



Yearly Status Report - 2017-2018

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		rklokendrainp@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-2016-17/
4. Whether Academic Calendar prepared during the year	No

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
Pre-Final Examination B.Ed. First Year	06-Jul-2017 14	150
Opening of Vocational Course (IT-ITES)	04-Jul-2017 180	30
Induction and Orientation of Newly Admitted B.Ed. Students	18-Sep-2017 1	150

Teachers' Orientation (B.Ed.)	06-Nov-2017 1	20
Teachers' Orientation (M.Ed.)	07-Nov-2017 1	12
College Week	15-Jan-2018 6	210
Micro-Teaching Workshop	09-May-2018 3	134
Teaching Aid Exhibition	17-May-2018 1	196
Community Contact Programme	19-May-2018 2	220
Inauguration of Hour Summer Internship	11-May-2018 1	28
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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	RUSA 1.0	RUSA	2017 1	182298
D.M.College of Teacher Education	RUSA 1.0	RUSA	2018 1	120700
D.M.College of Teacher Education	RUSA 1.0	RUSA	2018 1	558000
D.M.College of Teacher Education	RUSA 1.0	RUSA	2018 1	710501
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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 :	3
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)	
Induction Cum Orientation of New Students	
Teachers Orientation of B.Ed. M.Ed. Faculty	
Three Day MicroTeaching Workshop	
Inauguration of Swachh Bharat Summer Internship	
Introduction of Vocational Course ITES	
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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
Introduction and inauguration of Vocational Course ITES	From the Current Academic Year, the Vocational Course ITES was Introduced. Thirty Students Enrolled in the Course. It was a sixmonth duration Course and the Students benifitted from it as they could perform DTP works successfully.
Induction Cum Orientation of New Students	The Induction-Cum-Orientation of the New B.Ed. Students was Conducted in September. The newly admitted students benifitted from it as they became aware of the proceeding of the course and the programme outcome. This in turn motivated them towards initiating interest in the whole course.
House Allocation as Part of Co-Scholastic Activity	The Students of B.Ed. and M.Ed. were allocated Four Houses namely Dewey, Gandhi, Tagore, Rousseau and Radhakrishnana. From this year the students of M.Ed. both First and second Year were allocated Radhakrishnan House while the remaining Houses were distributed among the B.Ed. Students. Captains and Vice-Captains were elected and the each House had a faculty as Mentor. The Houses were all set to embark on the different competition set aside as part of the co-scholastic activity of the college.

Freshers' Meet	The Freshers' Meet was conducted in the month of December. It was an opportunity for the newly admitted students to introduce themselves to the old students. This meet build up an amiable relationship amongst the students imbibing the skill of co-operation and unity.
College Week	The College Week was conducted for six days in the month of January. It was a platform to showcase talents and innate potential of the students through different competitions such as Literary, Cultural and Games & Sports Competition. It instilled in the students a sense of sportsmanship and healthy competition which is very essential in today's life. The students also were motivated to excel and aim higher. They also learnt the skill of conducting such activities in their respective future schools.
Micro-Teaching Workshop	The three-day Micro-Teaching Workshop was conducted in the month of May. The final Semester students learnt the skills of teaching such as Set Induction, Explanation, Use of Teaching Aids, Stimulus Variation, Classroom Management, Questioning Skills, Closure etc. This empowered them to face the Internship Programme with a positive attitude as they are now fully equipped with the minute skills of teaching.
Inauguration of Swachh Bharat Summer Internship	The Swachh Bharat Summer Internship of hundred hours was inaugurated in the month of May. This Internship was a activity-based programme under the Government of India drawing out the potential universal values of cleanliness and utilisation of waste materials to create something new. This Internship Programme was beneficial as the students learnt many skills from this Internship.g
Community Contact Programme	The Two-Day long Community Contact Programme is one of the best practices of the college. In this programme two venues were selected to give services. The first one was Eastern Ideal High School and the second one was Deaf and Mute School. Free Medical Camp was organised and the Sensitization on various Universal Values were given. The student-teachers also cleaned up both the venues. This programme sparked a sense of love for the community and

the duties of a citizen towards the community was revealed. It make the student teachers better human beings who will eventually become efficient teachers.

