



Yearly Status Report - 2019-2020

Part A

Data of the Institution

1. Name of the Institution	DM COLLEGE OF TEACHER EDUCATION
Name of the head of the Institution	Dr. H. Ibomcha Sharma
Designation	Principal (in-charge)
Does the Institution function from own campus	Yes
Phone no/Alternate Phone no.	03852444978
Mobile no.	9862577045
Registered Email	dmcte.imphal@gmail.com
Alternate Email	rklokendraimp@gmail.com
Address	D.M. College Campus, Thangmeiband
City/Town	Imphal
State/UT	Manipur
Pincode	795001

2. Institutional Status

Affiliated / Constituent	Affiliated
Type of Institution	Co-education
Location	Urban
Financial Status	state
Name of the IQAC co-ordinator/Director	Dr. Konika Khuraijam
Phone no/Alternate Phone no.	03852444978
Mobile no.	9366528550
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-2018-19/
4. Whether Academic Calendar prepared during the year	Yes
if yes, whether it is uploaded in the institutional website: Weblink :	https://dmcte.ac.in/wp-content/uploads/2022/05/ac201920.pdf

5. Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity	
				Period From	Period To
1	B	2.59	2016	19-Jan-2016	19-Jan-2021

6. Date of Establishment of IQAC	20-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
B.Ed. Entrance Test	07-Jul-2019 1	1010
B.Ed. Entrance Test	21-Dec-2020	1370

	1	
M.Ed. Entrance Test	08-Sep-2019 1	542
Micro-Teaching Workshop	19-Aug-2019 3	130
Teaching-Aid Exhibition	23-Aug-2019 1	130
Demonstration Teaching	22-Aug-2019 1	130
First Community Contact Programme	09-Aug-2019 2	255
Second Community Contact programme	29-Feb-2020 2	195
College Week	10-Feb-2020 5	330
Fresher's Meet	22-Nov-2019 1	270
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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	Workshop	RUSA	2019 1	285903
D.M. College of Teacher Education	RUSA 1.0	RUSA	2019 360	9839286
View File				

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 :	4
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	No

during the year?											
12. Significant contributions made by IQAC during the current year(maximum five bullets)											
1. Induction and Orientation of New Students (B.Ed.)											
2. MicroTeaching Workshop											
3. Teaching Aid Exhibition											
4. B.Ed Teachers Orientation											
5. M.Ed. Teachers Orientation											
No Files Uploaded !!!											
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											
<table border="1"> <thead> <tr> <th>Plan of Action</th> <th>Achivements/Outcomes</th> </tr> </thead> <tbody> <tr> <td>B.Ed. Entrance Test</td> <td>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. The Entrance test was conducted twice.</td> </tr> <tr> <td>Orientation of B.Ed. Faculty</td> <td>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.</td> </tr> <tr> <td>Orientation of M.Ed. Faculty</td> <td>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.</td> </tr> <tr> <td>Orientation of Non-Teaching Staff</td> <td>The orientation of the support staff was highlighted with a motivational talk on the importance of support staff</td> </tr> </tbody> </table>		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. The Entrance test was conducted twice.	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	The orientation of the support staff was highlighted with a motivational talk on the importance of support staff
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Orientation of Non-Teaching Staff	The orientation of the support staff was highlighted with a motivational talk on the importance of support staff										

	<p>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.</p>
Fresher's Meet	<p>The Fresher's Meet of the college was conducted in the month of November. 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.</p>
College Week	<p>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.</p>
Academic and Administrative Audit (Internal)	<p>The academic and administrative audit of the college was conducted internally by the IQAC in the month of November. 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.</p>
M.Ed. Entrance Test	<p>The M.Ed Entrance Test was conducted in the month of September. 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. Another entrance selection was done online based on the marks obtained in the B.Ed. Exam. The selected list for the year 'Twenty Twenty' was uploaded in the College website in the month of October.</p>
Community Contact Programme	<p>Two Community Contact Programmes were</p>

	conducted in the month of August, and another in the month of February and March, 'Twenty Twenty'. The Community Contact Programme was an initiative to foster community values and cooperative living. The students, after the contact programme were enriched and motivated to serve the community more.
Micro-Teaching Workshop	The three-day Micro-Teaching Workshop was conducted in the month of August. The aim of the workshop was to teach the student-teachers on all the skills of teaching such as Set Induction, Explanation Skill, Stimulus Variation, Questioning Skill, Closure etc. By the end of the Workshop, the student-teachers had learnt these skills and were empowered to conduct real teaching in various schools of Manipur.
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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	2020
Date of Submission	10-Jan-2020
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	Nil	Nil	Nil

