SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

DM COLLEGE OF TEACHER EDUCATION

D.M. COLLEGE OF TEACHER EDUCATION, D.M.U CAMPUS,
THANGMEIBAND, IMPHAL-795001
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

D.M. College of Teacher Education was established on 15th September, 1972. It is the first and only Govt. run Teacher Education College in Manipur. The College is affiliated to Manipur University. Since its inception, the College has witnessed tremendous and sustained growth in terms of reach, research and outreach. The first accreditation of the College was done in the year 2016 and NAAC has accredited the College with B Grade and a CGPA score of 2.59. The College is accorded the status of 2(f) and 12(b) by UGC. D.M. College of Teacher Education is situated in the heart of Imphal City amidst the lust green zone of Dhanamanjuri University. With a campus area of about 1.02 acres the institution enjoys a pleasant and congenial environment which is free from pollution and disturbances. At present, the College is running two programmes namely B.Ed. (Bachelor of Education) and M.Ed. (Master of Education) as permitted by NCTE. The B.Ed. intake capacity of the College is 150 (100 Pre-Service and 50 In-service) and the M.Ed. intake is 50 in numbers. In addition to these courses, the College has also opened a short course of IT-ITES. The faculty strength of the College at present is 28 with 20 PhDs. The faculty of the College has a balanced blend of experience and expertise with the presence of senior teachers and young blend of teachers who are well versed in emerging areas of teaching, research, and technology. Most of the senior teachers of the College are all state Resource Persons and recipient of various rewards and recognized by different bodies for their contribution in terms of academics, research and community works. The College is equipped with the state of the art infrastructure and has two hostels catering to the male student-teachers and the female student-teachers. Incorporation of value added inputs like seminar presentations, project works, assignments, case studies, community contact and extension programmes are all incorporated in the overall curriculum and learning experiences of the College. The College has 12 cooperating schools where the student-teachers are deputed every year for their internships.

Vision

The vision of D.M. College of Teacher Education is to impart quality teacher education based on research and the needs of the society. It is to provide a unique learning experience which will enable the students to discover their potentials and contribute in one way or the other to the society. Another vision of the College is the education of teachers to enable them to plan and design curriculum based on the needs of the society. Moreover, innovation in pedagogy and teaching technique to suit the evolving knowledge world is another vision of the College. One important vision is the promotion of social values and the recognition of social dignity and justice and to provide pioneering leadership in spreading the light of education and to transform and to create a base of potential human resource who can eventually lead the society. The vision of the College also includes creating environmental awareness and a greener world and sustainable development. Last but not the least the College has a long term vision to strengthen the roots, culture and local knowledge and at the same time to widen our horizon to incorporate a globally competitive teacher education to meet the challenges of the world.

Mission

The mission of D.M. College of Teacher Education is to attain a higher level of academic excellence, access and equity in the area of teacher education by providing various productive, value based and quality oriented

teacher education programme to both the in-service student-teachers and the pre-service student-teachers. Another mission is to share the development of a knowledge based society in Manipur by encouraging and promoting research activities, material development and faculty development programmes. Educating, training, guiding and helping the student-teachers in a more practical and logical fashion, to develop various qualities and skills with an understanding of aims and objectives of education in dealing with the individual differences of children and the different strategies of teaching is another mission of the College. Guiding the student-teachers to develop an insight into the understanding of the vital relationship of a child's life with the school and the relationship between the school and the society to enable them to face the challenges of the changing scenario of the 21st century is another mission of the College. Another mission of the College is to help student-teachers to utilize various teaching strategies, techniques, devices, methods, ICTs, media, effective communication and evaluation process. Promotion of research activities, innovation, teaching-learning material development is also a vital mission of the College. Last but not the least, the College has a plan and a mission to upgrade itself into a multi-disciplinary College as per the directives of NEP-2020 and to open avenues for research and Doctor of Philosophy Programme in Education.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The College has the support of the government. The College is also the only government college catering to the education of untrained teachers who are already in service. Therefore, another strength of the College lies in the fact that it is directly involving itself with the present school education. The faculties of the College are involved and actively engaged in academic activities of Board of Secondary education, Council of Higher Secondary Education, Manipur University, SCERT and NCERT.

Institutional Weakness

The weakness of the college lies in its inability to tap resources of the faculty. More national/state/international conferences to be organized and attended to, to enhance faculty skills. Another weakness is in the college library which is yet to be updated to state of the art and full computerization. The documentation and record keeping is a weak area of the college. There is no participation to NIRF. No timely appointment of administrative staff and librarian weakens the management system in the institute.

Institutional Opportunity

The opportunities of the college lies in the fact that most of the teachers are experienced teachers and there is a wide variety of inputs and information available from this resource. Another opportunity lies in the fact that the college can be set up into advanced teacher study in teacher education and also a school of education. The college can also be upgraded to a degree granting autonomous college of teacher education in the state which is strongly envisioned in NEP 2020.

Institutional Challenge

The challenges of the college is in the area of research and publication. The college has enough brain power and man power to bring out its own research journal. More motivation and encouragement and facilities need to be provided to the teachers to face the new challenges of educating future teachers. Another challenge is in the recruitment of the teacher which cannot be filled up immediately. Many teachers are retired yet the post is not filled up therefore lack of teacher in pedagogy subjects. The requisite infrastructure for E-content is yet to be upgraded. Since no financial sponsorship is given regarding faculty development programme (orientation, seminar, etc.) most of the teachers are facing problems.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curriculum of D.M. College of Teacher Education is set by the affiliating University that is Manipur University. In the B.Ed. Curriculum, the courses ranges from Childhood and Growing Up, Contemporary India and Education, Learning and Teaching, Understanding Disciplines and Subjects, Different Pedagogies, Language Across the Curriculum, Critical Understanding of ICT, Gender, School and Society, Creating an Inclusive School, Health, Yoga and Physical Education, Assessment of Learning. In orser to enhance the professional capacity, the courses like Reading and Reflecting on Texts and Understanding the Self is included. A variety of optional courses like Environmental Education and Guidance and Counselling are also offered. Internship plays an important part of the curriculum which is divided into two segments- i) Four weeks School Exposure Programme and ii) Sixteen Weeks School Internship. The students have to undergo different tasks like observation of school, community work, preparation of lesson plan, mentoring students, case study etc. In the M.Ed. Course, there is a variety of subjects like Introduction to Education Studies, Psychology of Learning and Development, History of Political Economy, Teacher Education, Philosophy of Education, Advanced Research Methods in Education, Sociology of Education, Secondary Education and Curriculum Studies. The M.Ed. Programme also has Self Development Courses and Communication and Expository Writing. The Dissertation writing is an important part of M.Ed. Curriculum. Overall the curricular aspect of the Teacher Education Programme is to bring out the all round development of the to be teachers to fulfill the needs of the present society.

Teaching-learning and Evaluation

Teaching learning and evaluation is a vital component of teacher education. In the College, the number of enrollment in the B.Ed. Course is 150 (100 Pre-service and 50 in-service) and the number of enrollment in the M.Ed. Course is 50. The reservation policy of the state is followed during the admission. The teaching-learning process of the College is based on classroom interaction and the constructivists approach to teaching is utilized. Students' creativity is emphasized and more than rote learning, importance is given to seminar presentation, project work, group assignments, home assignments, debates and discussion. Micro-teaching workshop is an important part of the College as it imparts basic and important teaching skills to the students to help them during the process of classroom teaching. The evaluation process of the College is continuous and comprehensive and all aspects of individual differences are respected. Class-tests, unit tests, semester end examination are part and parcel of the evaluation process. The students' course learning outcomes and programme learning outcomes are specially monitored and remedial teaching and consultation is carried out throughout the year.

Infrastructure and Learning Resources

The Infrastructure and learning resources of the College is at par with any higher education institution. The College has eight ICT enabled classrooms, language lab, science lab, psychology lab, social science lab and a cultural museum. It also has one indoor stadium for sports and one multi-purpose hall. There is enough number of toilets and washrooms attached to each block. Every teacher has a room of his own and there is also a mini conference hall. The library acts as the heart of the College and has variety of books that caters to the needs of both B.Ed. and M.Ed. students and also to the faculties at large. The campus of the college is lush green with two beautiful gardens and a small volleyball field. The different cells of the College also has its cubicles and the Alumni Association has a room. There is also a cafeteria and a vehicle parking shed. The College also has a digital recording studio.

Student Support and Progression

The College has a provision for hostel for both ladies and gents. There is a student council elected every year through a democratic process. The Whole College students are divided into Five Houses with a teacher in charge as mentor. Every year the College celebrates annual College Week with Literary, Cultural and Sports Events. The Annual Fresher's Meet is also conducted every year. The students of the College has a good progression in number as the passed out B.Ed. Students get seats in the M.Ed. Course through a rigorous selection process. Many students of the College have passed their NET/JRF, CTET etc. It is a proud moment of the College when students of the College are appointed as teachers in various schools and colleges of Manipur. The Alumni association of the College is very active and are involve in the curriculum discussion every year. The Alumni association also plays a vital role in all the Co-Scholastic events of the College.

Governance, Leadership and Management

The institution has a specific vision and mission and policies and planning to make it into a leading teacher education college in the state. The IQAC of the College is taking a vital role in development of its different aspect of activities annually. The College have many committees formed from time to time to duly take up responsibilities of the College. The Admission Committee, Finance and Infrastructure Committee, Examination Committee, Attendance Committee, Sports Organizing Committee, Cultural , Literary Committee, Community Contact Committee are formed to deliver maximum effort for the smooth organization of activities. There is a form of decentralization in the management and every committee has the liberty to take its resolutions and actions. There is transparency in the process of selection of students and the procedure of advertisement for selection is done in the College website. The written tests and marks obtained in the previous exams decide the fate of each applicant. Every year budget session is done along with the newly elected representatives of the union. The College has formulated a comprehensive and progressive strategic plan for every year in tune with the vision and mission of the College. The College has an informal welfare measure for the teaching and non-teaching staff and plans are there to formalize it in the coming session. Professional development programme for both teaching and non-teaching staff are organized every year. The College encouraged teachers to go for orientation, refresher and other short term courses. The financial audit is done and the income and expenditure statements are uploaded. The induction programme of newly admitted students are done for both B.Ed. and M.Ed. Students feedback are taken at every semester end for improvement of curriculum and teaching learning process.

