



YEARLY STATUS REPORT - 2020-2021

Part A

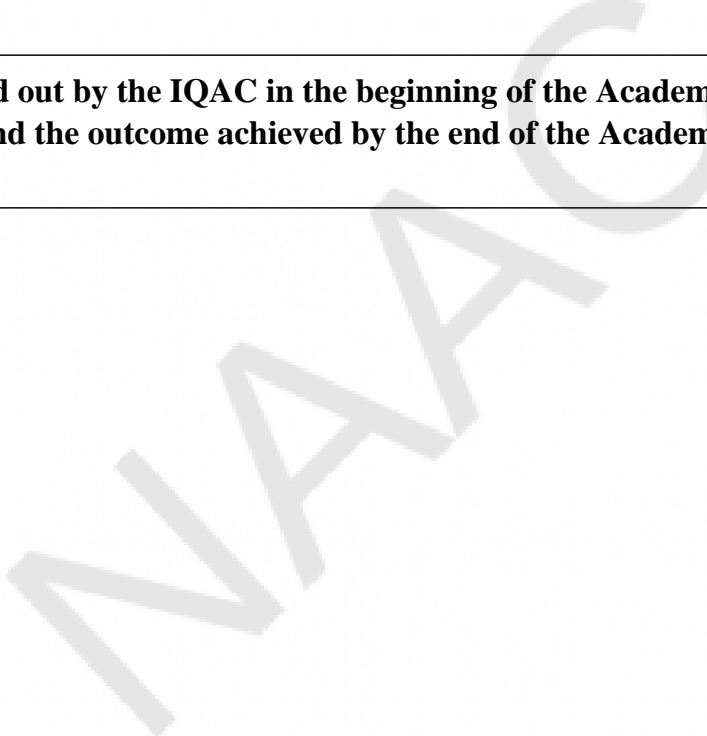
Data of the Institution

1.Name of the Institution		D.M. COLLEGE OF TEACHER EDUCATION
• Name of the Head of the institution	Dr. R.K. Lokendra Singh	
• Designation	Principal in charge	
• Does the institution function from its own campus?	Yes	
• Alternate phone No.	03852444978	
• Mobile No:	7005214200	
• Registered e-mail ID (Principal)	rklokendrainp@gmail.com	
• Alternate Email ID	dmcte.imphal@gmail.com	
• Address	D.M. University Campus, Thangmeiband, Imphal	
• City/Town	Imphal	
• State/UT	Manipur	
• Pin Code	795001	
2.Institutional status		
• Teacher Education/ Special Education/Physical Education:	Teacher Education	
• Type of Institution	Co-education	
• Location	Urban	

• Financial Status	UGC 2f and 12(B)												
• Name of the Affiliating University	Manipur University												
• Name of the IQAC Co-ordinator/Director	Dr. Konika Khuraijam												
• Phone No.	9366528550												
• Alternate phone No.(IQAC)													
• Mobile (IQAC)	9366528550												
• IQAC e-mail address	konikhur@hotmail.com												
• Alternate e-mail address (IQAC)													
3.Website address	www.dmcte.ac.in												
• Web-link of the AQAR: (Previous Academic Year)													
4.Whether Academic Calendar prepared during the year?	Yes												
• if yes, whether it is uploaded in the Institutional website Web link:													
5.Accreditation Details													
<table border="1"> <thead> <tr> <th>Cycle</th> <th>Grade</th> <th>CGPA</th> <th>Year of Accreditation</th> <th>Validity from</th> <th>Validity to</th> </tr> </thead> <tbody> <tr> <td>Cycle 1</td> <td>B</td> <td>2.59</td> <td>2016</td> <td>19/01/2016</td> <td>18/01/2021</td> </tr> </tbody> </table>	Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to	Cycle 1	B	2.59	2016	19/01/2016	18/01/2021	
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to								
Cycle 1	B	2.59	2016	19/01/2016	18/01/2021								
6.Date of Establishment of IQAC	12/09/2013												
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.													

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
D.M. College of Teacher Education, Imphal	Examination	RUSA	21/04/2021	5000
D.M. College of Teacher Education, Imphal	RUSA 1.0	RUSA	05/04/2021	4962826
D.M. College of Teacher Education, Imphal	Awareness Programme NEP 2020	RUSA	06/04/2021	100000
D.M. College of Teacher Education, Imphal	Workshop	RUSA	05/04/2021	323603
D.M. College of Teacher Education, Imphal	RUSA 1.0	RUSA	21/04/2021	816155

8. Whether composition of IQAC as per latest NAAC guidelines	Yes	
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File	
9. No. of IQAC meetings held during the year	4	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File	

10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
<ul style="list-style-type: none"> • If yes, mention the amount 	
11. Significant contributions made by IQAC during the current year (maximum five bullets)	
<p>1. Micro-Teaching Workshop on 6th to 8th January, 2021 2. Formation/Development of Synopsis Format for M.Ed. Dissertation 3. Sensitization of NEP, 2020 4. Workshop on M.Ed and B Ed. Syllabus, Pedagogy and Examination 5. Community contact and extension programme</p>	
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).	
	

Plan of Action	Achievements/Outcomes
Conduct of M.Ed. and B.Ed. Examination Online	Because of the Covid Pandemic the M.Ed. Final Exam. and the B.Ed. Final Exam. was conducted online and the outcome was that the student didn't lose one academic year. Students also learnt a new skill of appearing in online examination.
Organization of seminars/project work of M.Ed. and B.Ed.	4(four) seminars/project work were organised at Institutional level on different themes. It resulted in Students developing more research skills and presentation
Procurring students' feedback	Feedback about the college and teachers was taken from the students. The feedbacks helped the staffs to perform better
To have an idea of the new education policy, 2020, a sensitization programme becomes mandatory	Sensitization on NEP, 2020 was conducted with the staff and students. All stakeholders were equipped with detailed information about the philosophy behind the policy so that it could be utilized in their transactions
Workshop on B.Ed. and M.Ed. Syllabus, Pedagogy and Examination	Through the workshop, the teachers had a thorough knowledge of the syllabus, transaction, teaching-learning procedures and different mode of assessments. These knowledge had been applied in teaching-learning strategy and evaluation process
Orientation of Non Teaching Staff	The orientation on non teaching staff was conducted on 11 October 2021. The staff were given motivational talks and sensitised about their duties. there was a discussion at