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
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
No Data Entered/Not Applicable !!!		
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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
BEd	Four Week School Exposure (Secondary Teacher Education)	141
BEd	Sixteen Week (Secondary School Education) School Internship	128
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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>CRITERION 1 (Feedback Analysis) 2019-2020 An effort was made to assess the curriculum feedback from the teachers and student teachers for the academic year 2019-2020. The teachers and the students agreed that the curriculum is academically flexible in selection of electives and optional subjects. The respondents have said that the curriculum has the quality of promoting self-learning. Majority of the respondents agreed that the course component of the curriculum was helpful for holistic development and future placement of the students. Both students and teachers responded that the extended internship programme was helpful to develop basic skills of teaching. More than 80 percent of the respondent agreed that the college had various ways to foster and sustain ICT based innovation in IT materials and that the college library had adequate study materials to cater to the teaching-learning process of both B.Ed. and M.Ed. The respondents also agreed that the curriculum provided enough opportunities to the student-teachers and the faculties to participate in seminars, and conduct research activities, to publish in journals and to browse in N-list. All the respondents agreed that the curriculum provided updated life skills and value based knowledge to the students along with curricular knowledge. The response regarding the question on co-curricular and extra-curricular activities and learning outcomes and its enhancements were highly positive. The institution considered that the feedback on curriculum played an important part in the enhancement and modification of the curricular aspects of the college. The collective feedback was analyzed and the report was submitted to the head of the institution to take up necessary actions for the further improvement of transaction of curriculum in the college. The institution also restructured the feedback questions from time to time in order to suit the changes in the teaching-learning process and incognizance to the NEP 2020 and to comply with issues raised by the stake holders.</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	1010	148
MEd	Secondary Teacher Educators	50	542	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
2019	298	100	9	0	27

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
27	10	61	8	8	0
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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. During the Covid Pandemic the students are mentored online.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
398	27	1:15

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
17	14	3	0	17

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
2019	Dr. Konika Khuraijam	Associate Professor	Women Achiever Award 2019
No file uploaded.			

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	Second year (Final Year)	10/04/2019	28/01/2021
MEd	Nil	Final Year (Second Year)	03/10/2019	08/01/2021
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. During the Covid-19 Pandemic, the teachers collect assignments from students through online to continue with CIE. This plays an important part in the internal assessment of the students during the Pandemic. During the Covid pandemic that started in the last week of March, 2020, the College reformed the system of internal evaluation, shifting it to the online mode. Students were evaluated on the basis of attendance of online classes and home-based assignments.

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 2019-20 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, micro-teaching workshop, exhibition of teaching aids, 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 Calendar. The tentative date for the Non-Teaching Staff Orientation (Support Staff) and the Stakeholders Meeting was also put up in the Academic Calendar. The Academic Calendar for the year 2019-20 had been uploaded in the college website. The community contact programme, an essential co-scholastic activity of the college was conducted twice in this Academic Year. The Academic Calendar was slightly modified because of the Covid Pandemic situation.

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
Nil	BEd	Secondary teacher Education	133	126	94.74
Nil	MEd	Secondary Teacher Educators	44	44	100
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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/ssr20192020.pdf>

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

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

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

3.2 – Innovation Ecosystem

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

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

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

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

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

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
Nil	Nil	Nil	Nil	Nil	Nil
No file uploaded.					

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
0	0	0

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

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

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

Type	Department	Number of Publication	Average Impact Factor (if any)
International	Education	5	Nil
View File			

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

Department	Number of Publication
Book Publication	1

Chapters in Books	6
Conference Paper (International)	2
View File	

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

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

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

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

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

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	2	9	3	0
Resource persons	0	0	4	0
View File				

3.4 – Extension Activities

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

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Talk on Personality Development	JCRE SKILL SOLUTIONS	1	50
View File			

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

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
Nil	0	Nil	0
No file uploaded.			

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

Name of the scheme	Organising unit/Agency/collaborating	Name of the activity	Number of teachers participated in such	Number of students participated in such
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	agency		activites	activites
Nil	Nil	Nil	0	0
No file uploaded.				

3.5 – Collaborations

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

Nature of activity	Participant	Source of financial support	Duration
Three Day Workshop on Pedagogy and assessment Tool Preparation	52	Directorate of University Higher Education	3
Testing Technique and Tool Preparation for College Teachers	55	Directorate of University Higher Education	5
View File			

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

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
Internship	B.Ed. school Exposure	Uploaded in the file	29/10/2020	28/11/2020	141
Internship	16 Weeks B.Ed. Internship	Uploaded in the file	02/09/2019	01/12/2019	128
View File					

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

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
Nil	Nil	Nil	0
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CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

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

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
98.39	49.19

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
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Others	Newly Added
View File	

4.2 – Library as a Learning Resource

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

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

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	7383	1220346	5	3150	7388	1223496
Reference Books	4396	1108502	40	13305	4436	1121807
Journals	3	6000	1	500	4	6500
No file uploaded.						