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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	2018
Date of Submission	02-Mar-2018
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

D.M. College of Teacher Education have a unique and transparent system of curriculum transaction as per the guidelines provided by its affiliating university (Manipur University). To achieve the target of the curriculum the college has two different programmes B.Ed. and M.Ed. In the B.Ed. Course, there is a strategy of connecting scholastic and co-scholastic area to fulfill the objective of curriculum. Teaching strategies act as a bridge to fulfill this aspect of curriculum. An annual Academic Calender is framed at the starting of each academic year and it lays down the programme- commencement of session, house allocation, college week, school internship, teaching aids competition, micro-teaching, pre-final examination etc. and tentative timeframe. All faculties carry out their responsibilities both in scholastic and co-scholastic areas. It is mandatory for every student-teacher to participate in all college events for enhancement of their personality, to inculcate team work and leadership qualities, unity, cooperation and empathy. The faculty take the responsibility of submitting action taken reports to the Principal in oral or in written form. Moreover, remedial classes and tutorial classes are taken up by teachers in their subject area in accordance to the demands of the student-teachers. One of the hallmarks of the curriculum of D.M. College of Teacher Education is the organization of Internship, Micro-Teaching Workshop of three days. The student-teachers are trained for exact teaching experiences transforming themselves from theory to practical work. Teaching demonstrations are conducted to reinforce these skills. In the M.Ed. Course, transaction of

the curriculum is done through lecture mode, interactive mode, seminar, workshop, project work, minor research works. Utilisation of IT is encouraged. Internship of the M.Ed. Student-teachers are conducted in other B.Ed. Colleges or in DIET Centres of Manipur. The most important part of M.Ed. Course such as academic writing, reviewing of literature, writing of synopsis and eventually writing of dissertation are carried out before the final exam. From this current year, the M.Ed. students are allotted their own House (Radhakrishnan House) which gives them the opportunity to compete in all the various institutional competitions such as Literary, Cultural and Games and Sports.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entrepreneurship	Skill Development
Vocationalisation of Higher Education IT-ITES	0	04/07/2017	180	Yes	Yes

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
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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
Nil	Nil	Nil

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

	Certificate	Diploma Course
Number of Students	30	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 undertaken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
MEd	Internship	49
BEd	Internship (School Exposure)	150
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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
<p>The Feedback on the Curriculum obtained from the teachers and the student-teachers agreed that the curriculum is academically flexible in terms of selection of electives and optional subjects. Maximum respondents agreed that curriculum has the quality of promoting self learning. 60 of the respondents agreed that the course component of the curriculum is helpful for holistic development and future placement of the students. It is found that the extended internship programme is helpful to develop basic skills of teaching. Majority of the respondents agreed that the college has a policy to foster and sustain ICT based innovation in IT material and that the college library has adequate study material for teaching and learning process. The respondents agreed that the students are encouraged to participate in seminar, research activities, go through research journals, research abstracts and browse N-List. The respondents agreed that the curriculum provides life skill and value-based knowledge to the students alongwith curricular knowledge. The respondents agreed that the curriculum is well supported by Co-curricular and extra curricular activities and learning outcomes are of good standard. The feedback on curriculum plays an important part in the development and modification of curricular aspect of the college. The findings of the feedback is forwarded to the head of the institution and necessary actions on the improvement of curriculum and teaching learning process is framed by calling a meeting of the faculty. As such there is an incremental development of teacher quality and curriculum transaction in every session. The institution also restructure the feedback questionnaire to suit the changes in the teaching learning process and upgradation of the curriculum.</p>

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 Teacher Education	150	970	150
MEd	Secondary Teacher Education	50	550	49
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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
2017	300	99	8	0	12

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
20	10	61	8	8	0

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

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

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
393	20	1:20

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	11

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
BEd	Nil	Final Year (Second year)	16/10/2017	18/05/2018
MEd	Nil	Final Year (Second year)	07/10/2017	07/02/2019

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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. The College also has a committee to look after the Internal Evaluation of the students. Every aspect and activity both in qualitative and quantitative assessment are minutely looked into and the final internal evaluation mark is awarded.