	<p>the end and the challenges were discussed and probable solutions framed. the outcome was that the support staff became more motivated and the functioning of their duties were prompt and energised.</p>
2 Micro Teaching Workshops to be conducted	<p>2 Micro Teaching workshops were conducted .First in January 2021 and second in August 2021. In these workshops, the student teachers were practically tutored the many micro teaching skills like Set induction, Setting of Objectives, explanation skill, Use of teaching aids, Stimulus variation, Questioning skills, Evaluation, Closure etc. The achievement was in the learning of these skills to be practised in real teaching situation. The outcome was seen in the display of confidence and expertise of the student teachers in their internship activities.</p>
Induction of newly admitted students B Ed students	<p>The newly admitted B.Ed. students were inducted on 8th February, 2021. The objective of the induction was to initiate the students into the B.Ed. Course and highlight the outcome of the course. By the end of the Induction Programme, the students were fully informed about the whole course which motivated them to look forward and learn the new knowledge and information of B.Ed. Curriculum.</p>
Moodle Online Training of Teachers	<p>The Covid Pandemic situation had made the teachers conduct online classes resulting in more tech savvy faculties. In order to assist the teachers to conduct a</p>

	<p>more fruitful online class, teacher training on Moodle online class was conducted from 13th to 15th July, 2021 by observing Covid SOP. The outcome was that the teachers could interact with the students more fruitfully and also make the teaching-learning process more interesting in the online mode. It was a boon for the students as normal classes couldn't be conducted because of the Pandemic.</p>
School Exposure Internship Programme	<p>Two School Exposure Internship Programme were conducted in the month of October 2020 and in the month of October 2021. The second school exposure was during the severe Covid Pandemic but schools were opened for classes 9th , 10th, 11th and 12th. Therefore, the student-teachers had the opportunity to visit the schools and conduct systematic observation of the cooperating schools and the administration. The exposure programme resulted in the cumulation of school knowledge and the ethnography of the cooperating schools the student-teachers will eventually go for their 16-weeks Internship.</p>
13. Whether the AQAR was placed before statutory body?	No
<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
Nil	Nil

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2020-21	04/04/2022

15. Multidisciplinary / interdisciplinary**16. Academic bank of credits (ABC):****17. Skill development:****18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)****19. Focus on Outcome based education (OBE): Focus on Outcome based education (OBE):****20. Distance education/online education:****Extended Profile****2. Student**

2.1	386
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	200
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	50
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Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	View File
2.4	186
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5	185
Number of graduating students during the year	
File Description	Documents
Data Template	View File
2.6	200
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
4. Institution	
4.1	8764092
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	66
Total number of computers on campus for academic purposes	
5. Teacher	
5.1	27
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	View File
5.2	17
Number of sanctioned posts for the year:	
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>D.M. College of Teacher Education constitutes Academic Committee every year. The duty and function of this committee is to frame academic course and activities based on the curriculum provided by Manipur University. This Committee in collaboration with selected faculty members discuss the matter of difficult areas and strategies of implementation of the curriculum. Subjects are allocated to faculties based on their expertise and interest well in advance. Concept enrichment dis-courses are held in order to make the curriculum delivery more holistic and effective. Critical thinking is encouraged through various classroom discussions, debates, role playing and brain storming. The college, as per guidelines of Manipur University, has a composite structure of curriculum that is both scholastic and non-scholastic.</p>	

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	No File Uploaded

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

B. Any 5 of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and

A. All of the Above

students through Website of the Institution
Prospectus Student induction programme
Orientation programme for teachers

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://dmcte.ac.in/m-ed/
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

B.Ed.-9 M.Ed.-2

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	Nil

1.2.2 - Number of value-added courses offered during the year

0

1.2.2.1 - Number of value-added courses offered during the year

File Description	Documents
Data as per Data Template	No File Uploaded
Brochure and Course content along with CLOs of value-added courses	No File Uploaded
Any other relevant information	No File Uploaded

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

0

1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	No File Uploaded
Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance

One of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	No File Uploaded
Any other relevant information	No File Uploaded

1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

0

1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

File Description	Documents
Data as per Data Template	No File Uploaded
Certificates / evidences for completing the self-study course(s)	No File Uploaded
List of students enrolled and completed in self study course(s)	No File Uploaded
Any other relevant information	No File Uploaded

1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

In order to make student-teachers understand the fundamentals of

teacher education, comprehensive curriculum and syllabus based on contact class, experience, and internship have been incorporated. A comprehensive knowledge of child psychology, philosophy of education, modern concept of education, history of education etc is delivered through interactive classes. Pedagogical knowledge of different school subjects are also imparted according to the choice of the students. The transactional know how are imparted through a thorough analysis of the teaching methods and techniques, incorporating various teaching learning materials inclusive of ICTs. Planning of lessons, unit plan and term plan side by side with preparation of teaching learning materials is taught. Internship is sent to selected cooperating schools after a thorough workshop on Microteaching skills and preparation of teaching aids. Community contact programmes are part of the curriculum which couldn't be transacted because of the pandemic. All transactions are done through interactive and collaborative mode. Every class room engages students to communicate and express freely and to construct individual knowledges. Online classes are conducted as contact classes were suspended by the Government.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

The institution in its broad curriculum and syllabus of both B.Ed. and M.Ed. occasionally deals with the history of the development of school system in Manipur and India. The courses also cover the functioning of the Boards of School Education namely Board of Secondary Education, Manipur, Council of Higher Secondary Manipur, Central Board of Secondary education, India, The Council for Indian School Certificate Examination and two examinations under it namely the Indian Certificate of Secondary Education and the Indian School

Certificate. The Courses also cover the different assessment systems and norms and standards of the formative assessment, summative assessment etc. These facts are divulged to the students through the subjects taught and analysed in the classrooms. Through the Pre-Internship Micro-Teaching Workshop and the 4-Weeks School Exposure Programme the students have a detailed knowledge of the ethnographic culture of the schools they are undergoing internship.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

