



## Yearly Status Report - 2018-2019

### Part A

#### Data of the Institution

1. Name of the Institution	DM COLLEGE OF TEACHER EDUCATION
Name of the head of the Institution	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	<b>Affiliated</b>
Type of Institution	<b>Co-education</b>
Location	<b>Urban</b>
Financial Status	<b>state</b>
Name of the IQAC co-ordinator/Director	<b>Dr. Konika Khuraijam</b>
Phone no/Alternate Phone no.	<b>03852444978</b>
Mobile no.	<b>9366528550</b>
Registered Email	<b>konikhur@hotmail.com</b>
Alternate Email	<b>dmcte.imphal@gmail.com</b>

### 3. Website Address

Web-link of the AQAR: (Previous Academic Year)	<a href="https://dmcte.ac.in/download/aqar-2017-18/">https://dmcte.ac.in/download/aqar-2017-18/</a>
<b>4. Whether Academic Calendar prepared during the year</b>	<b>Yes</b>
if yes, whether it is uploaded in the institutional website: Weblink :	<a href="https://dmcte.ac.in/wp-content/uploads/2022/05/ac201819-1-1.pdf">https://dmcte.ac.in/wp-content/uploads/2022/05/ac201819-1-1.pdf</a>

### 5. Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity	
				Period From	Period To
<b>1</b>	<b>B</b>	<b>2.59</b>	<b>2016</b>	<b>19-Jan-2016</b>	<b>18-Jan-2021</b>

<b>6. Date of Establishment of IQAC</b>	<b>12-Sep-2013</b>
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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
<b>B.Ed. Entrance Test</b>	<b>11-Aug-2018</b> <b>1</b>	<b>980</b>
<b>Counselling of New B.Ed.</b>	<b>17-Aug-2018</b>	<b>150</b>

Students	2	
Induction and Orientation of New B.Ed. Students	29-Aug-2018 1	150
B.Ed. Third Semester Pre-Final Examination	24-Aug-2018 6	133
M.Ed. Entrance Test	08-Sep-2018 1	550
Counselling of New M.Ed. Students	10-Sep-2018 1	50
Social service (Clean-up of the College)	15-Sep-2018 1	184
Nai Talim Week	26-Sep-2018 7	80
Orientation and Induction of New M.Ed. Students	22-Oct-2018 1	50
Orientation of B.Ed. Teachers	01-Nov-2018 1	14
<a href="#">View File</a>		

**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	RUSA	2018 1	8000
D.M. College of Teacher Education	RUSA 1.0	Directorate of University & Higher Education	2018 1	519300
D.M. College of Teacher Education	RUSA 1.0	RUSA	2018 180	558000
D.M. College of Teacher Education	RUSA 1.0	RUSA	2018 180	223200
D.M. College of Teacher Education	RUSA 1.0	RUSA	2019 1	300360
D.M. College of Teacher Education	Examination	RUSA	2019 1	1841.05
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**9. Whether composition of IQAC as per latest NAAC guidelines:**

**Yes**

Upload latest notification of formation of IQAC	<a href="#">View File</a>
<b>10. Number of IQAC meetings held during the year :</b>	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	<a href="#">View File</a>
<b>11. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	No

<b>12. Significant contributions made by IQAC during the current year(maximum five bullets)</b>
Approval of the Policy Document of Institutional Strategies for Maintaining and Utilizing Physical, Academic and Support Facilities
Nai Talim week Celebration for 7 (seven) days
Orientation of B.Ed. Teachers , M.Ed. Teachers and Support Staffs
Research Committee Meeting
B.Ed. School Exposure Internship Programme and M.Ed. Internship Programme

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<b>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</b>
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Plan of Action	Achivements/Outcomes
B.Ed. Entrance Test	The B.Ed. Entrance Test is a very important programme of the college where only fifty preservice students were selected out of hundreds of aspiring students. The entrance test is based on general english, teaching aptitude and pedagogy of their choice. Therefore only the best of the students were chosen out of the lot and got trained and educated to become the future human engineers.
Induction cum Orientation of new B.Ed. Students	The induction cum orientation of new B.Ed. students was conducted in the month of August for two days. The newly admitted students benifited from it as