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

The Academic Calender for the academic year 2017-18 has been prepared in advance covering all the scholastic and co-scholastic areas which the students have to undergo in the academic year. Teacher Education Colleges have activities like Internship, Practice Teaching, Teaching aids Exhibition, Micro-Teaching Workshop which are all basic requirements of a future teacher. The Academic Calender covers all areas of entrance tests and pre-admission counselling. It also covers the induction of newly admitted students and the teachers orientation of both B.Ed. and M.Ed. The House allocation and the selection of the Captain and Vice-Captain also has a place in the Academic Calender. The House system has been formed as part of the co-scholastic activity programme which is an essential part of Teacher Education College. The Freshers Meet, the College Week and other activities are also put up in the Academic Calender. The pre-final examination for both B.Ed. and M.Ed. which is a preparatory examination for the final University exam. is also tentatively scheduled in the Academic Calender. The Academic Calender for the year 2017-18 has been uploaded in the 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/>

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
Nill	BEd	Secondary Teacher Education	143	132	92.31
Nill	MEd	Secondary Teacher Eductor	41	33	80.48
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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/wp-content/uploads/2022/06/sss_2017-18.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	Nil	Nil
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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
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
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3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
Nil	Nil	Nil	Nil	Nil	Nil
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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	2	Nil
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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
Humanities and Social Science	1
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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	Nil	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
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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	1	6	5	0
Presented papers	1	1	0	0
Resource persons	0	2	2	5
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
Medical Camp at Eastern Ideal Girls School	JNIMS ,Dept of Health Services Maipur, and Eastern Ideal Girls School	20	220
Sensitization on Gender and Universal values	Eastern Ideal Girls School	20	220
Sensitization on Universal Values (Community contact programme)	Deaf and Mute School	20	220
Swatchh Bharat Summer Internship for 100 hours	University and Higher Education, Govnt of Manipur	4	28
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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
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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 activities	Number of students participated in such activities
Swachh Bharat Summer Internship	Dept of University and Higher Education	100 hours activity of awareness campaigns, door to door meeting on sanitation, hygiene, toilet usages, hand was, conducting village level rallies, waste collection drives, segregation of solid wastes, development of compost pits, transportation of household waste	4	28
National Achievement Survey 2017	Govnt of Manipur	to survey on the achievements of the Nation	5	45
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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
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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
B Ed Internship, School family	B Ed Internship	Johnstone Hr Sec School, TG	21/04/2017	05/05/2017	150

iarisation		Higher Sec S chool,Keisha mthong model high School, Lalambung High School, Uripok Tondonsana High School,Kebol girls High S chool,Bhairo dan Maxwelll High School,CC Higher Sec s chool,Wanhkh ei Model High School, Lamlong Higher Sec			
M.Ed. Internship	M.Ed. Internship	DIET Centre, Keikol	02/05/2018	15/05/2018	49
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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
30	30

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Campus Area	Newly Added
Others	Newly Added
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 patially)	Version	Year of automation

SOUL	Partially	2.0	2013
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4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	6983	1062346	400	158000	7383	1220346
Reference Books	4368	1100422	4	3040	4372	1103462
Journals	3	6000	0	0	3	6000
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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
Nil	Nil	Nil	Nil
No file uploaded.			

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Co mputers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departme nts	Available Bandwid th (MBPS/ GBPS)	Others
Existin g	18	1	1	0	0	0	0	0	0
Added	30	0	0	0	0	0	0	0	0
Total	48	1	1	0	0	0	0	0	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
30.41	30.41	30	30

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 utilizing physical, academic and support facilities like laboratory, library, sports complex, computers and classrooms. A transparent policy is decided to be prepared as soon as possible.