Certain initiatives of the institution are designed basically for developing basic understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field. One such activity is the 4-Week School Exposure Programme. During the first year of B.Ed., the student-teachers were introduced to various theoretical perspectives of the management and functioning of secondary schools. And in the 3rd Semester they, under the guidance of assigned supervisor/mentor, were sent to selected schools for observation as well as for participation in the day-to-day affairs of the management of the school viz. management and supervision of human, financial and physical resources. After the completion of the four week period they were given the task to prepare a complete report for onward submission to the supervisor/mentor concerned. For uplifting democratic values and to enable them to profess democratic practice, members to the Trainees' Union were elected. They took part in the decision making pertaining to administrative and financial matters of the institution. Not only this, but also this Trainees' Union with the support of the student-teachers assist in organising the College Week. In this way, the institution tried in varied ways to inculcate professionalism amongst students.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI

Two of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following

Feedback collected, analyzed, action taken and available on website

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

386

2.1.1.1 - Number of students enrolled during the year

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	No File Uploaded

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

50

2.1.2.1 - Number of students enrolled from the reserved categories during the year

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	No File Uploaded

2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

3

2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	No File Uploaded

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

At the entry level of both the programmes (B.Ed. & M.Ed.), the prospective candidates were assessed through an entrance test comprising of Teaching Aptitude including basic numerical operations and reasoning, General English and one of the school subjects chosen by the respective candidates. In this way, the institute could identify different learning needs of students and their level of readiness to undergo professional education programme upto certain extent. This was followed by counselling session during which verification of the documents took place. In addition to this, the candidates were introduced to the various elective and optional courses which will be suitable to their learning needs. The start of the session was preceded by an Induction cum Orientation programme, during which student-teachers were given awareness about the programme as well as the course content and later, the programme learning outcomes and the course learning outcomes were also presented in a nutshell to them.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	No File Uploaded

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs;

Two/One of the above

Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	No File Uploaded
Any other relevant information	No File Uploaded

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

Two of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

23:1

2.2.4.1 - Number of mentors in the Institution

17

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

The learning mode of the college is made more student-centric through a combination of old and new methods of teaching. Various student-centric learning methods like workshops, seminars, film shows, group discussions, field trips, institutional visit, slide shows, case study and Action research based research projects, internship, Online learning systems adopted by the Department of University and Higher Education, Govt. of Manipur, etc. have been adopted so far.

Student-centric methods are an integral part of the pedagogy adopted by the faculty members for which the college provides all possible support such as:

- Smart classrooms
- Interactive projectors and smart boards
- Personal laptops for faculty
- Fully Wi-Fi campus
- Internet facility in all faculty cabins/room
- Open access library

- Facility to download e-resources through N-List
- Digitization of lessons
- Reprographic/Xerox facility at subsidized rates
- Fund allocation for community contact programme
- Institutional books to be purchased by the Govt. of Manipur
- Fund for publication of College Magazine
- Fund for purchase of laboratory instruments, equipments and materials
- Fund for organizing workshops, seminars and conferences

Digital Class Lab, Computer Labs, Language Lab and Audiovisual Seminar room

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	No File Uploaded

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

2

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://dmcte.onlineuhe.in/course/view.php?id=41 & https://youtu.be/5euH3BIHGGQ
Any other relevant information	No File Uploaded

2.3.3 - Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, during the academic year

386

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	No File Uploaded

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

Four of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	Nil
Any other relevant information	No File Uploaded

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students
Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

Some of the continuous mentoring are given below:

Induction programme is given after the admission to B.Ed. as well as M.Ed. courses that what are the syllabus, programme and activities will come up during the course and how they will participate and involve those programme and activities without fail. The newly

admitted trainees are to inform code of conducts during the course on the day of Induction. The regularity and punctuality are properly maintained by the office of the principal as well as the faculty concerned. Unit Examination and seminar are organized at the end of every unit as they have to be evaluated whether they have been learnt or not the course contents. And they have to develop basic teaching skills as well as collection of teaching-learning materials. So that they will be future teacher educators. Trainees are also trained co-scholastic activities in form of college of literary, culture and sports.

The college outreach programmes are organized at one practicing school and one children home for community contact and extension programme in every year. Pre_Internship and Internship and Post Internship programme are organized every year. Pre-final Examination is conducted at the end of course.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

One of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students

In the teaching-learning process of Sociological Foundation of Education (M.Ed.) during the teaching of culture and norms, the students were asked to compare the cultural norms of east and western culture. Students discussed about the meaning of colours and their symbolism in connection with their culture. The uses of black for mourning in western culture is contrasted with the use of white for mourning in Indian culture. The discourse brought out the intellectual and high level thinking skills in students making them internalise the symbolic meaning of colours of different cultures, thus helping them to empathise with other cultures.

In teaching Critical Understanding of ICT (B.Ed.), the students were asked to undertake projects on the different uses of ICT in various subjects. The project reports were then presented in the class. The students were very innovative and the multiple uses of ICT was tabled for discussion. It enhanced the innovativeness, thinking skills and creativity amongst the students.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

Three/Four of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possible	View File
Any other relevant information	View File

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

Four/Five of the above

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	View File
Any other relevant information	No File Uploaded

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different

Three of the above

situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback	
File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	No File Uploaded
2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales	Two of the above
File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	No File Uploaded
Any other relevant information	No File Uploaded
2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	Two of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded
Any other relevant information	No File Uploaded

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

One of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	No File Uploaded

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study

Three of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	No File Uploaded

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

Our College has a strong partnership with Directorate of Education (Schools), Government of Manipur regarding the school allotment for school internship. In this regard, Directorate (Schools) has already recommended practicing schools of the college. In addition to the Government Schools recommended by the Government, some private schools were also cooperating for undergoing practice teaching. Before releasing the student-teachers, a committee for the school internship will assess the ground reality of the school about their appropriateness for providing school internship to our student-teachers.

Most of the heads of our cooperating schools are B.Ed. or M.Ed. degree holders. And above all, most of them are our own Alumnus. Hence, they know the system. Further, our Supervisor will visit the school to discuss about the system of practice teaching, duty assigned to trainees and the role of school headmaster for every year ahead of real practice teaching.