Institutional Values and Best Practices

The College is conscious about values and social responsibilities. The institution has a energy policy pertaining to saving of energy and utilization of solar energy. The College also has a policy and procedure for implementation of waste management. Water conservation and rainwater harvesting is mandatory in the College. Cleanliness programme are conducted every year to inculcate a sense of cleanliness and to bring forth a clean and green world. Tree plantations are done every year and students are encouraged for minimum use of vehicles. The campus is slowly developing into a plastic-free campus and there is a government decision to turn all communications into e-communication which is a move towards paperless office. In order to encourage students towards locational knowledge and resources, community contact programmes are conducted every year. It also inculcates in the students a sense of brotherhood and humanitarian. The best practices of the college is in the conduct of community contact programmes and micro-teaching workshops.

Research and Outreach Activities

The research and outreach activity of the College is satisfactory. Though no in-house support is provided by the institution for research purposes, RUSA and UGC has granted a few projects to the College in the past years. The institute encourages an ecosystem for innovation and novel ideas. Faculties are encouraged to publish research papers and articles in journals and books. The faculty of the College has published quite a number of papers in international and national journals. In the outreach activity of the College, the students have joined in Swachh Bharat Aabhiyan, Gender Sensitivity Programmes, Yoga Camps and celebration of Teachers' Days. In the outreach activity the students have also visited different orphanages, old age homes and schools and have participated in donating essential items and goods. The institution has linkage with schools and other agencies and join hands in upliftment of the community.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DM COLLEGE OF TEACHER EDUCATION
Address	D.M. College of Teacher Education, D.M.U Campus, Thangmeiband, Imphal-795001
City	Imphal West
State	Manipur
Pin	795001
Website	www.dmcte.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal(in-charge)	R. K. Lokendra Singh	0385-2444978	7005214200	-	dmcte.imphal@gmail.com
IQAC / CIQA coordinator	Konika Khuraijam	0385-2444760	9366528550	-	konikhur@hotmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Manipur	Manipur University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	07-10-1980	View Document
12B of UGC	07-10-1980	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	04-12-2015	96	The courses of BEd and MEd are approved abd recognised by NCTE and the validity is till date

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	D.M. College of Teacher Education, D.M.U Campus, Thangmeiband, Imphal-795001	Urban	1.082	2008.342

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BEd,Teacher Education	24	Graduate	English	150	143
PG	MEd,Teacher Education	24	B.Ed.	English	50	50

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				33			
Recruited	0	0	0	0	0	0	0	0	13	17	0	30
Yet to Recruit	0				0				3			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				13
Recruited	2	2	0	4
Yet to Recruit				9
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	4	0	6	7	0	19
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	1	1	0	3	4	0	9
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	1	0	0	1

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	73	0	0	0	73
	Female	70	0	0	0	70
	Others	0	0	0	0	0
PG	Male	8	0	0	0	8
	Female	42	0	0	0	42
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	6	7	1	2
	Female	4	5	5	3
	Others	0	0	0	0
ST	Male	25	32	24	12
	Female	35	38	35	31
	Others	0	0	0	0
OBC	Male	29	44	28	23
	Female	50	28	46	47
	Others	0	0	0	0
General	Male	23	23	21	24
	Female	24	18	34	53
	Others	0	0	0	0
Others	Male	2	0	1	2
	Female	1	3	3	3
	Others	0	0	0	0
Total		199	198	198	200

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	In the line of NEP 2020, all standalone degree colleges or institutions should be converted into multi-disciplinary. For the case of Teacher's Training College like D.M. College of Teacher Education needs to be converted into Integrated Teacher Education Programme (ITEP) as its relevant area. But for the state of Manipur the priority are given to the five general colleges as per State Cabinet decision.Thus, we are unable to take up urgent action for the opening of ITEP. Indeed our college have the capacity of opening this course with resourceful faculties and rich infrastructures. In this connection, our college has persued for opening of this course to the government of Manipur.

2. Academic bank of credits (ABC):	D.M. College of Teacher Education being affiliated to Manipur University, it has no Academic Freedom to Curriculum renewal or restructuring. Meanwhile, College has the readiness to adopt Academic Bank of Credit immediately if Manipur University permits.
3. Skill development:	D.M. College of Teacher Education being a professional Teacher Education College is now giving basic IT application to the trainees. In addtition to IT soft skill such as communication skill and personality development is added.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	D.M. College of Teacher Education has always incorporated local culture and tradition in its curriculum transaction. The knowledge of our rich Indian culture, tradition and languages is inculcated through our various co-scholastic activities which are carried out annually. Our college also has a Cultural Museum that has preserved rich elements of our local culture and tradition. Creative writing in local languages are encouraged. Knowledge of indigenous folk culture and its preservation are disseminated.
5. Focus on Outcome based education (OBE):	As D.M. college of Teacher Education is a College for the education of Teachers both In-Service and Pre-Service, a specific outcome based education is structured to obtain the objective. The curriculum and syllabus is focused on the training and education of teachers who will eventually become human engineers and mould the future generation towards a holistic learning and development. This objective is clearly defined, structured and transacted in this college.
6. Distance education/online education:	Online Education has become part and parcel of the college and transaction of knowledge is done in both offline and online in accordance to situation and circumstances. The Moodle is already functional in the college and the staff are trained to utilize the online mode of teaching whenever the situation demands.

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
386	386	374	361	373

File Description	Document
Institutional data in prescribed format	[View Document](#)

1.2

Number of seats sanctioned year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
200	200	200	200	200

File Description	Document
Letter from the authority (NCTE / University / R	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
75	50	50	50	50

File Description	Document
Institutional data in prescribed format	[View Document](#)
Central / State Govt. reservation policy for adm	[View Document](#)

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
193	186	176	163	174

File Description	Document
List of final year students with seal and signat	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.5

Number of graduating students year-wise during last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
133	176	172	162	169

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated result sheet of graduating students	[View Document](#)

1.6

Number of students enrolled(admitted) year-wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
193	200	198	198	199

File Description	Document
Institutional data in prescribed format	[View Document](#)
Enrollment details submitted to the state / univ	[View Document](#)

2 Teachers

2.1

Number of full time teachers year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
31	26	14	14	15

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of the appointment orders issued to the tea	[View Document](#)

2.2

Number of Sanctioned posts year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
47	37	27	27	27

File Description	Document
University letter with respect to sanction of p	[View Document](#)

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2021-22	2020-21	2019-20	2018-19	2017-18
82.32	87.64	99.4	67.62	91.25

File Description	Document
Audited Income Expenditure statement year wise d	[View Document](#)

3.2

Number of Computers in the institution for academic purposes..

Response: 53

File Description	Document
Invoice bills of purchase of computers	[View Document](#)
Copy of recent stock registers	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - 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.

Response:

D.M. College of Teacher Education have a unique and transparent system of curriculum transaction as per the guidelines provided by its affiliating university (Manipur University). To achieve the target of the curriculum the college has two different programmes B.Ed. and M.Ed. In the B.Ed. Course, there is a strategy of connecting scholastic and co-scholastic area to fulfill the objective of curriculum. Teaching strategies act as a bridge to fulfill this aspect of curriculum. An annual Academic Calender is framed at the starting of each academic year and it lays down the programme- commencement of session, house allocation, college week, school internship, teaching aids competition, micro-teaching, pre-final examination etc. and tentative timeframe. All faculties carry out their responsibilities both in scholastic and co-scholastic areas. It is mandatory for every student-teacher to participate in all college events for enhancement of their personality, to inculcate team work and leadership qualities, unity, cooperationa nd empathy. The faculty take the responsibility of submitting action taken reports to the Principal in oral or in written form. Moreover, remedial classes and tutorial classes are taken up by teachers in their subject area in accordance to the demands of the student teachers. One of the hallmarks of the curriculum of D.M. College of Teacher Education is the organization of Internship, Micro-Teaching Workshop of three days. The student-teachers are trained for exact teaching experiences transforming themselves from theory to practical work. Teaching demonstrations are conducted to reinforce these skills. In the M.Ed. Course, transaction of the curriculum is done through lecture mode, interactive mode, seminar, workshop, project work, minor research works. Utilisation of IT is encouraged. Internship of the M.Ed. Student-teachers are conducted in other B.Ed. Colleges or in DIET Centres of Manipur. The most important part of M.Ed. Course such as academic writing, reviewing of literature, writing of synopsis and eventually writing of dissertation are carried out before the final exam. From this current year, the M.Ed. students are allotted their own House (Radhakrishnan House) which gives them the opportunity to compete in all the various institutional competitions such as Literary, Cultural and Games and Sports.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	View Document
Plan developed for the last completed academic year	View Document
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	View Document

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 last completed academic year

1. **Faculty of the institution**

2. **Head/Principal of the institution**

3. **Schools including Practice teaching schools**

4. **Employers**

5. **Experts**

6. **Students**

7. **Alumni**

Response: B. Any 4 of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	View Document
List of persons who participated in the process of in-house curriculum planning	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	View Document

1.1.3

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

1. **Website of the Institution**

2. **Prospectus**

3. **Student induction programme**

4. **Orientation programme for teachers**

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document
Paste link for additional information	View Document

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

Response: 46.15

1.2.1.1 **Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
12	12	12	12	12

1.2.1.2 **Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
26	26	26	26	26

File Description	Document
Data as per Data Template	[View Document](#)
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	[View Document](#)
Any other relevant information	[View Document](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.2

Average Number of Value-added courses offered during the last five years

Response: 0.6

1.2.2.1 **Number of Value – added courses offered during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	1	1

File Description	Document
Data as per Data Template	[View Document](#)
Brochure and course content along with CLOs of value-added courses	[View Document](#)
Any other relevant information	[View Document](#)