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	165	2070840
b) International	Nil	0	0
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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
Personal Counselling and Mentoring	04/09/2017	10	Guidance and Counselling Cell, DMCTE
Remedial Coaching	11/09/2017	10	Guidance and Counselling Cell, DMCTE
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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
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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	1

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus	Off campus
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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
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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
2017	2	B.Ed.	D.M. College of Teacher Education	D.M. College of Teacher Education	M.Ed.
2017	1	M.Ed	D.M. College of Teacher Education	Manipur University	PhD (Economics)
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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
Civil Services	10
Any Other	1
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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	Institutional Level	210
Cultural Competition	Institutional Level	210
Games Sports	Institution Level	210
Social Service Competition	Institution Level	210
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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/ International	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
Nil	Nil	Nil	Nil	Nil	Nil	Nil
No file uploaded.						

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

The Election of the Student Council (Trainees Union) for the session 2017-18 was scheduled on 8th December, 2017. The portfolios are General Secretary,

Finance Secretary, Social and Function Secretary, Magazine Secretary, Sports Secretary, Debate and Extension Secretary, Gents Common Room Secretary and the Ladies Common Room Secretary. The nomination was filed on the 6th December, 2017 and Scrutiny was done on 7th December, 2017. The candidates after scrutiny were found to be uncontested and therefore directly elected as representatives on the date of scrutiny. Romesh Rajkumar was elected as the General Secretary, Washima Begum as the Finance Secretary, K. Sansan Singh as Social Function Secretary, Lhaineichong Khongsai as Debate and Extension Secretary, N. Suresh Singh as Magazine Secretary, MD. Abdul Hashim as Games and Sports Secretary, Laitonjam Zeetmala Devi as Ladys Common Room Secretary and MD. Amir Khan as Gents Common Room Secretary. The General Secretary acted as the overall in-charge of the Students Union. The Finance Secretary looked after the Community Contact Programme and other Excursions of the college. The Social Function Secretary looked after the Freshers Meet and Cultural Meet (Competition). The Debate and Extension Secretary looked after the Literary Meet (Competition). The Magazine Secretary took the charge of publication of the College Magazine. The Games and Sports Secretary took the charge of conducting the outdoor games and sports. The Girls Common Room Secretary looked after the needs of the girls common room and also the indoor sports activities. The Gents Common Room Secretary looked after the needs of the gents common room and also the indoor sports activities. All these responsibilities are constituted under respective committees. The five Houses of the college also has five Captains and five Vice-Captains whose responsibility was to look into the participation of the students in all the above mentioned activities. In order to organise the activities a budget session was also held on the 15th December, 2017 and allocation of budget for each portfolio was done.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

210

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 decentralisation and participative management during the year 2017-18 are- 1. Formation of House Sub-Committee for Community Contact Programme The five Houses, Radhakrishnan, Gandhi, Tagore, Dewey and Rousseau were given different tasks to perform during the Community Contact Programme. On top of the Houses, competing for the Best House Award, they were also given the charges of different Committees to perform different tasks. Radhakrishnan House was In-Charge of the Medical (Health) Camp where they were assigned to conduct the whole camp inclusive of registration of the patients, arrangement of the venue and looking after the doctors. Gandhi House was in-charge of the Refreshment starting from the breakfast, mid day tea and lunch. Tagore House was

in-charge of the Reception. Dewey House was in-charge of the preparation and arrangement of the two venues and Rousseau House was in-charge of Media and Publicity. Each Committee was under the care of the House Supervisor and the Captains. Each House formed their own Sub-Committees for the fulfillment of the tasks allotted to them. 2. Formation of different Committees to look after the Academic, Examination, Attendance, Admission, Micro-Teaching Workshop and Internship allocation. D.M. College of Teacher Education is functioned in a decentralised manner right from the admission to the examination and assessment. Different Committees are constituted to look after the respective duties assigned to each Committee. The Admission Committee is in charge of conducting the entrance examination, sorting out of students, declaration of the result and pre-admission counselling. The Academic Committee looks after the arrangement of the time table, allotment of subjects, formation of Academic Calender and Induction of New Students. The Examination Committee looks after the examination time table, printing of question papers, allocation of examination duty and announcement of examination result. The Attendance Committee looks after the attendance of the students by checking the students attendance every two months and intimating the absentees for punctuality. They also calculates the percentage of attendance to be submitted to the university. The Micro-Teaching Committee looks after the time table of micro-teaching, allotment of teachers duty and formation of groups of students for the workshop. They also keep all record of the attendance of students and grades allotted to them by the teachers. The Internship Committee looks after both the B.Ed. and M.Ed. Internship by allocating the teachers in charge and grouping the students accordingly.