Regarding the capacity building, the college always organises micro-teaching or teaching skills workshop, lesson plan preparation, presentation as well as the preparation of teaching aids. Further, student-teachers are always instructed with the strategy of school management, classroom strategies and participation in the functioning of school. Our college has a standardised assessment tool to assess student-teachers.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

133

File Description	Documents
Data as per Data Template	View File
Data as per Data Template	No File Uploaded
Plan of teacher engagement in school internship	View File
Any other relevant information	No File Uploaded

**2.4.10 - Nature of internee engagement during internship consists of Classroom teaching
Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests
Organizing academic and cultural events
Maintaining documents Administrative responsibilities- experience/exposure
Preparation of progress reports**

One/Two of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in

not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

D.M. College of Teacher Education, Imphal has strongly monitored schools, student-teachers and gave many suggestions to the practicing schools beyond the horizon of the training aspect of student-teachers who are supposed to be teachers soon. They are monitored in many qualitative aspects such as- communication skills, attitudes, interpersonal skills, personality development. The tradition of our college is to mentor every student-teachers to promote their capacity of development in quantitative aspects such as skills of pedagogy, assessment techniques and preparation of assessment tools. The delve of the knowledge of practice teaching is to acquire the ethos of the teachers and proficiency in teaching. Frequently, supervisor assesses the attendance of student-teachers, effectiveness of their teaching, degree of cooperation given to schools and punctuality etc. During the period of their practice teaching, student-teachers are always privileged to get the informations and job chart of Principal, school teacher in regard to the management, school functioning and input given for the welfare of students in the schools. To evaluate all these cited aspects, student-teachers are to develop school diary during the tenure of their internship and as such these diary should be explained to prove their authenticity to their respective supervisors.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	No File Uploaded

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)

Two of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	No File Uploaded

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness

Three of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	No File Uploaded

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

27

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	No File Uploaded

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

17

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	No File Uploaded

2.5.3 - Number of teaching experience of full time teachers for the during the year

272

2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

Faculties of the institution are aware of the changes and developments brought about by new technologies and ideas. They have joined in various seminars, refresher courses, orientation courses, workshops conducted in their specific subject areas throughout India, both online and offline. These teachers share their accumulated knowledge and informations through the various staff meetings conducted. These new informations and knowledges are shared so that the faculty in the institute become aware of the latest informations regarding the new education policy and the curriculum frameworks relevant to the time. Awareness programme and sensitization on the New Education Policy, 2020 are also held from time to time where the faculties have thorough discussion on the philosophy and transaction of the New Education Policy. Stakeholders and educationists from the locality are also invited to join the discussion.

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	View File

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

The Institute has a systematic Continuous Internal Evaluation system of students. This evaluation is carried out by every teacher in the form of class-tests, assignments, project works, seminars and field visits. The major components of planning is done during the starting of the session where each subject teacher make a tentative list of evaluation schedule. The formative evaluation is mainly carried on through the teaching-learning process where the teachers have interactive sessions such as debates, brain-storming and discussions related to the topics taught. Summative evaluation is done through the pre-final tests of every subject at the end of each semester. To ensure that the weaker students get an opportunity for remedial teaching, teachers take up remedial teaching during extra hours. Because of the Pandemic the Pre-Final Summative Evaluation couldn't be carried out.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	View File

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation
Display of internal assessment marks before the term end examination
Timely feedback on individual/group performance
Provision of improvement opportunities
Access to tutorial/remedial support
Provision of answering bilingually

One of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	No File Uploaded
Details of provisions for improvement and bi-lingual answering	No File Uploaded
Documentary evidence for remedial support provided	View File
Any other relevant information	No File Uploaded

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

Grievances related to examination were not applied by any students of the college. Therefore, the need for redressal didn't arise. The College has a guidance and counselling cell to address the need of students for both academic and non-academic areas. Because of the Pandemic, not much physical contact were done with the students. It is felt that students might be pressurized in other areas because of the Pandemic. The matter of examination is perhaps not as weighty as other matters like Corona infection, sickness of family members, inavailability of essential commodities and other Pandemic related issues. Otherwise the College is everready to help the students in need.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

The internal evaluation mechanism of DMCTE is based on its curriculum which covers both scholastic and co-scholastic areas. In the co-scholastic area the students have to engage themselves in various activities and competitions namely social service competition, literary competition, cultural competitions and sports competitions. The students are divided into five Houses namely-

Radhakrishnan, Tagore, Dewey, Gandhi and Rousseau. House-In-Charges are appointed amongst the teachers and overall internal evaluation regarding these areas are done by the teachers. In the scholastic areas, which are based on the classroom interactions, the respective teachers conduct CCE in the form of Seminars, Assignments, Unit Tests and also conduct formative evaluation and assessment. Pre-Final Tests are normally done as a selection procedure and preparation of the final examination to be conducted by the university. Because of the Pandemic situation some of the pre-final assessment couldn't be conducted and internal assessments were calculated using projects, seminars and assignments.

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

The Programme Learning Outcome of teacher education college is always related to the Course Learning Outcome. The alignment of the PLOs and CLOs are done in such a way that all teaching faculties are made aware of the ultimate objectives of the curriculum. Each subject stated in the syllabus has its own usefulness and worth in inculcating theoretical and practical knowledge of a student teacher. The ultimate outcome of this whole educational process is to make a good efficient teacher who will eventually be an ideal citizen of the country. Therefore, in the teaching-learning process, the teachers tried their level best to connect the theory with everyday life. The content of the curriculum is discussed and analyzed in such a way that by the end of the course the student teachers learn to incorporate their knowledge in practical life. Classroom interactions, discussions, debates, brain-storming are some of the techniques to enhance creativity and thinking skills of the students.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	No File Uploaded

2.7.3 - The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

The institution provides varied experiences and opportunities to the students in line with the PLOs and CLOs to enhance their skills, performance, and competencies which will enable them to attain their professional and personal attributes as a teacher.

The institution follows student-centered approach focusing on the needs of the student teachers. The college follows and carry out teaching methods which promotes active learning, cooperative learning, collaborative learning, inductive teaching and learning, inquiry based learning, problem based learning , project based learning and discovery learning etc. The concern subject teachers also carry out various internal assessments to monitor the progress of the student teachers such as classroom assessments, assignments, presentations, seminars and workshops etc.