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

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

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/GBPS)	Others
Existing	48	1	1	2	1	4	18	1	0
Added	0	0	0	0	0	1	0	0	0
Total	48	1	1	2	1	5	18	1	0

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

1 MBPS/ GBPS

4.3.3 – Facility for e-content

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

4.4 – Maintenance of Campus Infrastructure

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

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
17.85	17.85	98.39	49.19

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	Nil	0	0

from institution			
Financial Support from Other Sources			
a) National	Post-Matric Scholarship	153	1869766
b) International	Nil	0	0
View File			

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

Name of the capability enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
Remedial Classes	16/10/2019	20	Faculties of DMCTE
No file uploaded.			

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

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

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

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
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
2019	7	B.Ed.	D.M. college of Teacher Education	D.M. college of Teacher Education	M.Ed.

[View File](#)

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

Items	Number of students selected/ qualifying
NET	13
Any Other	10
View File	

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

Activity	Level	Number of Participants
Literary Competition	Institutional	330
Social And cultural Competition	Institutional	330
Games and Sports Competition	Institutional	330
View File		

5.3 – Student Participation and Activities

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

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
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 2019-20 was scheduled on 6th November, 2019. 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 4th November, 2019 and Scrutiny was done on 5th November, 2019. The candidates after scrutiny were found to be uncontested and therefore directly elected as representatives on the date of scrutiny. K. bhudhadev Sharma was elected as the General Secretary, Soreiya Khongreiwo as the Finance Secretary, Pushparani Ningthoujam as Social Function Secretary, Khuraijam Pinky as Debate and Extension Secretary, Washima Shahni as Magazine Secretary, Tungnung George as Games and Sports Secretary, Louriyam Tejrani Devi as Ladies Common Room Secretary and Ch. Ashish Kumar Singh 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 12th November, 2019 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:

270

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 2019-20 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. COMMUNITY CONTACT PROGRAMME COMMITTEE Two Community Contact Programmes were held in the year 2019-20. The first Community Contact was done in Old-Aged Home, Mongsangei and Kebol High School on the 9th and 10th August, 2019. Committees were framed to look after the assigned tasks of community clean-up and Mega Medical Camp. The second Community Contact Programme was done on 29th February and 1st March, 2020. Different Committees were framed for the smooth conduct of the Programme. The Committees were Media Committee, Marketing Committee, Transport Committee, Social Service Committee, Tree and Flower Plantation Committee, Sensitization Talk Committee, Lunch Committee, and Breakfast Committee. These Committees comprised of three to seven members each and the assigned tasks were conducted smoothly.

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 formation of the state in the capacity of resource. In then capacity of resource persons. But the college is always opened to innovation and faculties are encouraged to develop innovative idears for transaction of curriculum.
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. During the Covid Pandemic, the teaching process is conducted online.
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. During the Covid Pademic, examination and evaluation are conducted online
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.
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. During the Covid Pandemic, admission of M.Ed. Students was conducted online
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.
Library, ICT and Physical Infrastructure / Instrumentation	The faculties of the institution take up responsibility of looking after the library and its management since the retirement of the Librarian in May, 2019. The Policy document on Institutional Strategy for maintaining and utilizing physical, academic and support facilities is implemented in ditto for the welfare of the institution.

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

E-governance area	Details
Student Admission and Support	During the Covid Pandemic, the selection of new M.Ed. students was done online. Students were selected in accordance with the marks of B.Ed. Examination. The selected list of students was uploaded on the college website on 23rd October, 2020. On top of this students support and counselling regarding Covid Pandemic was given online through the Mental Health and Counselling Unit of the College starting from 9th April 2020.
Examination	During the Covid Pandemic, both the examination of B.Ed. and M.Ed. Promotion Examinations were conducted online.
Finance and Accounts	The Finance and Accounts was conducted through partial E-Governance. All salary of the teachers are through E-Governance.

Administration

During the Covid Pandemic,
administration of the college was done
through partial E-Governance.