	they became aware of the proceedings of the course and programme outcome. This in turn motivated them towards inciting interest in the whole course.
Orientation of B.Ed. Faculty	The orientation of the B.Ed. faculty catered to the introduction of new techniques, pedagogy and transaction of the B.Ed. curriculum. This resulted in creating a pool of motivated teachers who took a keen interest in the transaction of the curriculum as a whole.
Orientation of M.Ed. Faculty	The orientation of the M.Ed. faculty catered to the introduction of new techniques, pedagogy and transaction of the M.Ed. curriculum. This resulted in creating a pool of motivated teachers who took a keen interest in the transaction of the curriculum as a whole.
Orientation of non-teaching staff (support staff)	The orientation of the support staff was highlighted with a motivational talk on the importance of support staff in an institution. An interaction also took place on how to create a healthy atmosphere and how to draw out the best potential of the support staff. This resulted in a more energetic and cooperative support staff.
House Allocation	The students of the college were allocated five Houses namely Dewey, Gandhi, Tagore Rousseau and Radhakrishnan. Captains and Vice-Captains were elected and Mentors were allocated. This allocation motivated the students to embark on the different competition set aside as part of the co-scholastic activity of the college.
Fresher's Meet	The Fresher's Meet of the college was conducted in the month of January. It was an opportunity for the newly admitted students to introduce themselves to the senior students. This build upm an amiable relationship amongst the students, imbibing the skill of cooperation and unity.
College Week	The college week was conducted in the month of February for eight days. It was a platform to showcase talents and innate potential of the students through different competitions such as Literary, Cultural, and games and Sports. It instilled in the students a sense of sportsmanship and a healthy competition which is very essential in today's life. The students were

	motivated to excel and aim higher. They also learnt the skill of conducting such activities in their respective future schools.
Academic and Administrative Audit (Internal)	The academic and administrative audit of the college was conducted internally by the IQAC in the month of April. All the documents, plans, policies, academic activities, administrative activities were audited internally. A report was also tabled by IQAC stating areas of weakness and strength which later became a guiding light for enhanced performance of the college.
M.Ed Entrance Test	The M.Ed Entrance Test was conducted in the month of August .The entrance Test was to select the most potential M Ed students who will become future teacher educators. The selection criteria was based on the percentage of mark obtained in B.Ed. in addition to the mark obtained in the selection test. This resulted in the selection of the best fifty students who had the potential to become excellent teacher educators.
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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	2019
Date of Submission	24-Jan-2019
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 of both B.Ed. & M.Ed. 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. The M.Ed. students are allotted their own House (Radhakrishnan House) which give 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
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
Vocationalization of Higher Education (IT-ITES)	04/07/2017	25
<a href="#">View File</a>		

### 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	School Exposure (B.Ed. First Year)	133
BEd	Sixteen Week School Internship(B.Ed. Final Year)	134
MEd	Internship (M.Ed. First Year)	45
<a href="#">View File</a>		

## 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 teachers and the student-teachers agreed that curriculum is academically flexible regarding the feedback on the curriculum. Majority of the respondents agreed that the curriculum has the quality of self learning. Maximum respondents agreed that the course component of the curriculum is helpful for all round development and future placement of these students. In order to develop basic skills of teaching the extended internship programme is found to be helpful. Many respondents agreed that the college has ways and means to foster and sustain ICT based innovation and IT materials that the college library has adequate study materials 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 N-LIST. Majority of the respondents agreed that along with curricular knowledge, the curriculum provides life skills and value-based knowledge to the students. It is also found that the curriculum is well supported by Co-Curricular and Extra-Curricular activities and learning outcomes are of good standard. The Curriculum feedback plays a significant part in the development and modification of curricular aspects of the college. After analyzing the findings of the feedback it is forwarded to the Head of the Institution and taking appropriate necessary actions on the improvement of curriculum and teaching-learning process which is framed by calling a meeting of the faculty. As there is a gradual development of teacher quality and curriculum transaction every</p>



year. The institution also restructure the curriculum based feedback questionnaire suitable changes in the teaching-learning process and upgradation of the curriculum.

## CRITERION II – TEACHING- LEARNING AND EVALUATION

### 2.1 – Student Enrolment and Profile

#### 2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BEd	Secondary Teacher Education	150	980	148
MEd	Secondary Teacher Educator	50	550	50
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### 2.2 – Catering to Student Diversity

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

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2018	282	90	3	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	10	61	8	8	0
<a href="#">View File of ICT Tools and resources</a>					
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#### 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 five 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
372	14	1 : 27

## 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	0	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	B.Ed.	2nd Year Final (3rd 4th Semester)	31/10/2018	05/04/2019
MEd	M.Ed.	2nd Year Final Examination	31/10/2018	02/07/2019
No file uploaded.				

