices # 01

1. TITLE OF THE PRACTICE " MICRO TEACHING WORKSHOP "

2. OBJECTIVES OF THE PRACTICE

The Objectives of the Micro-Teaching Workshop are

- a. To prepare the student-teachers for real teaching process
- b. To provide appropriate opportunities to the student-teachers for real practice teaching
- c. To learn the skills of teaching
- d. To give constructive feedback with an open mind and achieve appropriate teaching-learning goals

The underlying principle of the Micro teaching skill workshop is to learn one skill at a time. There are various teaching skills example - set induction, explanation, stimulus variation, setting up teaching objectives, utilization of teaching learning material, questioning skill, closure, etc. Therefore, the principle of Micro teaching, is based on principle of practice, principle of reinforcement,

principle of experimentation, principle of evaluation, principle of precise supervision, principle of continuity. 3. THE CONTEXT Micro teaching skill learning is based on dividing the whole process of teaching into various parts that requires specific teaching skills. A thorough orientation of the different teaching skills need to be understood and analyzed. As there are many micro skills involved, it is important to sort out the most beneficial ones and the most appropriate one considering the context of teaching learning. Another important aspect is to divide the number of students in sizable groups so that enough teaching and re-teaching can be done without much hurry. The faculty also needs to be divided in accordance to the selected skills and a prior instruction, orientation and preparation or demonstration required. It is imperative to check that each student teacher has delivered his/her slot of micro teaching practice. This is of utmost importance as it will eventually lead towards the mastery of the skill at the end of the workshop. Video coverage of each micro teaching practice is essential, as it will show the student teachers where they can improve upon. 4. THE PRACTICE The micro-teaching workshop was conducted twice in the current academic year. The first micro-teaching was conducted from 4th to 6th August, 2016 for the pending final year students of 2015-16. The second micro-teaching workshop was conducted from 19th April to 21st April for the final year students of 2016-17. The uniqueness of the Micro teaching workshop lies in the fact that after the workshop, the student teacher is fully prepared to take on the teaching activity. They are fully equipped scientifically on how to conduct teaching and incorporate the different skills in the process of their teaching. It is not enough to know the theories of teaching. It is also imperative to carry out those theories in real life situation as such a process will draw out the maximum capacity and potential of each student. The National Education Policy 2019-20 states that education should emphasis on conceptual understanding rather than rote learning and learning for exams. These various teaching skills would help the students to think constructively and form their own knowledge, which would stay with them life-long. The workshops were conducted for three days each and the teaching skills were thoroughly and minutely demonstrated first by the concerned faculty and then the student teachers were made to demonstrate the skills one by one. Feedback was given and demonstration done again. 5. EVIDENCE OF SUCCESS The micro teaching workshop is of great success as it can be felt and seen that the student teachers go with full confidence in their respective internship school and conduct the teaching process with full confidence. Feedbacks from the students themselves reveal that they thoroughly enjoy the workshop and that they look forward to the process of real teaching. Feedback from the co-operating school Headmaster/headmistress also revealed that they appreciate the teaching skills of the students and they sometimes request if special workshop can be conducted to refresh the skills of the teachers of the co-operative schools. The evidence of success is also found in the report of students who later became very good teachers. 6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED. The problems encountered in the conduct of the workshop are not much - Lack of faculty member tops the list. As the college do not have much teachers, divisions of the faculty to match the small micro teaching groups becomes a problem. What resulted was that larger groups of students were allotted which is found to be unsatisfactory in term of real practice and demonstration. Therefore it is of great importance to see that the human resource is sufficient to meet the desired result. Another problem encountered is in the lack of technology (videography) and videographer in each class. As micro teaching depends much on technology, lack of it sometimes hamper its' success. 7. NOTES Micro teaching workshop needs to be mandatory for all teacher education colleges. It is sometimes neglected by many upcoming teacher education colleges in Manipur. But the importance of Microteaching workshop cannot be undermined. Even the U.G.C. has a compulsory slot of Microteaching in all its Orientation and Refresher courses of college teachers. Therefore it

should be considered an important activity in all teacher education colleges. The faculty should be equipped and orientated on the various skills of teaching to make the workshop successful.