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

Partial

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	As part of the development of Curriculum, the college commenced the vocational education of IT-ITES DTP 6 months programme from the current year 2017-18. The Swachh Bharat Summer Internship of 100 hours was also conducted as part of co-scholastic programme.
Teaching and Learning	The Micro-Teaching Workshop is conducted in May, 2018 for three days. The different skills of teaching namely Set Induction, Explanation, Stimulus Variation, Use of Teaching Aids, Classroom Management, Questioning and Closure were elaborately taught and trained. Moreover, there were two teacher orientation programmes in November where the faculties of both B.Ed. and M.Ed. were oriented regarding the teaching-learning process, evaluation and overall transaction.
Examination and Evaluation	The continuous evaluation strategy is utilised in the college. The internal marking are based on these continuous

evaluation that comprised of Unit Tests, Class Tests, Seminar Presentation, Project Work, Home Assignments. Pre-Final Examinations are also conducted before the students appear in the Final Examination of the University.

Research and Development

The Research committee of the College had a meeting cum discussion on the 19th Feb., 2018 and discussed about publication and research by the teachers. Teachers are further motivated to join more workshops/orientation/refresher and other developmental programmes. The Committee proposed for giving incentive to faculties in research and other developmental activities.

Admission of Students

D.M. College of Teacher Education has separate Committees for admission of B.Ed. and M.Ed. The B.Ed. Entrance Exam. consists of General English, Teaching Aptitude, and a section of selected/opted pedagogy all in the format of MCQs. The M.Ed. Entrance consists of MCQs based on the general subjects of B.Ed. syllabus of Manipur University. The selected students are counselled and then allowed for admission. The state reservation norms are applied during admission.

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
No file uploaded.				

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	Teacher Orientation (B.Ed.)	Nil	06/11/2017	Nil	20	Nil
2017	Teacher orientation (M.Ed.)	Nil	07/11/2017	Nil	12	Nil
View File						

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	1	26/03/2018	20/04/2018	25
Refresher Course	1	18/12/2017	07/01/2018	21
View File				

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
No file uploaded.		

6.4.3 – Total corpus fund generated

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	Yes	IQAC
Administrative	No	Nil	Yes	IQAC

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)

1. Deputation of M. Radharani Devi (LDC) for staff training of 6 (six) months.
2. Financial Contribution to support staff in times of need.
3. One-Day Training Programme for Support Staff.

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

1. Faculty Development Programme conducted
2. Renovation of Campus in-road.
3. Renovation of College Canteen.

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
2017	Pre-Final Examination, B.Ed. First Year	28/06/2017	06/07/2017	19/07/2017	150
2017	Opening of Vocational Course (IT-ITES)	28/06/2017	04/07/2017	03/01/2018	30
2017	Induction and Orientation of New B.Ed. Students	28/06/2017	18/09/2017	18/09/2017	150
2017	Teachers Orientation (B.Ed.)	28/06/2017	06/11/2017	06/11/2017	20
2017	Teachers Orientation (M.Ed.)	28/06/2017	07/11/2017	07/11/2017	12
2018	College	04/12/2017	15/01/2018	20/01/2018	210

	Week				
2018	3-Day Micro-Teaching Workshop	03/05/2018	09/05/2018	11/05/2018	134
2018	Teaching Aids Exhibition	03/05/2018	17/05/2018	17/05/2018	196
2018	Community Contact Programme	03/05/2018	19/05/2018	20/05/2018	220
2018	Inauguration of 100 hours Swachh Bharat Summer Internship	03/05/2018	11/05/2018	11/05/2018	28
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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
Sensitization on Education and Women Empowerment in Eastern Ideal Girls High School (Community Contact Programme)	19/05/2018	19/05/2018	250	87

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
<p>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 separately 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.</p>