### 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 2018-19 had 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, pre-final examinations, house allocation which all contributed to the requirements of a future teacher. The Academic Calender covered all areas of entrance tests of both B.Ed. and M.Ed. inclusive of the pre-admission counselling. It also covered the induction of newly admitted students and the orientation of teachers of both B.Ed. and M.Ed. The House allocation and the selection of the Captain and Vice-Captain of the five Houses also has a place in the Academic Calender. The House system which had been formed as part of the co-scholastic programme played an essential part in the college as the Inter-House Competition is the vital component of the co-scholastic area. The Freshers Meet, The College Week and other activities were 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 Examination was also tentatively scheduled in the Academic Calender. The tentative date for the Non-Teaching Staff Orientation (Support Staff) and the Stakeholders Meeting was also put up in the Academic Calender. The Academic Calender for the year 2018-19 had 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/> <https://dmcte.ac.in/m-ed/>

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
B.Ed.	BEd	Secondary Teacher Education	132	117	88.64
M.Ed.	MEd	Secondary Teacher Educators	40	30	75
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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)

### 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
Swachh Bharat Summer Internship, 2018	1. W. Nongpoknganba Meitei 2. Kh. Diviya Devi 3. M. Hittary Chanu 4. Seram Dewan Singh 5. K. Samsan Singh 6. N. Kalpana Chanu	Manipur University	19/09/2018	uUniversity Level Swachh Bharat Summer Internship (First Position)
Swachh Bharat Summer Internship	1. W. Nongpoknganba Meitei 2. Kh. Diviya Devi 3. M. Hittary Chanu 4. Seram Dewan Singh 5. K. Samsan Singh 6. N. Kalpana Chanu	Government of Manipur	21/10/2018	State Level Swachh Bharat Summer Internship (Second Position)
<a href="#">View File</a>				

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
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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
0	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)
International	Education	1	0
<a href="#">View File</a>			

### 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
Education	4
<a href="#">View File</a>	

### 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
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### 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	Nil	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
Resource persons	0	1	4	6
Presented papers	1	3	0	0
Attended/Seminars/Workshops	1	0	1	0
<a href="#">View File</a>				

## 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

Nil	Nil	0	0
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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
Swachh Bharat summer Internship	University Level First Position	Manipur University	6
Swachh Bharat Summer Internship	State Level Second Position	Government of Manipur	6
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/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	Department of University Higher Education	Swachh Bharat Activities	4	28
Nai Talim (26th sept. to 2nd Oct., 2018)	Department of University Higher Education	Cleanliness and Waste Management	5	80
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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
Observation of International Yoga Day, 2018	48	D.M. College of Teacher Education, Imphal	1
<a href="#">View File</a>			

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 Exposure	Kebol High School, C.C. Higher secondary school, Ananda singh Higher sec.	13/05/2019	07/06/2019	133

		School etc.			
B.Ed. final Year Internship	School Internship	Kebol High School, C.C. Higher Secondary School etc.	28/06/2018	27/10/2018	134
M.Ed. Internship	Internship	DIET Centre, Keikol	15/05/2019	17/05/2019	45
<a href="#">View File</a>					

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
0	0

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
No Data Entered/Not Applicable !!!	
No file uploaded.	

### 4.2 – Library as a Learning Resource

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

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

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	7383	1220346	0	0	7383	1220346
Reference Books	4372	1103462	24	5040	4396	1108502
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 Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/GBPS)	Others
Existing	48	1	1	2	1	3	18	1	0
Added	0	0	0	0	0	1	0	0	0
Total	48	1	1	2	1	4	18	1	0

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

1 MBPS/ GBPS
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##### 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	<a href="#">Nil</a>

#### 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
30.47	30.47	0	0

##### 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)

D.M. College of teacher Education has framed a policy and procedure for maintaining and utilizing physical, academic and support facilities for laboratories, multi-purpose hall, indoor hall, classrooms with smart boards, faculty rooms, ALUMNI rooms, conference hall, IQAC room, students Union room, Ladys Common room, Gents Common Room, cultural museum, visitors room, administrative block, library, guidance and counselling room, Gents Hostel, Ladys, Gents and staffs washroom, canteen and campus garden. The policy of the college is to fulfill and upgrade the infrastructure requirement as and when the need arises. Various committees of the college are constituted to plan and ensure that the available infrastructure is in line with the academic growth and is optimally utilized. Each committee consists of faculties of the college and they perform their duties efficiently. In order to maintain the infrastructure and procure maximum utilization of physical, academic and support facilities, routine operation have been outlined. PROCEDURE FOR MAINTENANCE OF FACILITIES 1. SPORTS FACILITIES- The sports equipments are kept in indoor hall and utilized only when required by the students specially during the college week Games and Sports events. The Secretary of Games and Sports take the responsibility of looking after the sports equipments. Faculty-in-