In addition to above, to bring enhancement in the area of teaching, micro-teaching programme and lesson planning is also carried out where the student teachers are being given opportunities to attain skills on macro and micro teaching before the commencement of internship. Further, the student teachers are provided various school based activities to gain professional expertise in the field. The student teachers are also participate in the co-curricular activities in the course of their learning process.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	View File

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

130

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	No File Uploaded

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

For entry into the two available programmes (B.Ed. & M.Ed.) of the institution, the prospective candidates appeared an entrance test which consisted of MCQs on Teaching aptitude, General English and one school subject chosen by the respective candidates. From the result of the test, certain learning needs of the would-be students could be identified. Further, the institution also identified various learning needs among the student-teachers such as language difficulties, lack of content knowledge and learning difficulties especially faced by the aged in-service student-teachers though orientation, classroom interactions and communication process, assignments, projects, class tests, Seminar presentations and workshops etc. These diverse issues are dealt individually as well as in group by providing remedial classes, guidelines by the concern subject teachers. The effectiveness of remedial intervention could be clearly seen from the students' achievement in various formative

evaluation and as well as in university's final examination result.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting

One of the above

study leave for research field work
Undertaking appraisals of institutional functioning and documentation
Facilitating research by providing organizational supports
Organizing research circle / internal seminar / interactive session on research

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	View File
Any other relevant information	No File Uploaded

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

One of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year**0.48**

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	No File Uploaded

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year**10**

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
Any other relevant information	No File Uploaded

3.3 - Outreach Activities**3.3.1 - Number of outreach activities organized by the institution during the year****3.3.1.1 - Total number of outreach activities organized by the institution during the year****3**

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	View File

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

375

3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	View File

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

The outreach activity of the college is one of the most innovative area where student-teachers visit different schools or orphanages in rural area and extend helping hand in action or in kind. The outreach activity was conducted on the 15th and 16th September, 2021 in the midst of the Covid Pandemic. It was the need of the hour to extend helping hand to the orphanages and the other needy communities. Basic food items and daily essential needs were donated to three orphanages namely- Punya Children Home for Girls, Thangmeiband, the Destitute Children Home, Sagolband Tera Keithel, Cradle Point Mahila Kalyan Samiti Children Home and to a Government School Uripok Tondonsana and Thambou Macha High School, Uripok. Altogether 16 faculties 112 students divided themselves in groups to visit these venues within the two days. It was a very fruitful programme as the action was appreciated by all concerned. Another outreach activity was conducted from 15th November, 2021 to 17th November, 2021 as GO TO VILLAGE 2.0 PROGRAMME (Organised by the Government of Manipur) to sensitize the villagers on the educational opportunity which the State is providing.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	View File

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

1

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

0

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

File Description	Documents
Data as per Data Template	No File Uploaded
List of teachers/students benefited by linkage – exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	No File Uploaded

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

0

File Description	Documents
Data as per Data Template	No File Uploaded
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
Any other relevant information	No File Uploaded

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

Three/Four of the above

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

DMCTE, Imphal have adequate facilities and infrastructure supports for running the B.Ed. and M.Ed. programme. The classrooms available for M.ED. and B.Ed. Courses have moderate range of infrastructure with some Smart Board, Computer and audio system. All Post graduate block i.e. M.Ed. class rooms are hygienic, eco-friendly and have in-built I.T. facilities. The hallmark of the institute is the dynamicity of having blended model with the support of Computer, cultural, Digital, Psychological, language, science and social science laboratories. The uniqueness of cultural laboratory enables students of diverse culture to re-look into one another's culture. It can magnify the theoretical concept into Visual perception. The computer laboratory which has more than 35 (thirty five) systems give opportunities to all willing students to practice as well as to learn its usage. Psychological lab, even though small, has the strength to show the practical outcomes related to the use of tools, inventories and other devices. The beautiful and eco-friendly landscape of outdoor lawn with many trees gives the environment-friendly atmosphere. Two indoor halls give the facilities to all students to perform fitness programme and co-curricular activities in sports and cultural showcases.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.**4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities****8**

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://dmcte.ac.in/infrastructure/
Any other relevant information	No File Uploaded

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)**4500000**

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	No File Uploaded

4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

Institution has adopted automation of library using Integrated Library Management System (ILMS). Library unit of D.M.College of Teacher Education has started for automation from the year 2013 with the software provided by INFLIBNET by its soul version 2.0. The version is in the process of upgradation. At present, library automation process has been completed. All books available in the library are coded with its Accession number and the corresponding author name. Publication year are also entered into the management system. A Separate server unit of computer system is installed in the library which can be accessed by entering pass word of the

library. With the help of the system, location of a book and its type can be encoded. The systematic organization of the books are now easily available with the Soul-version installed in the library.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	Nil
Any other relevant information	View File

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

Institution has remote access to library resources which students and teachers use frequently. To facilitate the e-resources in the library segments, our college had started to use N-list. Date of Registration was on 27-03-2011 and verified on 04-04-2011. In this regard our college had organized in-house meeting and discourse on the matter of using N-list. The major utility of using N-list had been extensively delivered. Thus all the teachers and students from time to time are regularly registered. All are advised to enter to N-list. Most of the students could collect resource materials during covid 19 pandemic and this is one of the major developments in the remote access to library.

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	No File Uploaded

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases

File Description	Documents
Data as per Data template	No File Uploaded
Receipts of subscription /membership to e-resources	No File Uploaded
E-copy of the letter of subscription /member ship in the name of institution	No File Uploaded
Any other relevant information	No File Uploaded

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

Nil

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	View File

4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

Nil

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://dmcte.ac.in/library/
Any other relevant information	View File

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College

Two of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

D.M. College of Teacher Education updates its ICT facilities available in the institution from year to year basis based on the requirements. The institution purchased ICT equipments including desktop computers, projection system comprising of projectors and smart board and language lab accessories. ICT lab is equipped with 26 computer systems installed with window 7 operating system to support a mastery of basic ICT skills for students. All the

computers are actively working with Wi-Fi enabled system. This year, the broadband plan was upgraded to Superstar 300 on the college telephone number- (0385)2444978 on 2nd October, 2020. Prior to the up-gradation of the present system, the institution functioned with broadband combllll plan. In addition to the system, the college library has extra Wi-Fi support system from other sources provided by private partner, Leishang with a frequency band of 1 mbps-HP. Further, library system is automated with Authors, Book's name and publication on a data-based system. The library automation is actively working on INFLIBNET- SOUL 2.0. This platform enhances the capacity of finding the books about its whereabouts and availability to all the users.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

400:33

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

A. ?1GBPS

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

One of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

30,19,334/-

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place. Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

The College has a Policy for maintaining and utilizing physical, academic and support facilities.