1.2.3

Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 4.26

1.2.3.1 **Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
25	00	00	25	30

File Description	Document
Upload any additional information	[View Document](#)
List of the students enrolled in the value-added course as defined in 1.2.2	[View Document](#)
Course completion certificates	[View Document](#)

1.2.4

Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

1. Provision in the Time Table
2. Facilities in the Library

3. Computer lab facilities
4. Academic Advice/Guidance

Response: D. Any 1 of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	[View Document](#)
Data as per Data Template	[View Document](#)

1.2.5

Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 0

1.2.5.1 **Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Certificates/ evidences for completing the self-study course(s)	[View Document](#)
Any other relevant information	[View Document](#)

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

Response:

At present, D.M. College of Teacher Education, Imphal is an affiliating college to Manipur University. All the courses and curricular structure followed in the college are designed by Manipur University and

the same is enforced to implement in the college. The beauty and effectiveness of the curriculum lies at the college domain. In this regard, our college has given efforts to acquire knowledge from the different subject papers identified in their respective elements of learning outcomes. In the paper PE-01 (Childhood and Growing Up), student teachers are taught and trained to understand the knowledge of individual differencesamong learners. Further, they are bestowed the opportunities to know the methods used in studying learners. In paper PE-02 (Contemporary India and Education), student teachers have the opportunity to acquire knowledge about the salient features of our constitution and constitutional measures to protect diversities. Further, the new hot spot area of global platform like indutrialization, urbanization, globalization, modernization, economic liberalization and digitalization. The most important and necessary part of education through Panchayati Raj Institutions was given awareness to student teachers. The current programmes like mid-day-meal and other issues related to socially disadvantaged group were also significant knowledge aspect of present system. In respect of paper PE-03 (Learning and Teaching), the main thrust area of the objective aims for enabling student-teachers know the different types of learning needs among different types issues like culture, sociological background, mental abilities etc. Further, there is an impetus inside it for constructivist perception of pedagogy with reference to various perspectives. It has also given an area of teaching-learning methodology in a heterogeneous group of students in classrooms. Both student-teachers and faculties need to address these areas because the skills and owned knowledge from the institution should be able to translate into practice in school situations. The entire portion of paper PE_04 (Health, Yoga and Physical Education) endorses to skill orientation and idealistic perception of Indian Yoga values. This paper gives opportunities to all student-teachers to know the value of Yoga regarding body and mind relation and spiritual importance. This paper enhances physical training and and impart skills to all student-teachers how to organize training workshop of different physical exercises. Beyond this area, this paper also gives knowledge for health awareness, prevention knowledge from diseases like HIV/AIDS. Further, the horizon of training also extends to acquire basic skills for giving first aids, emergency responses including organizing indoor and outdoor sports events. In paper PE-05 (Knowledge and Curriculum), the course objectives give thrust on acquiring knowledge about epistemological and social bases of education in pedagogical avenue. This paper has given the core skills to evaluate, design curriculum and develop a syllabus. The advance level of this area, if mentioned, is the training skills for making relation between textbook aim and corresponding educational objectives and learning outcomes. Last but not the least, this paper has shown the importance of knowing the gap between theory and practice in school.

In paper PE-06 (Gender, Schools and Society), vast knowledge related to present social norms, gender, sex, equity, feminism etc. are given to know by student-teachers for adapting themselves to social sectors. Beyond doubt, this paper has tone of knowledge giving area for various issues like gender stereotypes arises in curriculum, textbooks, intersection with class , caste, religionand diversity in pedagogical plateform.

File Description	Document
Photographs indicating the participation of students, if any	[View Document](#)
List of activities conducted in support of the above	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)

1.3.2

Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

The institution in its broad curriculum and syllabus of both B.Ed. and M.Ed. occassionally 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	Document
Documentary evidence in support of the claim	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document

1.3.3

Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

Teacher Education Programme in DMCollege of Teacher Education is a very systematic programme wherein the students of both B Ed and M Ed have an opportunity to develop a wide and varied range of curricular experiences which can ultimately assist them to develop all the required skills and values to become an efficient teacher. The different curricular experiences provided in the college ranged from scholastic to co-scholastic areas. Seminars, presentations with utilization of ICT, group discussions, debates, project work, library work are some of the scholastic activities. In the co-scholastic activities, there are various programmes including college clean-up, cultural competition which includes competition in dances, songs and drama. The literary competition includes recitation, ex-tempore speech, debates, quiz, comedy and short story writing. The sports activity includes carrom, chess, table tennis, badminton, athletics, tug-of-war, volleyball and football. Other variety of experiences are gathered from the community contact programme where the students get the opportunity to get in contact with various strata of the community and assist and help in the development. It inculcates in the students a sense of

belongingness and humanitarian values. Other internship programme like the school exposure programme, 16-week internship and M.Ed. Internship assist the students to develop expertise in the teaching-learning process, understanding the school students, administration of educational institutions and development of intrinsic national values. In addition to these, the very important micro-teaching workshop which is a regular teacher enhancement and skill enhancement programme of the institution, helps the students to improve their teaching skills side by side with development of lesson plans, utilization of ICT, development of teaching learning materials and review of their own and their peers teaching. Other optional papers like Music develops in the student the aesthetic values of performing arts. Exposure to Yoga benifits the students in the overall physical and mental fitness. All these qualities and characteristics are required in bulding a teacher who can mould the future generation, bulding a strong state and an equally developed country.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)

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

1. Students
2. Teachers
3. Employers
4. Alumni
5. Practice teaching schools/TEI

Response: D. Any 2 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	[View Document](#)

1.4.2

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

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	[View Document](#)
Action taken report of the institution with seal and signature of the Principal	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average Enrollment percentage of students during the last five years..

Response: 98.8

File Description	Document
Document relating to Sanction of intake from University	[View Document](#)
Data as per Data Template	[View Document](#)
Approval letter of NCTE for intake for all programs	[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 100

2.1.2.1 **Number of students enrolled from the reserved categories during last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
75	50	50	50	50

File Description	Document
Data as per Data Template	[View Document](#)
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	[View Document](#)
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	[View Document](#)

2.1.3

Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 0.91

2.1.3.1 **Number of students enrolled from EWS and Divyangjan categories during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2	3	1	2	1

File Description	Document
List of students enrolled from EWS and Divyangjan	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of EWS and Divyangjan	[View Document](#)

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..

Response:

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 nutshel to them.

File Description	Document
The documents showing the performance of students at the entry level	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)

2.2.2

Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

6. **Assistive Devices and Adaptive Structures (for the differently abled)**

7. **Multilingual interactions and inputs**

Response: C. Any 3 of the above

File Description	Document
Reports with seal and signature of Principal	[View Document](#)
Photographs with caption and date, if any	[View Document](#)
Data as per Data Template	[View Document](#)

2.2.3

There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: Whenever need arises due to student diversity

File Description	Document
Reports with seal and signature of the Principal	[View Document](#)
Relevant documents highlighting the activities to address the differential student needs	[View Document](#)
Photographs with caption and date	[View Document](#)
Any other relevant information	[View Document](#)

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 17.55

2.2.4.1 **Number of mentors in the Institution**

Response: 22

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

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

Response:

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	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Link for additional information	View Document

2.3.2

Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 10

2.3.2.1 **Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..**

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	2	2	2

File Description	Document
Data as per Data Template	[View Document](#)

2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 59.59

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

Response: 230

File Description	Document
Programme wise list of students using ICT support	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Data as per Data Template	[View Document](#)

2.3.4

ICT support is used by students in various learning situations such as

1. **Understanding theory courses**
2. **Practice teaching**
3. **Internship**
4. **Out of class room activities**
5. **Biomechanical and Kinesiological activities**
6. **Field sports**

Response: B. Any 3 of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	[View Document](#)
Geo-tagged photographs wherever applicable	[View Document](#)
Data as per Data Template	[View Document](#)

2.3.5

Continual mentoring is provided by teachers for developing professional attributes in students

Response:

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	Document
Documentary evidence in support of the claim	[View Document](#)

2.3.6

Institution provides exposure to students about recent developments in the field of education through

1. **Special lectures by experts**

2. **'Book reading' & discussion on it**

3.   **Discussion on recent policies & regulations**

4. **Teacher presented seminars for benefit of teachers & students**

5.   **Use of media for various aspects of education**

6.   **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: D. Any 2 of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	[View Document](#)
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)

2.3.7

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

Response:

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	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)

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

1. **Organizing Learning (lesson plan)**
2. **Developing Teaching Competencies**
3. **Assessment of Learning**
4. **Technology Use and Integration**
5. **Organizing Field Visits**
6. **Conducting Outreach/ Out of Classroom Activities**
7. **Community Engagement**
8. **Facilitating Inclusive Education**
9. **Preparing Individualized Educational Plan(IEP)**

Response: A. Any 8 or more of the above

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

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

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

File Description	Document
Reports and photographs / videos of the activities	[View Document](#)
Documentary evidence in support of each selected activity	[View Document](#)
Data as per Data Template	[View Document](#)
Attendance sheets of the workshops/activities with seal and signature of the Principal	[View Document](#)
Any other relevant information	[View Document](#)

2.4.3

Competency of effective communication is developed in students through several activities such as

1. **Workshop sessions for effective communication**
2. **Simulated sessions for practicing communication in different situations**
3. **Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'**
4. **Classroom teaching learning situations along with teacher and peer feedback**

Response: A. All of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

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

1. **Teacher made written tests essentially based on subject content**
2. **Observation modes for individual and group activities**
3. **Performance tests**
4. **Oral assessment**

5. **Rating Scales**

Response: A. All of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	[View Document](#)
Documents showing the different activities for evolving indicated assessment tools	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

1. **Preparation of lesson plans**

2. **Developing assessment tools for both online and offline learning**

3. **Effective use of social media/learning apps/adaptive devices for learning**

4. **Identifying and selecting/ developing online learning resources**

5. **Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: C. Any 3 of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	[View Document](#)
Documentary evidence in respect of each response selected	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.6