charge of sports also monitors the activity. 2. LIBRARY- The students can avail the library books only after displaying the library cards given to them. There is a set time for borrowing of any library books and fines are imposed in case of late return of books or any damage to the books. 3. LABORATORIES- There are four laboratories in the college namely- Social Science, Science, Language, Psychology and Computer. These labs are utilized only when required or when the students apply for utilization of the laboratories. The lab technician take up the responsibility of looking after the labs. 4. CLASSROOMS- The maintenance of the classroom and the ICT installed in it are solely the responsibility of the faculty and the students. Precaution is maintained to utilize these facilities with utmost care. Classrooms are always locked after normal classes. 5. CONFERENCE HALL- The conference hall of the college is utilized mainly for meetings of the faculties and the Chowkidar looks after its maintenance. 6. LADYS and GENTS COMMON ROOM- The Ladys and Gents common room are for the students to be used in their recreational time. The responsibility of these rooms are given to the Ladys and Gebns Common room Secretaries and respective faculties who are assigned as mentors/ guides for these rooms. 7. FACULTY ROOMS- The rooms of the faculty are maintained by the faculty who is allotted the particular room. Renovations are done by the committee constituted for the tasks. 8. CAMPUS GARDEN, HALLS, ADMINISTRATIVE BLOCK, CANTEEN, IQAC ROOM, VISITORS ROOM, CULTURAL MUSEUM- These facilities are looked after by the concerned departments with support from the faculties and students.

<https://dmcte.ac.in/wp-content/uploads/2022/07/pddmcte.pdf>

## 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	124	1582820
b) International	Nil	0	0
<a href="#">View File</a>			

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

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
Remedial Coaching	20/07/2018	8	Faculties of D.M. College of Teacher Education
Remedial Coaching	17/09/2018	5	Faculties of D.M. College of Teacher Education
No file uploaded.			

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

Year	Name of the scheme	Number of benefited	Number of benefited	Number of students who	Number of studentsp placed
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		students for competitive examination	students by career counseling activities	have passed in the comp. exam	
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
0	0	0

## 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
2018	5	B.Ed	D.M. College of Teacher Education	D.M. College of Teacher Education	M.Ed.
2019	3	M.Ed.	D.M. College of Teacher Education	Manipur University	PhD
<a href="#">View File</a>					

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	2
<a href="#">View File</a>	

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

Activity	Level	Number of Participants
Literary Competition	Institutional	320
Cultural Competition	Institutional	320
Games Sports Competition	Institutional	320
<a href="#">View File</a>		

### 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	Nill
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 2018-19 was scheduled on 23rd November, 2018. 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 22nd November, 2018 and Scrutiny was done on 23rd November, 2018. The candidates after scrutiny were found to be uncontested and therefore directly elected as representatives on the date of scrutiny. Irengbam Jimson Singh was elected as the General Secretary, Shaikhom Nabachandra Singh as the Finance Secretary, Khaidem Dilipkumar singh as Social Function Secretary, Okram Boboycha Singh as Debate and Extension Secretary, Chabungbam Newton Singh as Magazine Secretary, Salam Santosh singh as Games and Sports Secretary, Thokchom Belinda Devi as Ladys Common Room Secretary and Olive Jimp Zimik 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 10th December, 2018 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:

250

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

0

5.4.4 – Meetings/activities organized by Alumni Association :