Laboratory: Separate computer, cultural, digital, psychological, language, science and social science laboratories are all maintained according to the requirements of the institution.

Library: The library advisory committee monitors the overall development. Student visit staff list, books and other materials borrowed are all recorded. Initiative purposes for the availability of journals, books, newspapers, magazines and also various

recommendations and suggestions are taken into action.

Sports Complex: Indoor and outdoor sports facilities are available within the campus. Activities such as chess, table tennis, football, badminton, tug of war, shot put, javeline throw etc.

Computers: The institute has well computer lab with 26 numbers in total. Latest configured desktops with uninterrupted power supply is provided. Computer operator is appointed for smooth running and maintaining the entire system.

Classroom: Classrooms are allocated as per the strength and specialization of the students separately for B.Ed. and M.Ed. course. Time table and other documents related to classes is displayed at classroom entrance. All classrooms are well ventilated with smart board, LCD projectors with Wi-Fi facility. Maintenance of all the equipments are carried out under RUSA, College developmental funds.

File Description	Documents
Appropriate link(s) on the institutional website	https://dmcte.ac.in/wp-content/uploads/2022/07/pddmcte.pdf
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning

Three of the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	No File Uploaded
Photographs with date and caption for each initiative	View File
Any other relevant information	No File Uploaded

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable

Seven/Eight of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

E. None of the above

File Description	Documents
Data as per Data Template for the applicable options	No File Uploaded
Institutional guidelines for students' grievance redressal	No File Uploaded
Composition of the student grievance redressal committee including sexual harassment and ragging	No File Uploaded
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)

File Description	Documents
Data as per Data template	No File Uploaded
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	No File Uploaded
Any other relevant information	No File Uploaded

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
0	186

File Description	Documents
Data as per Data Template	No File Uploaded
Reports of Placement Cell for during the year	No File Uploaded
Appointment letters of 10 percent graduates for each year	No File Uploaded
Any other relevant information	No File Uploaded

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

14

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

9

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

The student council of D.M. College of Teacher Education (Trainees' Union) is elected every year following the democratic principles of the country. The Student-Council comprises of the General Secretary who looks after the affair of the whole college at large. The Finance Secretary looks after the financial aspect of the students' welfare and also conducts outreach programmes such as community contact programme etc. The Social and Function Secretary is in charge of the Fresher's Meet and the social and cultural events of the college. The Debate and Extension Secretary is in charge of the literary meet of the college. The Magazine Secretary takes up the task of publication of the Annual Magazine of the College where all the students contribute to the various articles. The Games and Sports Secretary is in charge of the sports events of the college. The Lady's Common Room Secretary looks after the welfare of the Girl students of the college. The Gent's Common Room Secretary looks after the welfare of the boy students of the college. Each elected secretaries take an active role in the institutional functioning and welfare of the students.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	No File Uploaded
Any other relevant information	No File Uploaded

5.3.2 - Number of sports and cultural events organized at the institution during the year

3

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	No File Uploaded

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

The Alumni association of DMCTE was established in the year 2014 and till date it is functional. The Alumni has been contributing significantly to the development of the college by collaborating in college clean-up programme and other curricular activities. In the present year the association has contributed in development and enhancement of curriculum through the stakeholder's meeting of 18th January, 2021. The Alumni resolved to contribute to the college by assisting in the publicity of the many activities of the college in the media. The Alumni also interacted with the newly admitted students on 22nd Feb. on issues of career and placement. The interaction was very fruitful as the students got motivated through the talks and stories of the Alumni association.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial

One/Two of the above

contribution Placement advice and support

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

5.4.3 - Number of meetings of Alumni Association held during the year

3

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	No File Uploaded

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

The ALUMNI Association of D.M. College of Teacher Education has been in existence from the year 2014-15. Since its inception, the association has been working hand-in-hand with the College assisting in bringing quality culture. The ALUMNI is involved in the stakeholder's meeting where it plays an important part in the discussion of mode of transaction of the curriculum. The ALUMNI also from time to time visits the College and involve itself in the many function like College week and College Foundation Day and other important days. The ALUMNI also takes an active role in publishing news of the college in the newspapers and cable TV Networks. The ALUMNI also from time to time interacts with the students motivating them and giving them tips on how to become a productive citizen of the State.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission. Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

D.M. College of Teacher education, Imphal being a Training college, it has the vision to promote professional among teachers. In this regards, college have many committees from time to time duly constituted by the resolution of meeting chaired by Principal. The various committee formed are assigned to support the college administration in various dimensions with maximum autonomy. These committees are- Admission committee, Finance and Infrastructure committee, Examination committee, library Committee etc. In addition to these committees, sports organizing committees, Cultural committee, literary committee and Field exposure and Community participation committee are formed to deliver maximum efforts for smoothly organizing students' activity in co-scholastic components. In many committees except teaching and learning, non-teaching staffs are included along with representatives of student union of the academic year. Such varied committees support the functioning of the college in holistic manner.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.1.2 - Institution practices decentralization and participative management Describe the process of

decentralization and participative management practiced in the institution in not more than 100 - 200 words

The most commendable example of decentralisation in management is the formation of various committees from time to time with the alteration of committee members from committee to another. But, IQAC has strong commitment to deliver its duties for the last three years with its permanent members. Admission committee will have the capacity to notify for admission, conducting entrance test and counselling in terms of scored and performance in written test. The whole process is transparently done with a nominee from Directorate (U), Government of Manipur. In the selection process nobody has the room for interference. The infrastructure committee in consultation with the Principal will finalised the area of infrastructure improvement and tie up with the construction firm or agency or by the college fund. In addition to the above areas the salary and welfare of non teaching staffs are systematically by the teaching and non committee through meeting.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	No File Uploaded

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

The D.M College of Teacher Education, Imphal has its fame in maintaining its transparency in the selection process of pre-service students i.e. fresh students for every academic year, an admission committee will be formed with some teachers along with the Principal. Then the modality and selection criteria will be uploaded in college website. The procedure of question setting is done in confidential manner. The score obtained by students plus the marks from their Graduation will counted. A merit list will be published in public domain through local dailies, websites etc. The process of evaluation in admission test is done through OMR decoding machine. In this process college strictly adheres to the reservation policies of the state government. For every year, a financial budgeting will be called up along with newly elected members of Students' Union. The sanctioned amount of money will be handed over to the respective in-charges, student representatives. The students have the capacity to utilise the funds in their autonomy in appropriate areas and region. The most beautiful culture of the college is to organise

social cleanliness program for every new session by the student-teachers and non-teaching and teaching staffs collectively.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	No File Uploaded