Students develop competence to organize academic, cultural, sports and community related events through

1. Planning and scheduling academic, cultural and sports events in school
2. Planning and execution of community related events
3. Building teams and helping them to participate

> **4.** **Involvement in preparatory arrangements**
> **5.** **Executing/conducting the event**

Response: B. Any 4 of the above

File Description	Document
Report of the events organized	[View Document](#)
Photographs with caption and date wherever possible	[View Document](#)
Documentary evidence showing the activities carried out for each of the selected response	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.7

A variety of assignments given and assessed for theory courses through

> **1.** **Library work**
> **2.** **Field exploration**
> **3.** **Hands-on activity**
> **4.** **Preparation of term paper**
> **5.** **Identifying and using the different sources for study**

Response: B. Any 3 of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

The Internship of the B Ed course has two segments. The first segment is the 4 week school exposure programme wherein the Second semester student teachers get to go to the school assigned for internship and exposure and find out all basic informations,data and ethnographic informations of the school. This visit is of importance as it is mandatory for an intern to understand the philosophy ,curriculum,management of the school she will eventually go for her 4 months internship programme. In addition to this, the interns have to visit other interesting institutes of academic importance , conduct

activities like tree plantation and clean up programmes. The next Internship segment is thr 16 weeks (4 months)Internship programme which is for the 4th semester students. In this internship programme, the sinterns have to undergo strict schedule of classroom teaching, administration, conduct co curricular activities,do research work like action research and case study , involve in the assessment process of the school students and extension activities. The 4 week school exposure programmme of the college was conducted from 4th October to 21st October, 2021 . during this time, most schools were shut down because of Covid pandemic. but classes 9 to 12 were allowed to attend schools with proper maintenance of covd SOP. though the student teachers of the college faced difficulties, they all managed to perform the exposure activities. The 16 weeks/ 4 months Internship programme was from 30th May to 18th September 2021. As it was the time of Covid pandemic, the student teachers had limited exposure to their internship activities and the concerned suopervisers conducted remedial micro teaching in the college to make them proficient in their teaching activity. The Micro teaching workshop was conducted on 18th and 19th August 2021. the student teachers ,on top of their teaching in classrooms, had conducted minor Action Research , Case studies, Reflective journals and preparation of CCE . Therefore, inspite of the Covid 19 pandemic restrictions, the students of the college had completed their internships.

File Description	Document
Documentary evidence in support of the claim	View Document

2.4.9

Average number of students attached to each school for internship during the last completed academic year

Response: 16.08

2.4.9.1 **Number of schools selected for internship during the last completed academic year**

Response: 12

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document

2.4.10

Nature of internee engagement during internship consists of

1. Classroom teaching
2. Mentoring

3. **Time-table preparation**
4. **Student counseling**
5. **PTA meetings**
6. **Assessment of student learning – home assignments & tests**
7. **Organizing academic and cultural events**
8. **Maintaining documents**
9. **Administrative responsibilities- experience/exposure**
10. **Preparation of progress reports**

Response: A. Any 8 or more of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	[View Document](#)
Sample copies for each of selected activities claimed	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

D.M. College of Teacher Education, Imphal has selected schools which act as cooperating schools to the College and allow students' internship. During the internship, the supervisor monitored the interns in many qualitative aspects such as- communication skills, attitudes, interpersonal skills, personality development. The tradition of our college is to mentor every student-teacher to promote their capacity of development in quantitative aspects such as skills of pedagogy, assessment techniques and preparation of assessment tools. The objective of internship is to acquire the ethos of the teachers and proficiency in teaching and administrative work.

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 internship, student-teachers are always privileged to get the information and job chart of Principal or school teacher in regard to the management, school functioning and input given for the welfare of students in the schools. Every supervisor is supplied with evaluation charts/ sheets which continuously assess every aspect of the intern. The interns maintain an attendance register to record their absence and presence. The initial five lesson plans as well as teaching aids are duely checked and assessed by the concern pedagogy teacher before the intern perform the teaching process in the classrooms.

File Description	Document
Documentary evidence in support of the response	[View Document](#)

2.4.12

Performance of students during internship is assessed by the institution in terms of observations of different persons such as

1. **Self**
2. **Peers (fellow interns)**
3. **Teachers / School* Teachers**
4. **Principal / School* Principal**
5. **B.Ed Students / School* Students**

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: C. Any 2 or 3 of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	[View Document](#)
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	[View Document](#)

2.4.13

Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

1. **Effectiveness in class room teaching**
2. **Competency acquired in evaluation process in schools**
3. **Involvement in various activities of schools**
4. **Regularity, initiative and commitment**
5. **Extent of job readiness**

Response: D. Any 1 or 2 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	[View Document](#)
Five filled in formats for each of the aspects claimed	[View Document](#)

2.5 Teacher Profile and Quality

2.5.1

Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 60.61

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

2.5.2

Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 100

2.5.2.1 **Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 20

File Description	Document
Data as per Data Template	[View Document](#)
Certificates of Doctoral Degree (Ph.D) of the faculty	[View Document](#)
Any other relevant information	[View Document](#)

2.5.3

Average teaching experience of full time teachers for the last completed academic year.

Response: 8.97

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

Response: 278

File Description	Document
Copy of the appointment letters of the fulltime teachers	[View Document](#)
Any other relevant information	[View Document](#)

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

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. Stakeholdersand educationists from the locality are also invited to join the discussion.

File Description	Document
Documentary evidence to support the claims	[View Document](#)

2.6 Evaluation Process

2.6.1

Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

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

2.6.2

Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

1. **Display of internal assessment marks before the term end examination**
2. **Timely feedback on individual/group performance**
3. **Provision of improvement opportunities**
4. **Access to tutorial/remedial support**
5. **Provision of answering bilingually**

Response: C. Any 2 of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Any other relevant information	View Document
Annual Institutional plan of action for internal evaluation	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The mechanism for grievances redressal to examination, for students is operationally effective in the college. Right from the entrance examination for admission to both B Ed and M Ed courses, the college is open to redressal and grievances. In addition to the the above area, every student are allowed to check the marks obtained by them in comparison to their written performance in the examination. If any case of

unsatisfactory result is found in the re-evaluation the marks can be refined based on the performance. Further, before every kind of examination for both pre-semester end at institutional level as well as university exam, broad counselling are provided to the students who came to the institution for seeking good advice for the examination. The college has a committee for appeal and public information under RTI ACt, 2005. The Committee and email ID of the members are updated in the website of the college.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

2.6.4

The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

Internal evaluation of the students in the colllege has been conducted through a proper comprehensive manner as well as in continuous process .These evaluation covered both scholasti and non scholastic components of the students whose importance are ingrained in the training programme of teacher education as envisaged by National Council for Teacher Education. In the area of scholastic part,assessment in the classroom through both oral (discussion,interaction,seminar).and written have been conducted by concerned teachers throughout the session. Furthermore,home assignment are regularly given to the students by the subject teachers which eventually reflects in theiur internal marks , as a holistic appproach.Pre semester end examination are conducterd for every semester of the academic year prior to the Covid 19 pandemic.,at the strength of our Institutinal level. During the covid 19 pandemic,whole process of internal evaluation could not be conducted.But it is now resumed. In addition to the above process of evaluation,micro teaching skills,teaching aid making,contruction of lesson plan and presentation were mentored by the concerned teachers and evaluated at the spot by the panel of teachers.In the co scholastic component, for empowering all round development of students,personality development through cultural ,literary and sports programme were mandatorily conducted and assessed.Further ,Clen up programme inside the campus has been conducted to safeguard environment and eco syste. and these activities were also assessed based on the performance. In addition to this, incampus programme, outreach programme such as Community Contact Programme, visit to old age home for material support and motivation to the old aged ,visit to orphanages,Go to village, etc were advertanly included in our academic programme and assessment.. Therefore, the institution had framed an Academic Caledar and had continually adhered to it in in the planning and formulation of internal assessment,at institutional level.

File Description	Document
Any other relevant information	[View Document](#)
Academic calendar of the Institution with seal and signature of the Principal	[View Document](#)

2.7 Student Performance and Learning Outcomes

2.7.1

The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

The teaching learning process in DMCollege of Teacher EDucation is conducted by thoroughly understanding the PLOs and CLOs of both the courses. The Programmme Learning Outcome of B.Ed. is to do with the identification of the students' individual differences, understanding of the value system and Indian ethos, to develop thinking and teaching skills, to have an idea of multi-disciplinary and inter-disciplinary approach, to be aware about the method of assessments, to have a knowledge of pedagogical skills and thus develop allround. Therefore, in the teaching learning process, the teachers help the students to understand individual differences through the psychology subjects and understand the value system of the state and country at large. Every subject teacher makes it a point to teach through the constructivist mode to develop the thinking skill of students. The Micro-Teaching workshop assists the students to upgrade their teaching skills and their pedagogical skills. In the M.Ed. Course, the teachers make the students understand the philosophical, psychological and sociological aspects of education in addition to making them plan and organise meaningful learning experience. Communication skills and assessment and evaluation skill are also learnt by the students. The skill of research in addition to understanding and usage of ICT is also part of the learning programme. Understanding the community, personality development and giving back to the society through services are also part of the programme which the faculty teaches to the students. Regarding the CLO of B.Ed., each and every subject like Childhood and Growing Up, Contemporary India and Education, Learning and Teaching, Health, Yoga and Physical Education, Knowledge and Curriculum, Gender, School and Society, Creating an Inclusive School, Understanding Disciplines and Subjects, The Different Pedagogies, Languange Across the Curriculum, Assessment for Learning, Critical Understanding of ICT, Arts and Aesthetics in Education, Reading and Reflecting on Texts, Guidance and Counselling, Environmental Education all are taught to bring out the maximum Course Learning Outcomes. In M.Ed., the Courses namely Introduction to Education Studies, Psychology of Learning and Development, History of Political Economy of Education, Teacher Education, Self Development, Communication and Expository Writing, Philosophy of Education, Research Methods in Education, Secondary Education, Sociology of Education, Curriculum Studies, Curriculum Pedagogy and Assessment, Learning and Pedagogy of School Subjects, Assessment in Education and Academic Writing are also taught by the faculty to attain the Course Learning Outcomes. Moreover, every M.Ed. Student has to complete a research work which significantly exposes their skills.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link for additional information	[View Document](#)