2

## 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 during the year 2018-19 are 1. Organization of College Week- The College Week of D.M. college of Teacher Education is an annual affair where the five 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 five houses and captains and vice-captains were selected. These houses have one faculty each for supervision and mentor-ship. In addition to this, the college students Union ( The Trainees union) was elected through democratic process and each portfolio, example General Secretary, Finance Secretary, Magazine, Social and Function secretary, Debate and Function secretary, Games and sports secretary, Gents Common room Secretary, Ladys Common Room secretary have separate committees to perform the different activities under the portfolio. The College Week is a mega function where different Committees were set up for management of refreshment, conduct of activities and organization of opening and closing function. 2. Formation of Different Committees to look after the Academic, Examination, Attendance, Admission, Internship Allocation, Infrastructure- D. M. College of Teacher Education in addition to decentralize right from the admission to the examination and assessment of the students different committees are constituted to look after the respective duties assigned to each committee. The admission committee is in charge of sorting out the applicants, conducting the entrance examination, declaration of the result and pre-admission counseling. The Academic Committee looks after the arrangement of time table, allotment of subjects, formation of Academic Calendar and induction of new students. The Examination Committee looks after the examination time table, printing of question papers, allocation of examination duties and announcement of examination result. The attendance committee looks after the attendance of the students by taking the students attendance every two months and intimating the students for punctuality. The also calculate the percentage of attendance to be submitted to the University. The Internship Committee looks after both B.Ed. and M.Ed. Internship by allocating the teacher-in-charge identifying the cooperating schools and grouping the students accordingly. The Infrastructure Committee have a regular sitting to discuss and analyze funds, distribution of funds, identifying areas of renovation and maintenance of the infrastructure.

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 the institution is under Manipur University, an independent curriculum cannot be framed. Nevertheless the college takes feedback from the students regarding curriculum and its transaction. And from time to time content development is exercised. Some faculties of the college are also involved in curriculum framation of the state in the capacity of resource

persons. Co-Curricular activities like NAI TALIM are also practiced in this Academic Year.

#### Teaching and Learning

D.M. College of Teacher Education has very innovative teaching-learning process and activities. Every class has different learning activities such as thinking in pairs, debating of issues, role playing, brainstorming and other interactive activities. Constructivists mode of teaching is exercised in this institution.

#### 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.

#### Examination and Evaluation

The continuous evaluation strategy is utilized in the college. The internal marking are based on this continuous evaluation that comprised of unit tests, class tests, seminar presentation, project work and home assignments. Pre-Final examinations are also conducted as preparatory examination before the students appear in the final examination of the university.

#### Research and Development

The College has a research development Committee which monitors the research and development work of the faculty. Faculties are also advised to take up more research and the publish articles in approved journals. Moreover, students of B.Ed. have to perform minor research activities in their respective schools. M.Ed. Students have to undergo a minor research for their dissertation and faculties guide them through the process.

#### Human Resource Management

Human Resource Management is the strategic approach to the effective and efficient management of people in an institution so that they help the institution to gain a competitive advantage. In the college, Orientation Courses are given to the faculties of

B.Ed., M.Ed. and Non-Teaching Staffs to gain maximum benefit from these resources.

#### 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)
2018	B.Ed. Teachers Orientation	Nil	01/11/2018	01/11/2018	14	Nil
2018	M.Ed. Teachers Orientation	Nil	02/11/2018	02/11/2018	11	Nil
2018	Nil	Orientation of Non-teaching Staff	05/11/2018	05/11/2018	Nil	5
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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
Teacher Orientation (B.Ed.)	14	01/11/2018	01/11/2018	1
Teacher Orientation (M.Ed.)	11	02/11/2018	02/11/2018	1
Global Studies	1	05/03/2019	29/03/2019	24

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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	0
No file uploaded.		

#### 6.4.3 – Total corpus fund generated

0

### 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)

The development programme for support staff are- 1. Orientation of support staff (Non-Teaching Staff) on 5th November, 2018 2. Contributory Financial assistance given to wife of Mr. Akomcha (Sweeper) who demised on 23rd November, 2018 3. The Post of Sweeper (contractual) was given to Naobi Devi W/O Late Mr.



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

The post accreditation initiatives executed during the year 2018-19 are 1. Framing of Policy document on Institutional Strategy for maintaining and utilizing physical, academic and support facilities 2. Introduction of College Uniform in order to bring uniformity and inculcate discipline. 3. Conduct of Internal Academic and Administrative Audit by IQAC

## 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
2018	B.Ed. Entrance Test	18/06/2018	11/08/2018	11/08/2018	980
2018	Induction of New B.Ed. Students	18/06/2018	29/08/2018	29/08/2018	150
2018	M.Ed. Entrance Test	01/09/2018	08/09/2018	08/09/2018	550
2018	Social service (Clean-up Programme)	01/09/2018	15/09/2018	15/09/2018	184
2018	Nai Talim	01/09/2018	26/09/2018	02/10/2018	80
2018	Induction of M.Ed. Students	01/09/2018	22/10/2018	22/10/2018	50
2018	Orientation of B.Ed. Teachers	01/09/2018	01/11/2018	01/11/2018	14
2018	Orientation of M.Ed. Teachers	01/09/2018	02/11/2018	02/11/2018	11
2018	Orientation of Non-Teaching Staff (Support Staff)	01/09/2018	05/10/2018	05/10/2018	5
2019	Freshers	08/11/2018	16/01/2019	16/01/2019	305