Best Practices # 02

1. Title of the Practice Community Contact Programme

2. Objectives of the Practice The main objectives of the Community Contact Programme are:-

- a. To expose student-teachers to the people who are at a disadvantage socially, economically or in other disadvantaged position.
- b. To make the students realise that they can make a difference to the community and society and suggest them the means and tools to do so.
- c. To develop awareness and comprehensive understanding of the communities they live in.
- d. To create a community of committed, caring and motivated individuals who can lead the society and who can lend helping hands selflessly.
- e. To create future teachers who has empathic values and who can bring a change in the educational scenario of the state.

3. The Context The Community Contact Programme is a co-scholastic activity to make the student-teachers get acquainted with the knowledge of the under-privileged section of the society and also to develop a sense of empathy with the community. This co-scholastic activity is an integral part of D.M. College of Teacher Education where the future teachers are exposed to the community directly and familiarize them with the problems and challenges faced. This activity in turn will eventually assist in moulding the mind and the social mindedness of the future teacher.

4. The Practice In cognizance with the objectives above, the Community Contact Programme of the academic session 2016-17 was planned to be conducted on 7th and 8th April, 2017. Raja Dumbra Old-Aged Home for Destitute Women, Rajbari and Wangkhei Model High School were selected for the Community Contact Programme. The Programme are as follows

07/04/2017 - The Raja Dumbra Old-Aged Home for Destitute Women was visited. The student-teachers did a thorough clean-up of the whole place. Sensitization on respect and care of aged people, harmfulness of using toxic pesticides and insecticides, domestic violence and its remedy, How to manage family, importance of moral and spiritual education, problems of working women and solution and good parenting were given to the student-teachers assembled as well as the inmates. Essential items were also donated.

08/04/2017 - The Wangkhei Model High School, Imphal East was visited on the 2nd day. After a thorough clean-up of the campus, sensitization on Right to Education, Child Rights, How to become a good teacher, prevention of pollution, self respect and understanding, adolescent education and importance of language in education was given to the student teachers assembled as well as the students and staffs of the school. Study materials as well as sports materials were also donated to the school.

5. Evidence of Success The student-teachers after their exposure to the Community, developed a sense of service and responsibility which is evident and reflected in their actions. The feedback revealed that the programme had definitely made an impact in their minds and most of them are ready to help the needy of the community in future. They also were motivated to conduct such programme in their respective schools when they return (this is regarding the in-service teachers).

6. Problems Encountered and Resources Required The problem encountered were general in nature. Because of shortage of the number of faculty, some problems were faced. More sensitization and programmes could have been conducted. The situation of Manipur was also very fragile because of Bandhs and Blockades which hampered the flow of the programme. Financial constraints were also faced as the motive was to give substantially better commodities and service. Moreover, student-teachers required motivation to join such activities. A thorough research on the needs and challenges of the immediate community is required to conduct such programmes.

7. Notes Over and above, the Community Contact Programme was a highly successful one as not only the student-teachers but also the faculty acquired extra information regarding the community at large.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

7.3 – Institutional Distinctiveness

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

In cognizance to the vision of the institute that is to share in the development of knowledge based society in this part of the nation, by encouraging and promoting research activities, material development and faculty improvement programme the college in the year 2016-17 has revamped and reconstituted the Research Committee. The Research Committee sent application to the Manipur University for the approval four faculties to be PhD Guides in Manipur University. Subsequently the four Research Guides have been approved. Dr. H. Ibomcha Sharma, Dr. Ch. Shantikumar Singh, Dr. W. Jyotirmoy Singh and Dr. A. Dhaneshwari Devi were approved as PhD Research Guides. The Research Committee had a meeting on the 2nd of December 2016 to discuss about introduction of PhD Programme in the College. The resolution of the meeting was forwarded to the Registrar, Manipur University for further action. In addition to this all the faculties of the college were notified to conduct research works and projects and to publish papers in National and International Journals.

Provide the weblink of the institution

www.dmcte.ac.in

8.Future Plans of Actions for Next Academic Year

1. Opening of Vocational Course 2. Entrance Test for B.Ed. and M.Ed. 3. Discussion on Evaluation and Teaching Process 4. Observation of Days of National Importance 5. Extension Activities 6. Community Contact Programme 7. Micro-Teaching Workshop 8. College week 9. Involvement in Swachh Bharat Programme 10. Teaching Aid Exhibition