2.7.2

Average pass percentage of students during the last five years

Response: 91.03

2.7.2.1 **Total number of students who passed the university examination during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
133	176	172	162	169

File Description	Document
Result sheet for each year received from the Affiliating University	[View Document](#)
Result sheet for each year received from the Affiliating University	[View Document](#)
Data as per Data Template	[View Document](#)
Data as per Data Template	[View Document](#)
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	[View Document](#)
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	[View Document](#)

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

Response:

THe Programme Learning Outcome and Course Learning Outcome of bothe the courses of B Ed and M Ed have been identified and put up in the Website of the college. Moreover ,during the Induction of

newly admitted students, there is a thorough discussion on the PLO and CLO of the courses. The faculty of the college have a thorough knowledge of the PLO and CLO and in theie process of teaching, each faculty member has identified the objectives and outcome before they enter the class. As such , in each subject taught in the course,the PLO and CLO of the students are monitored. These monitoring is done though the teaching process, interaction with the students, assessment of their various theoretical as well as practical tasks. There are also remedial activities performed for slow learners. The faculty of the college put in their extra effort to cater to the individual differences of the students.There is always a vigilant outlook to monitor their progress though out thr semester.Assignmemts in the form of Seminar presentation, Project work, Minor research work, class tests, group discussion activities, home assignments ,all are means to check the progress of the students in their attainment of professional and personal attributes. Even the clean up activities and Community contact programmes and the many competitive events organised by the college also adds to their personal attributes of not only formation of a good teacher, but an exemplary citizen of our country. The PLO and CLO is assessed through two types of assessment (i) Direct Assessment (Seminar presentation, Project Work, Home Assignment, Class Interaction, Unit Tests etc.)   (ii) Indirect Assessment (through students' Attitude Tests, Term End feedback, Focus Group etc.). The College utilizes both forms of assessment from time to time and, as and when required.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 86.53

2.7.4.1 **Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Response: 167

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Any other relevant information	View Document

2.7.5

Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

DM College of Teacher Education has a very comprehensive Curriculum and syllabus for both BEd and M Ed. these curriculum also has its own suitable and innovative mode of transaction. When the students were inducted into these programmes, they were selected based on their attitude and aptitude to teacher education,in addition to the score they received in their prior graduation or B Ed , wherever applicable. In their entrance exam they scored the competitive percentage and thus were admitted. Their entry level knowledge of teacher education and the many skills which were required to be garnered were not very high. But eventually as they progress through the course,each student started acquiring the required knowledge and skills for which they got admitted in. In the various assessment tasks given to the students, the students performed upto the level of expectation. Almost in all the different subjects of both B Ed and M Ed,different assignments are given by all faculty concerned, ranging from Project works, Seminar presentations, Home Assignment, Report Writing, Lesson planning,Theses etc.During their team acyivity and interaction during the various practical sessions, the spirit of sportsmaship and leadership and participatory activities are seen. The student show and reflect knowledge of their acquired information and learning in all these tasks. As stated in thr PLO and CLO of the courses, the values, skill, thought process,sense of nationalism and humanitarian thoughts, are also reflected in their presentations. Therefore it can be definitely stated that performance of students on various tasks reflects their initially identified learning needs and it is reflected in the various assignments given to them.

File Description	Document
Documentary evidence in respect to claim	[View Document](#)
Any additional information	[View Document](#)

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.33

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0.4

3.1.1.1 **Number of research projects funded by government and non- government agencies during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	0	0	1

File Description	Document
Sanction letter from the funding agency	[View Document](#)
Data as per Data Template	[View Document](#)

3.1.2

Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 5.39

3.1.2.1 **Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0	11.86	3.23	0	0

File Description	Document
Sanction letter from the funding agency	[View Document](#)
Income expenditure statements highlighting the research grants received, duly certified by the auditor	[View Document](#)

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

5. Organizing research circle / internal seminar / interactive session on research

Response: C. Any 2 of the above

File Description	Document
Documentary proof for each of the claims	[View Document](#)
Data as per Data Template	[View Document](#)

3.1.4

Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

1. Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations
2. Encouragement to novel ideas
3. Official approval and support for innovative try-outs
4. Material and procedural supports

Response: C. Any 2 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	[View Document](#)
Details of reports highlighting the claims made by the institution	[View Document](#)

3.2 Research Publications

3.2.1

Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 1.05

3.2.1.1 **Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
4	9	5	1	2

File Description	Document
First page of the article/journals with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 1.05

3.2.2.1 **Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1	6	9	4	1

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	[View Document](#)
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 year-wise	[View Document](#)
Data as per Data Template	[View Document](#)

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..

Response: 4

3.3.1.1 **Total number of outreach activities organized by the institution during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
3	1	10	2	4

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

3.3.2

Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 35.74

3.3.2.1 **Number of students participating in outreach activities organized by the institution during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
221	32	204	43	172

File Description	Document
Report of each outreach activity with seal and signature of the Principal	[View Document](#)
Event-wise newspaper clippings / videos / photographs with captions and dates	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 32.23

3.3.3.1 **Number of students participated in activities as part of national priority programmes during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
103	0	255	28	220

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

3.3.4

Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

The outreach programme of D.M. College of Teacher Education , is one of the best pratices of the college. The main objective of the outreach activity is to expose studenr-teacher to the community and extend helpinh hand to the economical backward or disadvantaged people of the society. It is also to make the student reallise that they make difference to the comunity and the society and sugest the means

and tools tom do so. The programe has develoloped awareness comprehensive understanding of the comunity they will come incontact with. It has thus created a sey of individuals who has empathny for the society and bring a change in the whole social outlook. The comunity contact programme is also a co-scholastic activity where the student-teacher get maximum exposer to familiarize themselves with the problems and challenges of the comunity atlarge. Thus these activities will intern eventually assist in molding the mind and social nature of the future teacher. The college had arranged comunity contact with different under privileged section of the society like, old age homes for both women and men, school of the deaf and mute, school run by government namely, Kebol High School, Eastern Ideal School, Lamlong Higher Secondary school, Uripok Tondon Sana School, which donot get much amenities from the state. The college has also comunity contact programe with orphanages namely, Dewlaland Orphan Home, Cradle Point where basic amenities and food items are donated. In these community contact programmes, the student-teachers of the college perform a clean up activity where they do mowing of the grass, cleaning of the environment and sometimes whitewashing of the walls and fences. After that an interaction programe is conducted where the faculty of the college give sensitisation on different social issues which range from, Importance of Education, Role of Teachers in Community upliftment, Right To Education. Gender Sensitisation, Importance of Co-curricular Activities, How to Live A Positive Happy Life, Problem of Obesity and How to Control it, Role of Citizen in Social Change Etc. The College also participated in Swatch Bharat Summer Internship Programme in the year 2018 and successfully completed 100 hours of service to the community. The Ciollege got first position in the compettition of the state. Therefore, the college is doing a yeomen service by organising succesfull community and outreach programe which will eventually bring about motivated and inspired future teachers.

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	View Document

3.3.5

Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 1

3.3.4.1 **Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	1	0

File Description	Document
Data as per Data Template	[View Document](#)
Appropriate certificates from the awarding agency	[View Document](#)

3.4 Collaboration and Linkages

3.4.1

Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 0

3.4.1.1 **Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

3.4.2

Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 0

3.4.2.1 **Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

File Description	Document
Data as per Data Template	[View Document](#)

3.4.3

Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

    1.**Local community base activities**

2. **Practice teaching /internship in schools**
3. **Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
4. **Discern ways to strengthen school based practice through joint discussions and planning**
5. **Join hands with schools in identifying areas for innovative practice**
6. **Rehabilitation Clinics**
7. **Linkages with general colleges**

Response: C. Any 3 or 4 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

Criterion 4 - 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

Response:

DMCollege of Teacher Education has various facilities which are set up in compliance with the needs of teacher education institutes.There are 4 B ed classrooms which are ICT enabled.There are also 4 M ed classsrooms which all have ICT facilities. On top of that, there is a social science lab, psychology lab, computer lab, language lab,science lab which caters to the requirements of the students whenever the need arises.The college also has a recreational hall for games and fitness and an Indoor Hall for conducting various programmes and activities.There is also amini sports field where the students play volley ball. The college has a beautiful garden which has some exotic plants and trees.The whole campus is green in nature and has pedestrian walking roads and paths.there are also various teachers individual rooms , administrative block, guest room, IQAC room, mini conference room, M ED hall, Boys common room, Girls common room, Alumni room, and Student council room.There is a big Library building . Guidance and counselling cell, Eco Cell, Wonen wefare cell, Electoral literacy cells etc have also its different rooms.A storage room is also there.There are numerous wash rooms attached to each block for both Ladies and Gents and for the students.There is also a Gents Hostel and a Ladies Hostel in the campus of the college. the Cultural Museum of the college which is maintained by the Alumni Association is also there in the college. Recently a Digital Studio has also been set up in the College.

File Description	Document
List of physical facilities available for teaching learning	[View Document](#)
Geo tagged photographs	[View Document](#)
Link for additional information	[View Document](#)

4.1.2

Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.

Response: 90

4.1.2.1 **Number of classrooms and seminar hall(s) with ICT facilities**

Response: 9

4.1.2.2 **Number of Classrooms and seminar hall(s) in the institution**

Response: 10

File Description	Document
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Link to relevant page on the Institutional website	[View Document](#)

4.1.3

Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 41.99

4.1.3.1 **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
55.62	45	49.19	0	30

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

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

Response:

A Library is considered as the gateways to knowledge. The dictionary meaning of library is given as a building or room containing collections of books, periodicals, and sometimes films and recorded music for use or borrowing by the public or the members of an institution. It is a collection or groups of collections of books and other print and non-print materials organized and maintained for use (reading,

consultation, study, research,etc.). Library plays an important role in an educational institution. It gives opportunities to enhance knowledge, skills and brings out new ideas among the readers.