Meet

[View File](#)**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 Gender Equality	08/03/2019	08/03/2019	57	93

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>Environmental consciousness and sustainability is of great concern. The Institute takes initiative in keeping the environment neat and clean inside the college campus as well as outside the campus. The College also make every effort to reduce the amount of energy usage. The faculty members and student-teachers turn off light and fans when leaving the room. Replacing incandescent lighting with energy efficient light bulbs. Maximizing the use of natural light. The institute adopt systematic waste management mechanism. Solid waste are segregated properly and biodegradable waste are kept for composting. Plastics are given to plastic factory for recycling. Disposable waste are collected regularly by city garbage truck. Students went to villages for experimental internship under Swachh Bharat Summer Internship to create awareness in regards to sanitation and waste management. The programmes included awareness campaign, door-to-door visits, conducting rallies, waste collection drives, segregation of solid waste, development of compost pits, transportation of household wastes, tree plantation, re-using of waste plastic vessels, toilet construction, sensitization meeting and installation of dust bin. The college also organized a weeklong practical intervention to propagate Mahatma Gandhis Nai Talim (26-09-2018 to 02-10-2018). Some of the activities included were kitchen gardening, waste disposal, water harvesting and promotion of tree plantation for clean and green environment. The College also conducted inter-house social service competition for maintaining cleanliness and sanitation.</p>

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Nil	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	Nil	1	11/05/2018	60	Swachh Bharat	Awareness	32

					Summer Internship	Campaign on Sanitation and Waste Management	
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#### 7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
Code of Conduct for Principal	Nil	Code of Conduct for the Head of the Institution is uploaded in our website <a href="https://dmcte.ac.in/wp-content/uploads/2022/05/codprincipal.pdf">https://dmcte.ac.in/wp-content/uploads/2022/05/codprincipal.pdf</a>
Code of Conduct for Teaching Staff	Nil	Code of Conduct for the Teaching Staff is uploaded in our website <a href="https://dmcte.ac.in/wp-content/uploads/2022/05/codteachingstaff.pdf">https://dmcte.ac.in/wp-content/uploads/2022/05/codteachingstaff.pdf</a>
Code of Conduct for the Non-Teaching Staff	Nil	Code of Conduct for the Non-Teaching Staff is uploaded in our Website <a href="https://dmcte.ac.in/wp-content/uploads/2022/05/codnonteachingstaff.pdf">https://dmcte.ac.in/wp-content/uploads/2022/05/codnonteachingstaff.pdf</a>
Code of the Teacher Trainees (Student-Teachers)	Nil	Code of Conduct for the Teacher Trainees (Student-Teachers) is uploaded in our website <a href="https://dmcte.ac.in/wp-content/uploads/2022/05/studentcod.pdf">https://dmcte.ac.in/wp-content/uploads/2022/05/studentcod.pdf</a>

#### 7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Sensitization on Gender Equality	08/03/2019	08/03/2019	150
<a href="#">View File</a>			

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

1. Planting of more flowers and ornamental shrubs 2. Social service Programme for Campus clean-up 3. Pledge taken by the students to make the campus plastic free 4. Installation of energy efficient lighting 5. Installation of more dustbins for segregation of waste

### 7.2 – Best Practices

#### 7.2.1 – Describe at least two institutional best practices

**BEST PRACTICES # 01 TITLE OF THE PRACTICE** Annual College Week, 2018-19  
**OBJECTIVES OF THE PRACTICE** The objectives of the Annual College week are:-  
 1. To inculcate in the students the value of sportsmanship and healthy competition  
 2. To make the student-teachers get acquainted with the procedures and knowhow and challenges of conducting school based activities  
 3. To discover the innate

potential of the student-teachers and develop their personality 4. To enhance leadership qualities THE CONTEXT The College Week has been an integral part of D.M. College of Teacher Education since its inception. Education is not merely confining to scholastic areas. Every individual requires a sense of competition and sportsmanship in order to motivate and excel in his/her field. The College week Programme which is part of the co-scholastic activities develops all the three genres of education- reasoning, psychomotor and emotional learning.