6.3 – Faculty Empowerment Strategies

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

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
Nil	Nil	Nil	Nil	0
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6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2019	Orientat ion of B.Ed. Faculty	Nil	23/09/2019	23/09/2019	14	Nil
2019	Orientat ion of M.Ed. Faculty	Nil	24/09/2019	24/09/2019	11	Nil
2019	Nil	Orientat ion of Non- Teaching Staff	25/09/2019	25/09/2019	Nil	7
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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
Orientation Programme	2	11/11/2019	30/11/2019	20
Faculty Induction Programme	1	23/11/2020	22/12/2020	30
Two-Day Panel Discussion on Emerging Disciplines and their Prospects	3	09/07/2020	10/07/2020	2

and Challenges in Manipur				
Refresher Course	3	02/12/2019	17/12/2019	15
Refresher Course at Kurukshetra University	1	16/09/2019	28/09/2019	14
Refresher Course at Gauhati University	1	17/10/2019	30/10/2019	14
Refresher Course at Gauhati University	1	19/02/2020	03/03/2020	14
SPSS for Teachers	1	17/02/2020	22/02/2020	6
Training Programme on Master Trainer	1	20/01/2020	24/01/2020	5
No file uploaded.				

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

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
0	0	0	0

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
0	0	0

6.4 – Financial Management and Resource Mobilization

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

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

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

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
Nil	0	Nil

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6.4.3 – Total corpus fund generated

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, DMCTE
Administrative	No	Nil	Yes	IQAC, DMCTE

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. Admission amount donated to Mrs. Sunitibala (Part Time Sweeper) for her child's admission to School 2. Orientation Programme for Non-Teaching Staff on 25-09-2019 3. Renovation and repairing of support staff quarter

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

1. Administrative and Academic Audit (Internal) by IQAC 2. Sensitization Programme on National Education Policy 2020 3. Initiation of Building of Pucca College Library

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
2019	Quality Initiative is uploaded in the file	Nil	Nil	Nil	Nil
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 Role of Women in	29/02/2020	29/02/2020	200	102

Society, in the
Community
Contact
Programme at
Lamlong Higher
Secondary
School

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

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. The College in its co-curricular activities include clean-up programmes and tree plantation drives. In all its Community Contact Programmes, the student-teachers do campus clean ups of the venue selected and planted trees. The college also conducted every year Inter-House Social service Clean-up Competition for maintaining cleanliness and sanitation. World Environment Day is also observed every year in the college by planting trees and campus clean-up activities.

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
2019	Nill	1	09/08/2019	2	Community Contact Programme and Mega Medical Camp	Importance of Community Service, Role of Students in Community, Role of Volunteering in bringing up the society	255
2020	Nill	1	29/02/2020	2	Community Contact	Role of Women in Society,	195

					Programme at Children Home and Lamlong Higher Secondary School	Importance of Education in the Society, Right to Education	
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)
Code of Conduct for Principal	Nil	Code of Conduct for the Head of the Institution is uploaded in our website https://dmcte.ac.in/wp-content/uploads/2022/05/codprincipal.pdf
Code of Conduct for Teaching Staff	Nil	Code of Conduct for the Teaching Staff is uploaded in our website https://dmcte.ac.in/wp-content/uploads/2022/05/codteachingstaff.pdf
Code of Conduct for the Non-Teaching Staff	Nil	Code of Conduct for the Non-Teaching Staff is uploaded in our Website https://dmcte.ac.in/wp-content/uploads/2022/05/codnonteachingstaff.pdf
Code of the Teacher Trainees (Student-Teachers)	Nil	Code of Conduct for the Teacher Trainees (Student Teachers) is uploaded in our website https://dmcte .ac.in/wp-content/uploads /2022/05/studentcod.pdf

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Sensitization on Respect for Elders	09/08/2019	09/08/2019	255
Importance of Community Service	10/08/2019	10/08/2019	255
Sensitization on Role of Teacher in Community Upliftment	10/08/2019	10/08/2019	255
Mega Medical Camp	10/08/2019	10/08/2019	255
Sensitization on Role of Women in Society	29/02/2020	29/02/2020	195

Sensitization on Importance of Education in the Society	29/02/2020	29/02/2020	195
Sensitization on RTE Act	29/02/2020	29/02/2020	195
Sensitization on RTE Act	01/03/2020	01/03/2020	195
Sensitization on Importance of Good Hobbies	01/03/2020	01/03/2020	195
No file uploaded.			