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

DMCTE has formulated a comprehensive and progressive strategic plan for the year 2020-21 in tune with its Mission and Vision of creating an academic of excellence with the promotion of social and human values. The objective is to become a leading teacher education college as a component of multi-disciplinary degree college to provide world class teachers who can lead the education sector with excellence. As DMCTE has a plan to upgrade eventually to a multi-disciplinary degree college as per the policy of NEP-2020, the upgradation in both the physical infrastructure and academic infrastructure is imperative. In order to fulfil this strategic plan the college is expanding its infrastructure to fulfil the needs of the intake of students. The library building has been financed by RUSA and the process of construction is going on. The girls' hostel with an intake capacity of 24 boarders are also under completion stage.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://dmcte.ac.in/strategic-plan/
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

D.M. College of Teacher Education, Imphal has a strong student trainees Union for the last many years. College has by-laws of

Trainees union. This by-law is always instrumental to the formation of Trainees union. The nomination of trainees for selection of Trainees union should have a minimum percentage of attendance as mentioned in by-law of Trainees union. These trainees unions have different port folios such as General Secretary, Finance Secretary, Games & Sports Secretary, and Cultural Secretary, Gents Common room, Ladies Common room, and Magazine Secretary. Every portfolio will be lead by a teacher in charge for enabling them to carry out the programme smoothly. Above all, trainees union will have Principal as President and one teacher nominee for Vice President. Trainee union and teacher will identify the strategy and plan for every year in respect of co-scholastic part which is albeit a part of curriculum.

File Description	Documents
Link to organogram on the institutional website	https://dmcte.ac.in/organizational-structure-of-dmcte/
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

One/Two of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

Based on the minutes of the meeting of 22nd Feb. 2021, of IQAC of DMCTE, a one-day awareness programme on National Educational Policy 2020 was conducted on 9th April, 2021, at 10:30 am at Hall No.1, of the college. It was a very successful actualization and awareness programme, as the four speakers namely, Dr. R.K. Lokendra Singh (Principal, DMCTE), Dr. Konika Khuraijam (Co-Ordinator, IQAC, DMCTE), Dr. A. Dhaneshwari Devi (Associate Professor, DMCTE) and Dr. N. Sanjoy Singh (Associate Professor, Dhanamanjuri University) delivered on the different aspects of NEP-2020, covering a large area of its philosophy, relevance and special area where it emphasizes on teacher education. All the teaching and non-teaching staffs of the college and selected students participated in the one-day awareness programme. This awareness programme later on became an eye opener for many of the staffs, as they come to realize the importance of the real meaning of education as emphasized in NEP-2020 and weightage it gave to the education of the teachers as Nations are built in classrooms (Kothari Commission). A thorough interaction with the resource persons, marked the completion of the one-day awareness programme.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place
Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

The College has an informal welfare measure for teaching and non-teaching staffs. Though these welfare measures are not formalised, the staffs of the college has an age-old tradition of donating/contributing financially to any of the staff in need. Occassions like death of family members, wedding in the family, newborn in the family are always given full support financially by all teaching and non-teaching staff. Free education or sponshorship to the education of the children of the non-teaching staffs are also contributed by some teaching staffs. The college has a plan to constitute welfare measures formally by the next academic session.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
Institutional Policy document on providing financial support to teachers	No File Uploaded
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

6.3.3 - Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the year.

5

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	No File Uploaded

6.3.4 - Number of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

14

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	No File Uploaded

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff. Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

The performance appraisal system of teaching and non-teaching staff is one of the essential factor for maintaining quality in the college. The college itself has different performance appraisal performa both for teaching and non-teaching staff. The attributes of the teachers are communicational clarity, realistic setting of objectives, interaction with students, utilisation of innovative techniques and learning materials, supervision of class, assessment of students, volunteering in activities, respect for gender, teachers' personality and relationship with administration and the staff. The attributes of the non-teaching staff are- sincerity in work, communication skill, punctuality, helpfulness, skill in documentation, voluntary works and relationship with staff and administration. These attributes are marked under different scores and the strong points about the employee is uploaded. Suggestions are also given for improvements. This appraisal is the motivating factor both for the teaching and non-teaching staff and is done annually.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

The process of internal financial audit is done regularly in the college by the end of every academic session. All faculty and student representatives who were in charge of the different committees submit their report of utilization of funds allocated to their portfolio. In the financial external audit as the college is under the government of Manipur, the office of the Principal Accountant General, Manipur execute the cumulative audit every five years. The external audit till March, 2019 is also submitted. The audit for the year 2020-21 is applied for and will be excuted in the next four years tentatively in 2024.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.4.2 - Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the year (not covered in Criterion III)(INR in Lakhs)

0

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

The mobilization of fund for D.M. College of Teacher Education is primarily conducted by the state government as the institution is under the government of Manipur. The decision as to how much amount to be sanctioned for development is decided by the Directorate of University and Higher Education upon the required estimate as demanded by the Head of the Institution. The utilization of the sanctioned funds from RUSA had been utilized in connection with awareness of NEP, 2020, NAAC Accreditation, NIRF and AISHE under RUSA. The Committee for various utilization of fund is instituted accordingly and the committee looks after the process of the utilization of the fund.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	View File

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

The Internal Quality Assurance Cell of DMCTE has been contributing significantly to the development of the institution in categories of teaching learning, pedagogy, student orientation, induction and

teachers' orientation. Though the year has been a tough one because of the pandemic significant workshops and orientation programmes were conducted following proper SOP. The New National Education Policy 2020 had been analyzed in detail to sensitize the teachers regarding the philosophy and the practice of the new norm of education. Exposure of the students to the schools had also been conducted. The pandemic had resulted in the closure of schools and the concluding part of the school exposure and internship had been conducted in the simulation form. M.Ed. and B.Ed. induction of the newly admitted students were conducted successfully and various institutional seminars were done in online and offline mode.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

The teaching-learning process is periodically assessed through the IQAC in a systematic manner. At the end of every semester students feedback is taken to assess the level of the teaching learning process. After the analysis of the feedback initiatives are taken up for remedial action. Teachers' orientation workshop and panel discussions are taken up from time to time to meet the challenges of any new aspects in the curriculum and syllabus. Faculty members are advised to share new knowledges and information regarding teaching-learning process, from the orientation and workshops they attended. Innovative and student-centred teaching is encouraged in the college.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

18

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	No File Uploaded

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF

Two of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://dmcte.ac.in/iqac/
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://dmcte.ac.in/wp-content/uploads/2022/07/aqar20192020.pdf
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

1. The M.Ed. Programme of DMCTE has dissertation/research as part of its curriculum. The synopsis format of the college has so far not been standardized as per needs of the present trend. A workshop had been conducted to finalize a standardized form of synopsis which will be utilized by the college henceforth.