Involvement in these co-scholastic activities enhance the personality of the student-teachers. Moreover, the innate potential of the individual and their creativity surfaces during such activities. As student-teachers, the functionality of how to organize such co-scholastic events in their respective schools is a much needed and required knowledge. Involving themselves in these activities gives them a first-hand experience on the arrangement and conduct of the programme.

THE PRACTICE The College week was inaugurated on the 11th February with a March Past of all the students who were divided into five Houses-- Gandhi House, Tagore House, Dewey House, Rousseau House and Radhakrishnan House. Literary Competition was conducted on the 11th February 2019. The competition was done on Short Story Writing, Recitation, Debate, Ex-Tempore, Epom (Comedy) and Quiz. The Cultural Competition on Songs was conducted on 12th February, 2019. The items were Manipuri Modern Song, Manipuri Group Song, Folk Song and Western Solo Song. The Cultural Competition of dances were conducted on the 13th February 2019. The items were Traditional Solo Dance and Traditional Group Dance. The Indoor Games Competition was conducted on the 14th of February. The items included Carrom, Table Tennis, Chess, Badminton and Volleyball for both men and women. The Outdoor Games were conducted on the 15th to 17th February, 2019. The items were 100m Race, 200m Race, Javelin, Shot-Put, Discuss Throw and football. The prize distribution was held on the 18th February with a closing function.

EVIDENCE OF SUCCESS The College Week had motivated the students to discover their potentials and innate creativity. This was seen in the later part of the session where the students became more open, more creative and ready to take on challenges. The value of sportsmanship was also ingrained in all the students. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

The only problem encountered was in the conduct of the events. As it was a week-long programme, students tend to get exhausted by the 5th day of the competition. Moreover, some students had joined in all the competition and clashes of the schedule was reported. Another problem was in hiring mentors/teachers for the cultural programmes as it was basically very specifically traditional in form. Monetary involvement to hire the teachers were required.

NOTES Future teachers require to have both scholastic and co-scholastic knowledge in order to educate the future generation of the state as well as the country. D.M. College of Teacher Education is setting an exemplary benchmark in imparting an all round education which will result in the betterment of education sector for the state as well as the country.

Nations are built in classrooms is a quote which is ingrained in the philosophical structure of this institution. BEST PRACTICES # 02 TITLE OF THE PRACTICE Swachh Bharat Summer Internship (100 Hours) OBJECTIVES OF THE PRACTICE

The objectives of the practice are in cognizance to the objectives of Swachh Bharat Campaign.

1. To eliminate open defecation in rural areas 2. To bring behaviour changes of the mass through rallies and sensitization 3. To educate on waste disposal and other sanitation activities 4. To identify solid waste and segregation of the waste 5. To assist in transportation of household waste to appropriate disposal sites 6. To conduct door-to-door awareness campaign on cleanliness THE CONTEXT

The Government of India had launched Swachh Bharat Mission as a national movement on 2nd October, 2014. In pursuance of the objectives of Swachh Bharat Mission, the Ministry of Human Resource Development, in association with Swachh Bharat Mission (Gramin), Ministry of Drinking Water and Sanitation had launched a 'Swachh Bharat Summer Internship Programme'. The UGC had qualified this internship as being eligible for two credits to the students of Higher