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. Policy document on Environment and Energy Conservation framed and adopted 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

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 2019-20 was conducted twice. The first was on 9th and 10th August, 2019 at two different venues-

- i. Old-Aged Home, Mongsangei (9th April)
- ii. Kebol High School (10th April)

The rationale for the selection of these venues was to instill, empathy and understanding of the senior citizens residing in old-aged home. The other venue was selected because empower the government school where most students come from lower income strata of the society. On the 9th April, the student-teachers cleaned up the whole compound of the old-aged home and served the inmates breakfast and lunch. It was followed by a programme of gifting of essential items and food. There was an interaction programme where the student-teachers listened to the narratives of experiences of the inmates. Sensitization talks were also given by the faculty of the college. On 10th April, a Mega Medical Camp was organized in Kebol High School where free treatment and medicines were also distributed. Different departments like Ophthalmology, Orthopedic, ENT, Skin and General Medicine were there. It was followed by a sensitization programme where the ZEO (Zonal Education Officer) and faculties of the college delivered different talks on Universal Values.

Essential educational items like Note books, Pen, Pencil, Sports Items were also donated to the School. The Second Community Contact Programme was conducted on the 29th February and 1st March, 2020 at Lamlong Higher Secondary School and Children Home, Dewlahland. On 29th February, there was a campus clean-up by the student teachers followed by breakfast with the students and teachers of Lamlong Higher Secondary School. It was followed by tree plantation around the school, sensitization talks by the college faculty members and a cultural programme by the student-teachers of DMCTE. It was followed by a donation of study materials and sports materials to the school. The next day, 1st March, there was a clean-up of the children home in the morning followed by tree plantation and donation of essential items to the children home. It was followed by a sensitization talks on different topics by the faculty members of the college. The programme concluded with a cultural show by the student-teachers of the college.

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 love and care for the orphans and old-aged people. Students also developed the habit of cleaning the surroundings and joy of tree plantation.

6. Problems Encountered and Resources Required The problems encountered were in arrangement of the Medical Team and synchronization of the activity. As the programme 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 were 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.

Best Practices # 02

1. Title of the Practice 3 DAY MICRO-TEACHING WORKSHOP

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

3. THE CONTEXT There are various teaching skills example - set induction, explanation, stimulus variation, setting up teaching objectives, utilization of teaching learning material, questioning skill, closure, etc 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 on 19th , 20th and 21st August, 2019. A Committee was constituted to arrange the proceedings of the 3-Day Workshop. The faculties were 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 had 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 was that after the workshop, the student teacher became fully prepared to take on the teaching activity. They were fully equipped scientifically on how to conduct teaching and incorporate the different skills in the process of their teaching. It was imperative to carry out the theories of teaching in real life situation. The National Education Policy 2020 stated that education should emphasis on conceptual understanding rather than rote learning and learning for exams.

5. EVIDENCE OF SUCCESS The evidence of success could be seen when the student teachers went with full confidence in their respective internship school and conducted the teaching process with full confidence. Feedbacks from the students themselves revealed that they thoroughly enjoyed the workshop and that they looked forward to the process of real teaching. Feedback from the co-operating school Headmaster/headmistress also revealed that they appreciated the teaching skills of the students and they sometimes requested if special workshop could be conducted to refresh the skills of the teachers of the co-operating schools. The evidence of success was 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 were not much - Lack of faculty member topped the list. As the college do not have much teachers, divisions of the faculty to conduct the micro teaching groups became a problem. What resulted was that larger groups of students were allotted which was found to be unsatisfactory in terms of real practice and demonstration. Therefore it was of great importance to have sufficient teachers to fulfill the task. 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 hampered 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.

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/bp20192020.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, being an ideal college has the ethics of partaking any added responsibility fully without complain. Since the retirement of its Librarian in May, 2019, the faculties of the college has been taking the responsibility of looking after the Library and the process of managing the Library so that it continues running without hindrance. The Library of DMCTE Imphal has been suffering from lack of manpower as the State Government is unable to recruit Librarian and other supporting staff. A Committee to look after the needs and requirements, paper work, filing of data, organizing of books displayed, issue of library books to students, ordering books and journals from publishers is constituted. In spite of the difficulties and challenges faced, the faculties take turns to perform these extra duties willingly. The strategy of the college to operate the library with the support of the teachers and selected students is an exemplary activity. The class time table of both B.Ed. and M.Ed. have Library period in every week. During this period the Teacher-in-Charge alongwith volunteering students help in the arrangement of books, distribution and reception. At present the College

library is working without a Librarian and running smoothly by the Teachers and volunteering students.

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. To have a discussion on National Education Policy 2020 2. To conduct B.Ed. M.Ed. Entrance Examinations 3. To conduct Micro-Teaching Workshop 4. To conduct Induction and Orientation Programme of B.Ed. and M.Ed. new students 5. To conduct Orientation Programme of B.Ed. faculties, M.Ed. faculties and Non-Teaching Staffs 6. To conduct Community Service 7. To conduct Workshop on Lesson Planning