The library building of D.M.College of Teacher Education, Imphal is newly constructed with a feature of ground floor and first floor. It has separate rooms for the Librarian, attached washroom, reference section and visitors' room in the ground floor.

The institution has adopted automation of library using Integrated Library Management System (ILMS). Library unit of D.M.College of Teacher Education had started for automation from the year 2013 with the software provided by INFLIBNET by its soul version 2.0.The version has been upgraded to soul 3.0 version on 20th April2022. At present, library automation process has completed. All books available in the library are coded with its accession number, author name, publication year are entered in the management system. A separate server unit of the computer system is installed in the library. With the help of the system, availability of books, its location whether it is in the cupboard or rack can be found out by entering the password. Our college library has a good collection of documents,books , old and rare books, textbooks, recommended journals of NCERT, AIU, etc. are available to the readers.

Some of the documents available/ accessible in our library are: Kothari Commission, - Learning Without Burden, National Policy on Education (NPE)1986, National Curriculum Framework (NCF) 2005, National Knowledge Commission 2006, Right to Education (RTE) Act 2009, National Curriculum Framework for Teacher Education (NCFTE) 2009, National Curriculum Framework (NCF) 2020, National Education Policy (NEP)2020, NCF for Early Childhood Care and Education, Curriculum for BSEM (Clasess IX and X), Curriculum published by SCERT, Manipur for Primary schools, syllabus and curriculum published by Manipur University for Bachelor of Education (B.Ed) and Master of Education (M.Ed) courses, Annual Status Report published by ASER, etc.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document

4.2.2

Institution has remote access to library resources which students and teachers use frequently

Response:

Our institution has remote access to library resources which students and teachers use frequently. To facilitate the e-resources in the library segments, our library had started to use N-list. The date of registration was done 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. All the teachers and students are registered from time to time and advised to utilize it. Most of the students could collect materials during Covid 19 pandemic for their studies.

The college library has a collection of variety of books including the rare books which are related to general education, teacher education, books related to pedagogies of teaching various subjects, Manipuri

literature, encyclopedias, glossaries and dictionaries of various subjects. Our college has some old edition books which are kept separately to be used by teachers and students as references for their knowledge and research works as and when needed. Various books related to different areas in education, psychology, sociology, teacher education, evaluation and measurement, educational technology, curriculum, research methodology, pedagogies of different subjects are also found in the college library.

The library of DMCTE has a Photostat machine to be used by the students and staff of the college. There is also a high speed wifi connectivity in the library.

Our library has a collection of question papers of B.Ed and M.Ed for the Pre-final and Final Examinations conducted by the College and Manipur University respectively for the last many years. We also have a collection of the Dissertations (M.Ed) and Lesson plan books (B.Ed) for the last some years. Apart from these, the syllabi of B.Ed and M.Ed courses of Manipur University which is the affiliating university of our college is also available in the library.

Some popular local newspapers are also subscribed by the college and kept in the library. Before the Covid 19 pandemic, some national newspapers were also available. Some of the local newspapers subscribed are – Poknapham, The Sangai Express and The Peoples Chronicle. Some national magazines are also available in the library. A suggestion box is also kept in the library but unfortunately, no suggestions from the readers are found till date. There is a Book Bank for special categories like B.Ed and M.Ed. There is also a book drop box where students, teachers, alumni and others can donate books and journals.

Library cards are collected from the college librarian on the production of the college identity cards. For both B.Ed and M.Ed students, two cards are issued for borrowing two books at a time for a period of 15 days.

File Description	Document
Details of users and details of visits/downloads	[View Document]

4.2.3

Institution has subscription for e-resources and has membership/ registration for the following

1. e-journals
2. e-Shodh Sindhu
3. Shodhganga
4. e-books
5. Databases

Response: D. Any 1 of the above

File Description	Document
Receipts of subscription /membership to e-resources	[View Document](#)
E-copy of the letter of subscription /member ship in the name of institution	[View Document](#)
Data as per Data template	[View Document](#)

4.2.4

Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 1

4.2.3.1 **Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0.32	1.53	0.29	1.20	1.67

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)

4.2.5

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 0.03

4.2.5.1 **Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year**

4.2.5.2 **Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year**

Response: 4

4.2.5.3 **Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year**

Response: 3

4.2.5.4 **Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.**

Response: 4

4.2.5.5 **Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.**

File Description	Document
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 last completed academic year with seal and signature of both the librarian and principal	[View Document](#)
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	[View Document](#)

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

1. **Relevant educational documents are obtained on a regular basis**
2. **Documents are made available from other libraries on loan**
3. **Documents are obtained as and when teachers recommend**
4. **Documents are obtained as gifts to College**

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	[View Document](#)

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

DMCollege of teacher Education conducts its functioning through on line and off line mode. the admission process is coducted with partial online mode.all the classrooms of both BEd and MED are ICT enabled and there is WIFI facility in the college which can be utilised when required. The college has two separate facilities for WIFI, one in the Library and the other at the college office. The Library WIFI has 10mbps and the College WIFI has 30 mbps. The WIFIs are all password enabled and students and faculty can access it during college hours or can be accessed during other times with due permission from the college.

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 comb1111 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	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document

4.3.2

Student – Computer ratio for last completed academic year

Response: 7.28

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document

4.3.3

Internet bandwidth available in the institution

Response: 30

4.3.3.1 **Available bandwidth of internet connection in the institution, in MBPS**

Response: 30

File Description	Document
Receipt for connection indicating bandwidth	[View Document](#)
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	[View Document](#)

4.3.4

Facilities for e-content development are available in the institution such as

1. **Studio / Live studio**
2. **Content distribution system**
3. **Lecture Capturing System (LCS)**
4. **Teleprompter**
5. **Editing and graphic unit**

Response: D. Any 1 of the above

File Description	Document	
Data as per Data Template	[View Document](#)	
Link to videos of the e-content development facilities	[View Document](#)	
Link to the e-content developed by the faculty of the institution	[View Document](#)	

4.4 Maintenance of Campus and Infrastructure

4.4.1

Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 18.94

4.4.1.1 **Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
1	33.62	23.62	21.87	1

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)

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

Response:

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, nespapers, 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 fior 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 classrtooms 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. The maintenance of the infrastructure is considered an important responsibility of both the staff and the students and reminders from time to time are communicated for maximum maintenance and support. The utilization of the infrastructure is also carried on responsibly by careful handling and repairing whenever required.

File Description	Document
Appropriate link(s) on the institutional website	[View Document](#)
Link for additional inflrmation	[View Document](#)

Criterion 5 - 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:

1. Career and Personal Counseling
2. Skill enhancement in academic, technical and organizational aspects
3. Communicating with persons of different disabilities: Braille, Sign language and Speech training
4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two
5. E-content development
6. Online assessment of learning

Response: C. Any 2 or 3 of the above

File Description	Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document

5.1.2

Available student support facilities in the institution are:

1. Vehicle Parking
2. Common rooms separately for boys and girls
3. Recreational facility
4. First aid and medical aid
5. Transport
6. Book bank
7. Safe drinking water
8. Hostel
9. Canteen
10. Toilets for girls

Response: A. Any 8 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Geo-tagged photographs	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.3

The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
2. **Details of members of grievance redressal committees are available on the institutional website**
3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
4. **Provision for students to submit grievances online/offline**
5. **Grievance redressal committee meets on a regular basis**
6. **Students' grievances are addressed within 7 days of receiving the complaint**

Response: C. Any 3 or 4 of the above

File Description	Document
Samples of grievance submitted offline	[View Document](#)
Composition of the student grievance redressal committee including sexual harassment and ragging	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.4

Institution provides additional support to needy students in several ways such as:

1. Monetary help from external sources such as banks

2. Outside accommodation on reasonable rent on shared or individual basis

3. Dean student welfare is appointed and takes care of student welfare

4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: D. Any 1 of the above

File Description	Document
Report of the Placement Cell	[View Document](#)
Data as per Data template	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 3.2

5.2.1.1 **Number of students of the institution placed as teachers/teacher educators during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
4	0	10	0	12

File Description	Document
Data as per Data Template	[View Document](#)
Appointment letters of 10% graduates for each year	[View Document](#)
Annual reports of Placement Cell for five years	[View Document](#)

5.2.2

Percentage of student progression to higher education during the last completed academic year

Response: 9.77

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 11

5.2.2.2 **Number of outgoing students progressing from PG to M.Phil.**

5.2.2.3 **Number of outgoing students progressing from PG / M.Phil to Ph.D.**

Response: 2

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Details of graduating students and their progression to higher education with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

5.2.3

Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 8.13

5.2.3.1 **Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
22	16	24	4	0

File Description	Document
Data as per Data Template	[View Document](#)
Copy of certificates for qualifying in the state/national examination	[View Document](#)

5.3 Student Participation and Activities

5.3.1

Student council is active and plays a proactive role in the institutional functioning

Response:

The Student Council of D.M. College of Teacher Education had been active right from the inception of the College in 1972. The Student Council has been looking after the welfare of the students in particular and College at large. The By-Law of the Student Council/Trainee Union was framed in the year 2010 and has become active since then. The Council has 8 portfolios namely- General Secretary who looks after the overall affair of all the other portfolios, Finance Secretary who takes care of the Students' Outreach Programme. Social and Function Secretary who conducts the Annual Cultural Meet and the Fresher's Meet, the Debate and Extension Secretary who takes charge of the Literary Meet, Magazine Secretary

who is in-charge of the publication of the Annual College Magazine, Games and Sports Secretary who is in-charge of the Outdoor Games and also the Sports Meet of the College, the Lady's Common Room Secretary who looks after the welfare of the lady students and also takes charge of the Indoor Games, the Gent's Common Room Secretary who looks after the welfare of the male students and takes charge of the Indoor Games. The Student Council also takes part in the Annual Stakeholder's Meeting where the Curriculum of the Institution is discussed and the mode of transaction is analyzed. The Student Council actively is involved in all the co-scholastic transaction of the college and acts as the voice of the student-teachers of the College.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	[View Document](#)
Documentary evidence for alumni role in institution functioning and for student welfare	[View Document](#)
Copy of constitution of student council signed by the Principal	[View Document](#)

5.3.2

Average number of sports and cultural events organized at the institution during the last five years

Response: 3

5.3.2.1 **Number of sports and cultural events organized at the institution during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	3	3	3

File Description	Document
Upload any additional information	[View Document](#)
Reports of the events along with the photographs with captions and dates	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of circular / brochure indicating such kind of events	[View Document](#)

5.4 Alumni Engagement

5.4.1

Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

The Alumni association of DMCTE was established in the year 2014 and till date it is functional. The Alumni Association has a Facebook Page which has been functional from the year 2015. 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 28th February, 2022. 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., 2021 on issues of carreer and placement. The interaction was very fruitful as the students got motivated through the talks and stories of the Alumni association. The Alumni Association is now ready for registration and all paper works are in place. The application for the registration has already been submitted. Every year, the Alumni makes a point to have a General Meeting to discuss about the welfare of the Association as well as deciding on the contributions it can make to the college by cash or kind.