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
2018	1	1	19/05/2018	2	Community Contact Programme	1. Health Camp 2. Awareness and Sensitization Programme 3. Donation of Food Items 4. Cleaning and Sanitation of Campus	220
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	Nill	The Code of Conduct for Principal/Head of Institution is framed and uploaded in the college website (www.dmcte.ac.in)
Code of Conduct for Students	Nill	The Code of Conduct for the Students of the Institution is framed and uploaded in the college website (www.dmcte.ac.in)
Code of Conduct for Teachers	Nill	The Code of Conduct for Teachers of the Institution is framed and uploaded in the college website (www.dmcte.ac.in)
Code of Conduct for Non-Teaching Staffs	Nill	The Code of Conduct for 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
Sensitization on Adolescence and their Problems (HIV, Media Obsession, Substance Abuse) at Eastern Ideal Girls School	19/05/2018	19/05/2018	340
Sensitization on Students and Discipline	19/05/2018	19/05/2018	340
Sensitization on Positive Attitude for Life at Eastern Ideal Girls School	19/05/2018	19/05/2018	340
Sensitization on Role of Media in Education at Eastern Ideal Girls School	19/05/2018	19/05/2018	340
Sensitization on Women Empowerment and Education	19/05/2018	19/05/2018	340
Sensitization on Role of Community in Education at Deaf and Mute School, Takyel	20/05/2018	20/05/2018	265
Sensitization on Health and Physical Education at Deaf and Mute School, Takyel	20/05/2018	20/05/2018	265
Sensitization on Teacher as Role Model at Deaf and Mute School, Takyel	20/05/2018	20/05/2018	265
Sensitization on Right To education Act in Deaf and Mute school, Takyel	20/05/2018	20/05/2018	265
Sensitization on Parental Role in Education at Deaf and Mute School, Takyel	20/05/2018	20/05/2018	265
View File			

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

1. Segregation of waste 2. Maintenance of cleanliness and sanitation 3. Planting of trees and plants 4. Creating of pedestrian friendly road in the

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best Practices # 01

1. TITLE OF THE PRACTICE " 3-Days MICRO TEACHING WORKSHOP "
2. OBJECTIVES OF THE PRACTICE 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. 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
3. THE CONTEXT Micro teaching skill learning is based on dividing the whole process of teaching into various parts that requires specific teaching skills. 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 in the month of May, 2018 on 9th, 10th and 11th. A Committee was constituted to arrange the proceedings of the 3-Day Workshop. The faculty was divided into four groups to take responsibility of the assigned teaching skills. The students were also divided into four groups. The topics (teaching skills) discussed were Writing Instructional Objectives, Set Induction, Explanation Skill, stimulus Variation, Closure, Questioning Skills, Use of Audio Visual Aids, Classroom Management, Reinforcement and Feedback. The skills were demonstrated by the faculty and eventually each student has to teach a content utilizing the skill taught. Feedbacks were given and students had to repeat the teaching once again. 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.
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 conduct the micro teaching groups becomes a problem. What resulted was that larger groups of students were allotted which was 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 was in the lack of technology (videography) and videographer in each class. As micro teaching depended much on technology, lack of it sometimes hamper its' success. 7. NOTES Micro teaching workshop needs to be mandatory for all teacher education colleges. Even the U.G.C. has a compulsory slot of Microteaching in all its Orientation and Refresher courses of college teachers. 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 The Community Contact

Programme of 2017-18 was conducted on the 19th and 20th May, 2018 at two different venues- i. Eastern Ideal Girls' High School (19th May) ii. Deaf and Mute School (20th May) The rationale for the selection of these venues was to empower and encourage education of girls and to give full cooperation in the process. It was also an imperative idea to make the student-teachers understand

the world of the deaf and mute, for them to inculcate empathy with the differently-abled. On the 19th May, the student-teachers cleaned up the whole school compound in the morning followed by a Free Medical Camp comprising of different teams like Medicine, ENT, Gynecology and Ophthalmology. The students of the school and the teachers underwent thorough check-up and free medicines were distributed. In the afternoon there was a sensitization programme where the faculty gave talks on Adolescents and their Problems, Disciplinary Issues Among Students, Education and Women Empowerment, Positive Attitude for Positive