Educational Institutions. In this summer internship, students were expected to undertake 15 or more days (100 Hours) activities under Swachh Bharat Abhiyan activities. The students had to undergo different social activities such as awareness campaign, door-to-door visits, village level rallies, waste collection drives, segregation of solid wastes, and development of compost pits, tree plantation and re-using of waste materials. THE PRACTICE The Swachh Bharat Summer Internship Programme was launched on 11th May, 2018 under the appointed Nodal Officer, Dr. W. Jyotirmoy Singh. Altogether 28 students were selected to undergo the 100 hours internship programme. The students were divided into three groups each group taking charge of one village. The first group took charge of Luwangshangbam Village under Luwangshangbam Gram Panchayat, Imphal East. The second group took charge of Phuramakhong village under Langthabal Ningombam Gram Panchayat of Imphal West District. The third group took charge of Konsam Leikai Village under Khurai Konsam Leikai Gram Panchayat of Imphal East District. All the groups conducted a series of activities:- 1. Rally on World Environment Day (5th June, 2018) at Luwangshangbam on the theme Beat Plastic Pollution 2. On 14th June, 2018, the student volunteers donated blood at the blood donation camp at Regional Institute of Medical Sciences, Imphal 3. On 19th June, a One-Day Awareness Programme on Sanitation was conducted at Khurai Popular High School 4. On 21st June, 2018, International Yoga Day was observed at Khurai in collaboration with the students of Khurai Popular High School As it was a competition amongst the three groups there were also other activities conducted such as door-to-door campaign on sanitation, disposing of household waste at suitable sites, sensitization at village level and school level, construction of toilets in an economical manner and preparation of useful goods out of waste materials. The Programme was conducted from May to the first week of August, 2018. The reports were all submitted at the online portal of SBSI, India within the stipulated time. Group 1 of Our College (Luwangshangbam Village) under the leadership of Seram Dewan Singh (Roll No. 129, B.Ed. First Year) received the Best Team at the University Level getting a cash award of Rs.30,000. The other two groups also performed exceptionally well. EVIDENCE OF SUCCESS The evidence of success was visible in the attitude of the interns after the completion of the internship. The general behaviour attitude and mindset was completely targeted into making the college campus clean and plastic free. The passed out interns also motivated their friends on the use of different dustbins and segregation of waste. A space for the segregation of wastes was also constructed by the interns in the college campus. In addition to this, the energy of these interns affected the rest of the students in the college in keeping the campus neat and clean. The interns also motivated their own families and locality to set up dustbins and to make useful things out of waste materials. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED The problems encountered were in changing the mindset of the villagers where the groups were working in. Open defecation was a general problem faced by the interns. Assisting the villagers to construct economical toilets was a challenging task. There was requirement of extra funds in order to conduct and construct these facilities. The internship, because of the fact that it was in summer, was also a problem faced by the interns because of the heat. More volunteers would have lessened the burden. Therefore, there was a need to sensitize of such internship programme bearing credit points, beforehand so that more student-volunteer. NOTES Such summer internship programme is the requirement for the future generation and the government is requested to initiate such programmes.

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/2022/07/bp1819.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

D. M. College of Teacher Education advocates the universal value of cooperation and philanthropy in all its activities. The vision of the college is to build a society where every citizen has the opportunity to benefit from education, learn values and behaviour required for a progressive future and a positive societal formation. The vision can only be brought by the teaching-learning process and by the exemplary conduct of the teachers. Any educational institution has, as its priority, elevation of the academic standard of the institution which is based on the teaching expertise and excellence, as well as the values instilled in the students. Believing in becoming the role model of the students, the faculty of D.M. college of Teacher Education have always been ideal in character and have always shown through actions executing universal values. On top of being well qualified faculties, the teachers also possessed philanthropic nature at heart. One institutional distinctiveness is in the sponsorship of the overall Best House trophy and Cash award by the faculty Dr. Konika Khuraijam, Associate Professor in the name of her late father, Kh. Phulendra Singh, a noted lyricist of Manipur. The overall Best House of the year amongst the five Houses of the college, receives a running Trophy accompanied by Cash Award. The process of awarding Best Overall House Trophy and Cash Award commenced from the Academic Year 2012 and is continuing till date every year. Another institutional distinctiveness is in giving Cash award of Rs.10,000 and a Citation to the Topper of the College in B.Ed. course, starting from the year 2017-18. This Award is donated by the faculty of the college, AK. Surodhoni Devi, Associate Professor in the name of her late father AK. Ibohal Singh who was the first Principal of D.M. College of Teacher Education from the year of conception (1972) and who continued his service till 1986. These exemplary action of the faculties triggered a feeling of motivation to all the students inclusive of the staffs. Such philanthropic action a much required attribute in order to build up a strong community who imbibes universal values of brotherhood and humanity.

Provide the weblink of the institution

<https://dmcte.ac.in/gallery/>

### 8.Future Plans of Actions for Next Academic Year

The future plan of action for the next academic year are:- 1. Conduct of B.Ed. and M.Ed. Entrance Test 2. Micro-Teaching Workshops to be held 3. Demonstration Teaching 4. Teaching-Aids Exhibition 5. Community Contact Programme 6. Orientation of B.Ed. and M.Ed. Faculties 7. Internship for B.Ed. and M.Ed. 8. Annual college Week 9. Annual Freshers Meet 10. Remedial Teaching for Weak Students 11. Sensitization on NEP, 2019-20 12. Feedback to be procured from Students and Teachers