File Description	Document
Details of office bearers and members of alumni association	[View Document](#)

5.4.2

Alumni has an active role in the regular institutional functioning such as

1.   **Motivating the freshly enrolled students**

2.   **Involvement in the in-house curriculum development**

3.   **Organization of various activities other than class room activities**

4.   **Support to curriculum delivery**

5.   **Student mentoring**

6.   **Financial contribution**

7.   **Placement advice and support**

Response: C. Any 2 or 3 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	**View Document**
Documentary evidence for the selected claim	**View Document**

5.4.3

Number of meetings of Alumni Association held during the last five years

Response: 9

5.4.3.1 **Number of meetings of Alumni Association held during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2	3	0	3	1

File Description	Document
Data as per Data Template	**View Document**
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	**View Document**

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.

Response:

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. The facebook page of the ALUMNI Association has been in existence since 1st November, 2015. And has been remaining active till date. The ALUMNI Association very recently was fully involved in the motivational talks delivered to the students studying in DMCTE. The Association is all set to register itself formally under the Society's Registration Act. At present, the ALUMNI is looking after the Cultural

Museum of the College and maintaining it efficiently.

File Description	Document
Upload any additional information	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)

Criterion 6 - 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

Response:

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	Document
Vision and Mission statements of the institution	[View Document](#)
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Link for additional information	[View Document](#)

6.1.2

Institution practices decentralization and participative management

Response:

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	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document

6.1.3

The institution maintains transparency in its financial, academic, administrative and other functions

Response:

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	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

DMCTE has formulated a comprehensive and progressive strategic plan for the year 2021-22 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 multidisciplinary 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 complete. The girls' hostel with an intake capacity of 24 boarders are also cmpleted.Moreover the college is panning to upgrade itself to an institution that caters to the Research works of Education and Teacher Education. It is aso a prod privilege of the college to state that it is catering to the service of training the backlog of untrained teachers and the only Government institution to do so till now.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link to the page leading to Strategic Plan and deployment documents	[View Document](#)

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.

Response:

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. As D.M. College of Teacher Education is under the Government of Manipur, the State has its own appointment and service rules, under which the functioning of the college is executed. Under the sdministrative set up, the Principal is authorised to form committees for various functions and these committees are executing their respective responsibilities fully in the College. Our College has framed its criteria for admission to the B.Ed. & M.Ed. Course and committees are set up to look after the selection

and admission process. In other Curricular areas and Co-Curricular areas, respective bodies and committees are set up for smooth functioning of the administration process.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link to Organogram of the Institution website	[View Document](#)

6.2.3

Implementation of e-governance are in the following areas of operation

1. **Planning and Development**
2. **Administration**
3. **Finance and Accounts**
4. **Student Admission and Support**
5. **Examination System**
6. **Biometric / digital attendance for staff**
7. **Biometric / digital attendance for students**

Response: C. Any 3 or 4 of the above

File Description	Document
Screen shots of user interfaces of each module	[View Document](#)
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)

6.2.4

Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

D.M. College of Teacher Education has various cells and committees which are working effectively contributing to the success and smooth running of the institution. The different cells namely Women Development Cell, Eco Cell, Electoral Literacy Cell, Guidance & Counselling Cell, Minority and Disadvantaged Welfare Cell and Placement Cell are all effectively functioning and carrying on relevant activities. The Guidance and Counselling Cell is looking after the grievances of the students from time to time and arranging remedial measures, classes sand extension talks as and when required. The Women Development Cell has celebrated International Mother's Day successfully at Raja Dumbra Home for Destitute Women. The sanitary Pad vending machine has also been installed. The Eco Cell of the College has successfully observed World Earth Day with a seminar presentation of 16 M.Ed. Students on the

theme "Invest In Our Planet". The Electoral Literacy Cell has also given sensitization to the students regarding the importance of casting vote and responsibility of the befitting citizen of India. The Placement Cell is also looking after the Placement of the students and Campus Interviews are to be organized in the near future. The Minority and Disadvantaged Welfare Cell is looking into the matter of non-distribution of scholarship from the State Govt. to the students of the College by approaching the concerned authority of the state. The different committees of the College such as Committee on the Adherance of Code of Conduct, Admission Committee, Attendance Committee, Infrastructure Committee, Examination Committee, Research Committee are all working and functioning effectively.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Action taken report with seal and signature of the Principal	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

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.

6.3.2

Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 0

6.3.2.1 **Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

6.3.3

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

Response: 14

6.3.3.1 **Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
4	2	3	3	2

File Description	Document
List of participants of each programme	[View Document](#)
Data as per Data Template	[View Document](#)
Brochures / Reports along with Photographs with date and caption	[View Document](#)

6.3.4

Percentage 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

Response: 35

6.3.4.1 **Total 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 during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
8	10	11	4	2

File Description	Document
Data as per Data Template	[View Document](#)
Copy of Course completion certificates	[View Document](#)

6.3.5

The institution has a performance appraisal system for teaching and non-teaching staff

Response:

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	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	[View Document](#)
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

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, and 2021 are done and the certificate enclosed duly signed by the Chartered Accountant.The Audit certificates of 2022 is also submitted.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document

6.4.2

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

Response: 0

6.4.2.1 **Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

6.4.3

Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

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.

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

Response:

The Internal Quality Assurance Cell of DMCTE has been contributing significantly to the development of the institution in categories of teaching learning, pegdagogy, 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.After the pandemic,the college is now going on full swing and coducting all activities,both scholastic and co scholastic.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View Document](#)

6.5.2

The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

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	Document
Any additional information	[View Document](#)

6.5.3

Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 19.4

6.5.3.1 **Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
26	16	14	24	17

File Description	Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

6.5.4

Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: A. Any 4 or more of the above

File Description	Document
Feedback analysis report	[View Document](#)
e-Copies of the accreditations and certifications	[View Document](#)
Data as per Data Template	[View Document](#)
Consolidated report of Academic Administrative Audit (AAA)	[View Document](#)

Link to the minutes of the meeting of IQAC	[View Document](#)	
Link to Annual Quality Assurance Reports (AQAR) of IQAC	[View Document](#)	

6.5.5

Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

D.M. College of Teacher Education has improved in leaps and bounds in the last five years. The pass percentage of students of B.Ed. is 92.81 and M.Ed. is 97.87 which is a commendable result comparatively. The College has also increased its staff strength to 31 numbers with 20 PhD holders. The administration of the College has constituted different committees to look after the needs and requirements of the students and faculties. These committees namely IQAC, Guidance & counselling, Women Welfare Cell, Eco Club, Electoral Literacy Club, Committee for Disadvantaged Group, Committee on Adherence of Code of Conduct, Research Committee, Admission Committee, Attendance Committee, Assessment Committee, Infrastructure Committee are all functioning well and contributing to the incremental improvement of the College. There is a strict adherance to quality in the teaching learning process and assessment of the College. Regarding the co-curricular activities, faculties are distributed to take up responsibilities in the various programmes of the college namely House mentoring, Literary functions, Cultural functions, Sports, Community Contact Programme, Micro-Teaching Workshop, Internship Programme. Student representatives are chosen through nominations and elections. There are provisions to invite guest speakers to highlight the students on issues like Gender equality, Problems of Exam Anxiety, Development of Soft Skills and other Academic related talks. Regarding infrastructure, the College now has a Lady's Hostel, New Extension of the M.Ed. Block, a new Library Building and additional blocks to cater to the different Cells. the IT infrastructure of the College has improved and a few number of computers and laptops have been added. The college Cultural Museum is revamped with the Alumni Association taking the charge of looking after it. Solar Panels and lights have been installed in the College campus. The M.Ed. Programme of DMCTE has dissertation/reserach 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 and has been utilized by the M.Ed. students. The initiation of e-office is in the offing as is directed by the Directorate of University & Higher Education, Govt. of Manipur. Already the process of advertisement, admission, payment of fees are partially done through the online mode. The disbursal of salary is done through CMIS since November, 2019.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 7 - 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

Response:

D.M. College of Teacher Education is conscious about energy consumption and utilization and the unlimited source of solar energy. Our college has framed its unique policy on energy streamlining and conservation. The most crucial point of the policy is concerned with minimum power utilization and optimal output. In connection with this, all the traditional bulbs have been replaced by LED bulbs. All the students, teaching and non-teaching staffs are intimated informally from time to time to switch off all electronic gadgets and lights when not in use. The college chowkidar takes up the responsibility of switching off any bulb, fan, LCD Projectors, Laptops and computers at the end of every day's classroom transaction and office hours. As of now the college is utilizing solar panels and solar energy for lighting up the college campus. In the coming years the institution has a plan to use maximum solar energy for its various energy requirements.