2. Since the previous accreditation the college has improved in leaps and bounds. The new library building has started its construction side by side with the new girl's hostel building. The constructed library building will be able to accommodate more number of reading materials plus sufficient reader's space. The initiation of the library building and girls' hostel will contribute positively to the academic achievement of the college. The girl's hostel is planned to accommodate more than 20 inmates.

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

D.M. College of Teacher Education, Imphal is conscious about energy consumption and utilization. The most important area of policy is concerned with the minimum power utilization and optimal output. Hence, all the traditional bulbs have now been replaced by LED bulbs. Teaching and non-teaching staffs are given informal instructions from time to time for switching off of all electronic gadgets when not in use. The Chowkidar takes up the responsibility of switching off of the bulbs, fans, LCD Projectors, laptops and computers at the end of every day's classroom and office transactions. As of now, solar panels are not installed but in the

coming years, Institution has a plan to use solar energy in office and Library and other required areas.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	No File Uploaded

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

Institution has a strong commitment to maintain waste management inside the campus and at its extended area beyond the campus. The waste management policy of our college could help to a certain extent in making the institute a pollution free zone. Two specific areas inside the campus are identified and on one there is the biodegradable compost pit and on the other an arrangement is made to use it as a non-bio degradable waste collection area. All the staffs and student trainees are strongly advised to keep the campus free from the pollution of plastics, garbage and other materials. To empower this movement, teachers, non-teaching staffs and student-teachers are always engaged to organize cleanliness program in the campus. The collected garbage is always picked up by vehicles from municipal town area. College has e-waste management protocol.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant

Three of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	No File Uploaded

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

One of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

As part of the cleanliness programme, D.M College of Teacher Education has the tradition of organizing Inter-house Competition for cleanliness inside the college campus through physical involvement under the guidance of Teacher-in-charges. Teachers and student trainees have the tradition of tree plantation inside the campus as well as beyond the campus. These efforts encourage to the make the campus a clean and a green environment. Inter-House Social Service competition is conducted every year including this 2020-21 session for maintaining cleanliness, hygiene and pollution-free environment. In addition to such activities, strict regulations as mentioned in the student-teachers' code of conduct are always honored and implemented. Further, the college also advice the students to maintain No vehicle Zone as the campus doesn't have

enough space to accomodate the vehicles of all the teaching, non-teaching staffs and student-teachers.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants

Three of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	View File

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

2,63,090

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	No File Uploaded

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages

local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

The college has the culture of visiting local significant historical places of state and national importance as a part of locational knowledge and community practice every year. Unfortunately, because of the pandemic (Covid-19) it was almost impossible to carry out such extensive programmes.

The institution takes every effort to leverage local environment. Student-teachers and faculty members of the institution volunteer for cleaning ups in the community. Plantation of trees at the locality and other places are done. Educate the community about the importance and value of nature resources.

Air, water and soil pollution are main local environmental problems. The institution takes up initiatives in spreading awareness on reducing air, water and soil pollution. The Community Service Programme was conducted on 15th and 16th September, 2021. Since it was a crucial time of Covid Pandemic the College could organise the Community Contact by distributing essential food items and other essential daily needs to four strategic venues/places. They were Purnya Children Home for Girls, Thangmeiband, Uripok Tondonsana and Thamboumacha High School, the Desitute Children Home, Sagolband Tera Keithel and Cradle Point Mahila Kalyan Samiti Children Home, Dewlahland. Clean-up programmes and tree plantation could not be carried out because of the situation.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

C. Any 2 of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
Any other relevant information	No File Uploaded

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website)
Describe any two best practices successfully implemented by the institution as per NAAC format

I. The Covid Pandemic had been a nightmare for the whole world and more so for people under the poverty line. The Institution conducted its Community Contact Programme on 15th and 16th September, 2020 in the midst of Pandemic following proper Covid SOP. On the 15th September, the Institute visited two strategic places Purnya Children Home for Girls and Uripok Tondonsana and Thamboumacha High School and donated essential food items and other educational requirements. On 16th September, the Destitute Children Home and Cradle Point Children Home were visited and essential commodities donated.

II. The Micro-Teaching Workshop was conducted twice. The first workshop was conducted from 6th to 8th January, 2021 and the second workshop was conducted on 18th and 19th August, 2021. The Micro-teaching Workshop was an intensive programme where the student-teachers were given full hands on training regarding the different skills of teaching example Set Induction, Writing of Instructional Objectives, Explanation Skill, Utilisation of teaching learning materials, Stimulus Variation, Classroom Management, Re-inforcement, Questioning Skills, Closure and different assessment skills. These Workshops prepared the student-teachers to face the real teaching situations with full confidence. Best Practices 2020-21 are uploaded in the Website of the college.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

D.M. College of Teacher Education is the only Government TEI in Manipur. In fulfillment of its vision to attain higher level of academic excellence, access and equity in the area of teacher education, the college has been providing various productive value-based and quality oriented teacher education programme, to both in-service teachers and pre-service teachers. In fulfillment of its mission, to educate, train and guide student-teachers in practical and logical fashion, the college has its unique strategy of teaching techniques, methods and evaluation. One area of distinctiveness of the college is in its service to clear the backlog of untrained teachers in the state. By the year 2021, backlog of untrained teachers in the state is almost nil. The seats which were occupied by the in-service teachers will now be opened to all pre-service students. This is a remarkable contribution of the college to the state.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	No File Uploaded