Life and Role of Media in Education. The session was very interactive and educative. Study materials and sports items were also gifted to the school On the 20th May, the student-teachers of the college visited Deaf and Mute School, Takyelpat and cleaned-up the whole campus in the morning. It was followed by a

sensitization programme where the college faculty interacted on different topics like Role of Community in Education, Problem of Obesity Amongst Students, Teacher as a Role Model for Social Change and Development, Right to Education Act and Parental Role in Education. The teachers of the Deaf and Mute School interpreted the whole sensitization talk through sign language to the

students. It was a very hard touching day as the student teachers felt the emotional connect of the differently abled students. Study materials and sports items were also gifted to the school. 5. Evidence of Success After the student-teachers returned to the college there was a sense of responsibility and a deep understanding of gender equality and inclusiveness. These values were inculcated and was visible in their overall action and feedback. Many student-

teachers felt the need to have these Community Contact Programmes in all educational institutions to strengthen belief in brotherhood and to motivate future students to develop sense of unity, love, respect for women and girls and the differently-abled students. 6. Problems Encountered and Resources Required The problems encountered were in arrangement of the Medical Team and synchronization of the activity. As the two days had a very tight schedule student-teachers complained of fatigue. It would have been better if it was a 3-day Community Contact Programme. Nevertheless, the programme was successful. The resources required were mainly to do with finances and a better Community Contact Programme would have been done if there were no financial constraint.

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

<https://dmcte.ac.in/wp-content/uploads/2022/06/bp201718.pdf>

7.3 – Institutional Distinctiveness

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

The Swachh Bharat Summer Internship Programme of 100 Hours was inaugurated on 11th May, 2018 at the campus of D.M. College of Teacher Education. The initiative has been taken up in pursuance of the objectives of Swachh Bharat Mission, Ministry of Human Resource Development, in association with Swachh Bharat mission (Gramin), Ministry of Drinking Water and Sanitation. The objective of the programme is to make the students promote Swachhta in their area. The students are to select a village of their choice and work with the village community for building a lasting system for improving the overall sanitation and hygiene in the village. The duration of the internship is 100 hours and the students are allowed to enrol through online application. Dr. W. Jyotirmoy Singh was appointed as the Nodal Officer of this Internship. As one of the Vision and Mission of the College is to make the student-teachers develop an insight into the understanding of the society and to enable them to face the challenges of the changing scenario this particular internship programme has been taken up. 28 students studying in B.Ed. and M.Ed. took part in this internship. The students were divided into three groups. Each group was assigned different areas and villages. Group I comprising of 6 students were assigned Luwangshangbam Village in Imphal East District. Group II comprising of 8 students were assigned Phuramakhong Village of Imphal West District and the third group comprising of 7 students were assigned Konsam Leikai Village under Khurai Konsam Leikai Gram Panchayat. The students worked for 100 hours starting from the last week of May, 2018 to the first week of August, 2018. They submitted the report on online portal of Swachh Bharat Summer Internship 2018 within the stipulated time. The students performed numerous activities like Awareness Campaign, Door-to-Door (Meeting regarding Sanitation, Hygiene, Toilet Usage, Handwash), Conducting Village and School level Rallies, Waste Collection Drives (Household- common or shared spaces), Segregation of solid waste into Bio-degradable and Non-Biodegradable, Development of Compost Pit, Transportation of Household Waste to appropriate disposal sites. The Internship was a very successful one as the students learnt different skills which are of importance for a cleaner and safe environment.

Provide the weblink of the institution

www.dmcte.ac.in

8.Future Plans of Actions for Next Academic Year

The Future Plan of Action for the next Academic Year are as follows- 1. Orientation of the faculties of the B.Ed. and M.Ed. on new techniques of teaching-learning process 2. To conduct Community Contact Programme at most suitable place 3. Observation of Days of National Importance 4. Internship Activities for both B.Ed. and M.Ed. 5. Involvement in Swachh Bharat Programme 6. Micro-Teaching Workshop 7. Teaching Aids Exhibition and Competition 8. Entrance Test for both B.Ed. and M.Ed. 9. Conduct of College Week 10. Conduct of Institutional Level Seminars