File Description	Document
Institution energy policy document	[View Document](#)
Link for additional information	[View Document](#)

7.1.2

Institution has a stated policy and procedure for implementation of waste management

Response:

D.M. College of Teacher Education has a strong commitment to manage waste materials. Different waste materials like domestic waste, bio-degradable waste, non bio-degradable waste and commercial wastes (plastic, paper etc.) are a source of pollution to the environment resulting in degradation of the soil and also in the quality of air. D.M. College of Teacher Education has its own policy of waste management with the aim of making the institution a pollution-free zone. It has been notified to all stakeholders of the college including the staff and students that there need to be a self regulation and voluntary participation in waste management and promote the process of waste management not only in our campus but also among the community. There are specific areas segregated and identified for disposing solid waste depending whether it si bio-degradable, non-biodegradable, plastic, broken glassware or E- wastes. The college has different waste bins for waste segregation. Bio-degradable waste are collected in the compost bin for eventually turning it into composts. The plastic wastes are collected from time to time and given away to plastic factories for the purpose of recycling. Other disposable wastes are collected regularly by the Municipality or the City Garbage Truck. All the staffs and students are strongly advised and

monitored to keep the campus free from pollution of plastics, garbage and other materials. To empower this policy, staffs and students are always engaged in organising cleanliness programme in the campus and competitions are held amongst the Houses of the college in the area of social service and cleanliness drive. In connection with the cleanliness programme, plantation of trees, shrubs and flowers are done from time to time.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)

7.1.3

Institution waste management practices include

      1.**Segregation of waste**
      2.**E-waste management**
      3.**Vermi-compost**
      4.**Bio gas plants**
      5.**Sewage Treatment Plant**

Response: D. Any 1 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geo-tagged photographs	[View Document](#)
Link for additional information	[View Document](#)

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

Response: D. Any 1 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geotagged photographs	[View Document](#)
Any additional link	[View Document](#)

7.1.5

Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

Environmental consciousness and sustainability is one of the challenging area which has been faced in this modern world. Every institution has a responsibility to commit itself to a pollution free world. Therefore, D.M. College of Teacher Education takes certain initiative in keeping the environment neat, clean and pollution-free. First and foremost it has been advised to use less petroleum and diesel driven vehicle and utilise e-vehicles whenever possible. It has also been advised to use car-pool and share vehicles when attending college. The Swachh Bhatrat Summer Internship Programme of 100 hours was inaugurated on 11th May, 2018 at the campus of the college. The 100 hours' internship programme had 28 students studying in both B.Ed. and M.Ed. taking part in this internship. The students worked for 100 hours starting from last week of May to first week of August, 2018. They performed various activities like awareness campaign on cleanliness drive, door-to-door meeting regarding sanitation, hygiene, tolite uses, hand washing etc. They conducted village and school level rallies waste collection drives and segregation of solid wastes. The Swachh Bharat Mission is taken up on a serious note by the college and in the year 2018, the college organised a week long practical inervention to propagate Mahatma Gandhi's Nai Talim (26-09-2018 to 2-10-2018). Some of the activities included ktchen-gardening, waste disposal, water harvesting and promotion of tree plantation for clean and green environment. Every academic year there is a compulsory competition on cleanliness drive amongst the Houses of the college. World Environment Day and World Earth Day is celebrated in the college with cleanliness drive and tree plantations. A seminar was also conducted on 22nd April, 2021 (World Earth Day) under the theme 'Invest in Our Planet'. Even during the community contact programmes which is conducted every year, the college takes up the initiative to clean-up the locality concerned, schools visited to or state monuments whenever the need arises.

File Description	Document
Documents and/or photographs in support of the claim	[View Document](#)
Link for additional information	[View Document](#)

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: C. Any 3 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	[View Document](#)
Income Expenditure statement highlighting the specific components	[View Document](#)
Circulars and relevant policy papers for the claims made	[View Document](#)
Link for additional information	[View Document](#)

7.1.7

Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 2.87

7.1.7.1 **Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
2.38	2.63	2.45	2.73	2.11

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	**View Document**
Data as per Data Template	**View Document**
Any additional information	**View Document**

7.1.8

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

D.M. College of Teacher Education has the culture of visiting local significant historical places of state and national importance as part of locational knowledge and community practice every year. Every year places of interest in the state are identified and community service conducted extensively. The college takes every effort to leverage local environment and locational knowledge as much as possible. Locational knowledge is the capacity to know and recall where places are and also it is termed as a mental map. It is a our pwersonal framework for storing the locational information we carry in our heads. Knowledge regarding the vregion we stay in is important for community development and peaceful existence. Therefore, student-teachers and faculty members of the institution volunteer from time to time for various tour and for cleaning up and in different parts of the community. Plantation of trees, shrubs, flowers in the locality and other places are also conducted. During the community contact programmes, the faculty and the students take up the challenge of educating the community about the importance of cooperative living, prevention of pollution, value of natural resources and respecting the different communities inspite of all their differences. One of the main challenges of the community is the pollution of air, water and soil. The institution takes up the initiaves in spreading awareness on reduction of air, water and soil pollution. As our country as well as our state is an amalgamation of different cultues and community, it is also one of the challenge to live peacefully and co-operatively. During the community contact programme, the endeavour is taken up to unify the different cultures of the state by having community meals together. In order to understand the different cultures, dances and folk songs of different communities are also presented by the student-teachers during the college week. On the 2nd December, 2021, a Street Play (Sumang Lila- Indigenous form of street play) was performed in the campus of the College on the theme NEP-2020. The street play was an amalgamation of local art, costume, dances and song and was a great source of entertainment as well as education.

File Description	Document
Documentary evidence in support of the claim	**View Document**
Any additional information	**View Document**

7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

1. Code of Conduct is displayed on the institution's website
2. Students and teachers are oriented about the Code of Conduct
3. There is a committee to monitor adherence to the Code of Conduct
4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically

Response: B. Any 3 of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
Details of the Monitoring Committee, Professional ethics programmes, if any	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document
Link for additional information	View Document

7.2 Best Practices

7.2.1

Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

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, 2021 in the midst of Pandemic following proper Covid SOP. On the 15th September, the Institute visited two strategic places Punya 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 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 2021-22 are uploaded in the Website of the college.

File Description	Document
Photos related to two best practices of the Institution	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

One area of distinctiveness of the College during the year 2021-22 is the completion of all the teachers in MOODLE Training. The online mode of teaching has been in prevalent from the Covid 19 Pandemic and education had been the worst victim amongst all sectors. The importance of education is known by one and all and the fact that students were deprived of this service during the Covid Pandemic days are voiced out by eminent educationists and researchers all over the world. The pinch of this lapse of education has its ripple effect not only in the sector of education but also in the economy of the country. Development of human resource is a prior objective of each country and education plays a vital role. Understanding this enormous responsibility the staff of D.M. College of Teacher Education inspite of the crucial Covid days had conducted a workshop on the 13th, 14th and 15th July, 2021 in order to make them more proficient in the online mode of teaching. Though some of the teachers couldn't attend because of residing in Containment Zones, majority of teachers, inspite of great difficulties attended the workshop by following proper SOP. The three day's Workshop was a great help in making the teachers more efficient in handling online mode of teaching and the students benifited much indirectly. Eventually the then Hon'ble Education Minister Shri S. Rajen Singh inaugurated the Digital Recording Studio in the Campus of D.M. College of Teacher Education.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

5. CONCLUSION

Additional Information :

Our college needs to improve itself in the student and faculty exchange avenues with other educational institutes. There is a need for more faculty development strategies like welfare scheme, incentives which needs to be implemented. The welfare scheme for the non-teaching staff needs to be framed. The college has also need to improve and improvise its student Placement cell. The alumni association needs to be registered formally. There is also a requirement to sign MOU with esteem premiere to improve collaboration activities. Use of green energy by upgrading solar power installation is also the need of the hour.

Concluding Remarks :

In conclusion, D.M. College of Teacher Education is imparting a yeoman service to the state in the area of teacher education and upgradation to a multidisciplinary institute is planned in the coming year. The year 2022 is the Golden Jubilee Year of this institute and celebrating 50 years of service to the state.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
2.1.2	**Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..** 2.1.2.1. **Number of students enrolled from the reserved categories during last five years..** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
144	123	143	157	152 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
75	50	50	50	50	 Remark : DVV has made the changes as per E.P. 1.3
4.1.2	**Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.** 4.1.2.1. **Number of classrooms and seminar hall(s) with ICT facilities** Answer before DVV Verification : 10 Answer after DVV Verification: 9 4.1.2.2. **Number of Classrooms and seminar hall(s) in the institution** Answer before DVV Verification : 10 Answer after DVV Verification: 10 Remark : DVV has not considered language lab.
4.2.4	**Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)** 4.2.3.1. **Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
0.32	0.08	0.29	0.11	1.67 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18	

0.32	1.53	0.29	1.20	1.67

Remark : DVV has made the changes as per expense on books purchase by HEI.

4.4.1	**Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)** 4.4.1.1. **Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)** Answer before DVV Verification:

<div style="margin-left:2em">

2021-22	2020-21	2019-20	2018-19	2017-18
82.33	87.64	99.40	67.62	91.25

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	33.62	23.62	21.87	1

</div>

Remark : DVV has made the changes as per shared highlighted expenses by HEI. Audited statements has not shared for 2017-18 and 2021-22 by HEI.

6.3.4	**Percentage 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** 6.3.4.1. **Total 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 during the last five years** Answer before DVV Verification:

<div style="margin-left:2em">

2021-22	2020-21	2019-20	2018-19	2017-18
9	13	11	4	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
8	10	11	4	2

</div>

Remark : DVV has not considered those teachers whom participated in less than 5 days programs.

7.1.3	**Institution waste management practices include** 1. **Segregation of waste** 2. **E-waste management** 3. **Vermi-compost**

	4. **Bio gas plants** 5. **Sewage Treatment Plant** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above Remark : DVV has select D. Any 1 of the above as per shared bill of
7.1.7	**Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)** 7.1.7.1. **Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)** Answer before DVV Verification:

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2.37	2.63	2.45	2.73	2.11

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2.38	2.63	2.45	2.73	2.11

Remark : DVV has made the changes as per shared statement for expenditure on green initiatives and waste management by HEI.

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations