



FROM THE DESK OF THE PRINCIPAL

Today's vision of education is to discover the hidden talents, creativity and innovative ideas from the youths as a preparation of future. In this regard, training of teachers to explore their skills and encourage their professionalism is highly necessary. A collective effort to participate in this knowledge based society is the need of the hour.

It is an imperative to create accountable and committed teachers through quality based teacher training programme to mould the character of students to become an ideal citizens.

In our teacher training programme, a synergetic approach of curriculum and new blending pedagogy is implemented to bridge the gap of present and future society.

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Principal
D.M. College of Teacher Education

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1. D.M. COLLEGE OF TEACHER EDUCATION : PROFILE AT GLANCE

D.M. College of Teacher Education (DMCTE) is Accredited with grade 'B' by NAAC vide Order No. F.19.26/EC(SC-11)/DO/2016/4.1, Dated 20th Jan, 2016.

DMCTE is UGC Act's section 2(f) and 12(b) compliant institution. Certificate of Teaching (CT) course training of secondary school teachers was introduced as an adjunct to the Department of Education in the erstwhile D.M. College, Imphal. Prior to that period, the Government of Manipur deputed untrained working teachers to teacher training colleges, particularly to the Central Institute of Education, New Delhi and to the BT Department of Guwahati University. The CT was replaced by a Basic Training College during 1961-62.

On the 15th September 1972, it was established as a full fledged teacher training college known as Post Graduate Training (PGT) College with affiliation to Guwahati University. In 1980, the college was affiliated to Manipur University with the later's establishment in the same year.

As being one of the best colleges of Teacher Education in India as well as being the only PGT College of Government of Manipur, the Post Graduate Training College was granted U.G.C. and N.C.T.E. recognition. Subsequently, this institution was upgraded to the level of the College of Teacher Education (CTE) and renamed as D.M. College of Teacher Education on 17th January, 1997 as a member college of Maharani Dhanamanjuri Colleges within the same campus. Subsequently, M.Ed. Course was introduced in 2005 with a total of 25 permitted seats. With view to encourage and promote research activities, innovation, material development and faculty improvement programmes, the institution has already submitted project proposal for opening of other courses of study particularly Diploma in Early Childhood Care and Education; Master of Philosophy in Education, and Doctor of Philosophy Programme (Education).

Considering the Government of India, MHRD, Department of School Education and Literacy recommendations (Restructuring and Reorganisation of the Centrally sponsored scheme on Teacher Education : Guidelines for Implementation – June, 2012) the college is being propose for upgradation into full-fledged Institute of Advanced Studies in Education (IASE).

2. LOCATION

Dhanamanjuri College of Teacher Education is situated in the heart of Imphal City amidst the lush green zone of the Dhanamanjuri University campus. With a campus area of about 1.082 acres, the institution enjoys a very pleasant and congenial environment which is free from any kind of pollution and disturbances. The cultural heritage site Kangla Fort in the south and Manipur Legislative Assembly in the north is unique places for a nearby visit from the college.



3. VISION & MISSION

VISION

“The vision of D.M. College of Teacher Education, Imphal has a vision of imparting quality based research and training of teachers in the dimensions of curriculum planning and designing, pedagogy and evaluation blending with the promotion of social values human and environmental awareness through systematic strategies in both theory and practice for enabling them to train students for a welfare stack”.

MISSION

- i) To attain higher levels of Academic Excellence, Access and Equity in the areas of teacher education by providing various productive, value based and quality oriented teacher education programmes to both the in-service teaching and pre-service would be teachers with greater efficiency, transparency, accountability and responsiveness.
- ii) To share in the development of a knowledge based society in this part of the nation by encouraging and promoting research activities, material development and faculty improvement programme (FDP).
- iii) To educate, train, guide and help teacher trainees in a more practical and logical fashion to develop various qualities and skills with an understanding of the aims and objectives of education in dealing with child's problem, towards teaching profession and broader outlook so as to excel in their profession.
- iv) To guide teacher trainees developed on insight into understanding of the relationships of child's life with the school work and of society with school and school organisation for enabling them to face the challenges of the changing scenario of this 21st century.
- v) To train both the in-service school teachers as well as would be teachers to develop competency of teaching and Professional consciousness with an understanding of the aims and objectives of education in the interest of the society nation and the world at large.
- vi) To help teacher trainees make able to use various strategies of teaching-models, techniques, devices, methods, medias, effective communications and evaluation techniques.
- vii) To encourage and promote research activities, innovation, material development and faculty improvement programmes.
- viii) To open other courses of study particularly Diploma in Early Childhood Education, Master of Philosophy (M.Phil.) in Education and Doctor of Philosophy (Ph.D.) Programme Education.
- ix) To upgrade the institution in multidisciplinary.

4. MERITORIOUS AWARD

From the academic year 2017-18, The Dhanamanjuri Teacher Training College, Imphal will confer a “Late Ak Ibohal Meritorious Award” to the topper of this college in B.Ed. 2nd Year Examination. This award is donated by philanthropist Smt. Ak. Surodhoni Devi, Associate Professor of this college, in the name of her beloved father (L). Ak. Ibohal Singh who rendered his yeoman’s service as a Principal of the college from 1972-1986. This award will carry a cash award of Rs. 10,000, a Certificate, a Scroll and a Shawl.

BEST OVERALL HOUSE

From the year 2012, a running trophy with cash award “Late Khuraijam Phulendro Memorial Running Trophy” is presented to the best overall House of the college week interhouse competition.

5. College Uniform

From the current academic year 2018-19, there will be a standard dress code of all the trainees of the college in a prescribed college uniform as below

FOR GENTS:	PARTICULARS	COLOUR
	Pant : Standard Formal	Midnight Blue
	Shirt : Full Sleeve	White
	Neck Tie :	Plane marrooned colour
	Shoe : Black leather	
	Sock : Black	
For Winter:	Particulars	Colour
	Coat/Sweater	Midnight blue

FOR LADIES:	PARTICULARS
	Phanek : Thambal Leikhok
	Blouse : White
	Saree : Wangkhei (white)
	Shoe : Black leather chapal
	OR
	Midnight blue coloured phanek
	White collar shirt
	Black Shoe & Black sock
For Winter:	Particulars
	Coat/Sweater

Colour
Midnight blue

6. PHYSICAL INFRASTRUCTURE AND SUPPORT SERVICES

D.M. College of Teacher Education has the following physical infrastructure and support services.

- i) **Lecture Hall :** This college of teacher education is facilitated with a large academic block (including eight main lecture halls) equipped with Smart Board and 2 (two) classrooms fitted with public address system to ensure effective classroom interaction and other academic gatherings. Besides providing various IT facilities, all the lecture halls are provided with standard and comfortable table and chairs.



- ii) **East Wing:** In this wing has the accommodations of well equipped laboratories for Science, Social Sciences, Language, Psychology and Cultural Museum with 4(four) hi-tech classrooms.



- iii) **Auditorium & Indoor Halls :** DMCTE have well furnished Auditorium and Indoor Halls to facilitate indoor activities of the college.
- iv) **Library :** DMCTE has a well equipped library having more than 15,000 books (both text and references) with well furnished reading rooms. The process of library automation is completed. This library is supported by 22,100 e-journals and 51,000 e-books through INFLIBNET.



v) **Computer cum ICT Lab:** DMCTE has a well furnished computer laboratory with more than 50 computers terminals with LAN . A number of laptops, LCD projectors, OHPs, Screen, Photocopier, Printers, Scanners, Still and Video Camera are also an existing component of the ICT lab.

vi) **Vocationalisation of Education :**

From the year 2017, a new initiative has taken up in the area of vocationalisation of education to award a 1(one) year certificate course in IT & ITES under RUSA 1.0



vii) The College also has a Guidance and Career Counseling Cell.



viii) Extension Activities: This college in collaboration with other Educational Departments and Agencies hosted seminars, workshops and short term training programmes for teachers from time to time.

ix) Equal Opportunity Service: The college render equal opportunity services to each teacher trainees belonging to different sections of the society. Scholarships to teacher trainees who belongs to SC/ST/OBC/MOBC/PWD categories are provided with financial assistance from the concerned department of Government of Manipur.



x) Trainees Union : A Trainees Union is constituted every year from the eligible trainees after holding trainees from after holding election. The eligibility of candidate for election to the office of student's union, their functions and responsibilities are decided by the terms and references of **By-laws** of trainees union. The By-laws of trainees union of the college can be had from the office of the principal on request. The strict rules and regulations of the trainees union is entrusted to the trainees union so as to enable them carry out smooth functioning of the Union's academic activities.



- xi) **Hostel Facility:** This college has its own hostel accommodation with a total of 20(twenty) well furnished rooms available for 40(forty) male teacher trainees. This facility is provided on the following two basis.
- a) Distance between the institution and residence of the applicant concerned. The hostel fee of the college is at present fixed @ Rs. 5 400 /- per hosteller per annum as per rules including caution money of Rs. 200/- refundable at the time a hosteller leaves hostel room against the production of no due certificate issued by the principal and counter-signed by the hostel warden. Mess facility will be provided, in case, the hostellers are desirous of such facilities. The hostel rooms are provided with uninterrupted power supply and water supply within the campus is also available.
 - b) First come first serve.
 - c) Ladies hostel is under construction.

7. MANAGEMENT

Since D.M. College of Teacher Education is the only government college of its kind providing teacher education programmes at the secondary level, the management of this institution is supported by various committees formed by the faculty members of the college. Admission, academic development, examination matters and infrastructural development are look after from time to time by different constituted committees .

8. FACULTIES

Many faculty members of this college have participated in numerous national and international seminars/workshops/conferences and presented a number of unique papers. A numbers of faculty members have been contributing research articles in numerous national and international research refered journals.

The faculty members of this institution has been associating with various nodal agencies of Education like SCERT; Board of Secondary Education, Government of Manipur; SSA; and RMSA and NERIE, Shllong. They perform many assignments of the affiliating university at various capacities. Faculty members share their expertise in both pedagogical issues, planning, monitoring, curriculum development, and evaluation. The list of the present faculties are shown in the following.

ACADEMIC EXTENSION SERVICE OF THE COLLEGE

The College in partnership with G.P. Women's College, Imphal had organized 2 (two) Workshops for teachers of D.M. University on the theme "Pedagogy and Assessment Tool Preparation" for Science and Arts Streams. The Workshops were sponsored by Directorate of University and Higher Education, Govt. of Manipur

under the convener of Shri Kh. Dineshkumar Singh, Associate Professor, DMCTE and by Dr. N. Sanjoy Singh, Associate Professor, G.P. Womens College.

In these short periods, many faculties were engaged by different Departments of State Govt. for utilizing their expertise such as BOSEM, COHSEM, RUSA, NCERT, SCERT, DMU, SSA and M.U.. It is a great service extended by the college to different educational dimensions in the state and national level.

VOCATIONAL COURSES :

Under RUSA 1.0 Scheme, vocational course of IT and IES is opened in this college successfully with an intake capacity of 50 (fifty) students with full comprehensive Laboratory facilities.

ACHIEVEMENT IN SOCIAL SERVICES SECTOR :

For the year 2018, team of students under the supervision of Dr. W. Jyotirmoy Singh, Associate Professor, DMCTE, were awarded 1st Position in inter University (M.U.) Competition for “Swachh Bharat Summer Internship” programme under Ministry of Human Resource Development, New Delhi.

TEACHING STAFF

Sl.No.	Name of the Faculty	Subjects	Post held
1	Dr. Hidangmayum Ibomcha Sharma	Education	Associate Professor
2	Akoijam Surodhoni Devi	Education	Associate Professor
3	Dr. Haobam Nalini Devi	Manipuri	Associate Professor
4	Dr. Rajkumar Lokendra Singh	Science	Associate Professor
5	Dr. W. Jyotirmoy Singh	Social Science	Associate Professor
6	Dr. Konika Khuraijam	English	Associate Professor
7	Dr. A. Dhaneshwari Devi	Science	Associate Professor
8	Dr. Anita Kangabam	English	Assistant Professor
9	Khuraijam Dineshkumar Singh	Science	Assistant Professor
10	Dr. Chingtham Tomba Singh	Education	Assistant Professor
11	Dr. Chirom Shantikumar Singh	Social Science	Assistant Professor
12	Dr. Taorem Surendra Singh	Education	Assistant Professor
13	Rajkumar Jitendra Singh	Music Teacher	Assistant Professor
14	Dr. Ranjana Mutum	Education	Assistant Professor
15	Dr. Sarungbam Gunadhor Singh	Education	Assistant Professor
16	Dr. Salam Sangrila Devi	Education	Assistant Professor
17	Jyoti Khumanthem	Science	Assistant Professor
18	Dr. H. Debala Devi	Education	Assistant Professor
19	H. Bijaya Devi	Mathematics	Assistant Professor
20	Maibam Bimola Devi	Science	Assistant Professor
21	O. Shantibala Chanu	Social Science	Assistant Professor

22.	Dr. K. Rupabati Devi	Education	Assistant Professor
23.	Dr. N. Jibolata Devi	Education	Assistant Professor
24.	Khutheibam Seema	Education	Assistant Professor
25.	Dr. K. Purnachandra Singh	Education	Assistant Professor
26.	Laishram Bikram Singh	Physical Education	Assistant Professor
27.	Dr. Sanjoy Ahanthem	Social Science	Assistant Professor
28.	Soibam Birajit Singh	Education	Assistant Professor
29.	Janice T Jingsol	English	Assistant Professor
30.	H. Surendra Sharma	Physical Education	Guest Lecturer
31.	Pukhrambam Sunil Kumar Singh	Education	Guest Lecturer
32.	Laimayum David Sharma	English	Guest Lecturer
33.	S. Samuel Singh	Fine Arts	Guest Lecturer

NON-TEACHING STAFF

Sl.No.	Name of the Staff	Post Held
1.	Smt. M. Radharani Devi	L.D.C.
2.	Shri Kh. Sanjit Singh	Billing Asst.
3.	Shri Th. Suresh Singh	Counter Attendant
4.	S. Bobochandra Singh	Computer Operator
5.	Shri M. Boiboisana Singh	Chowkidar
6.	Smt. A Sunitibala Devi	Sweeper

9. Courses Offered

At present, two courses for teacher education programmes are opened in this college. These courses are - (i) B.Ed.(Secondary) and (ii) M.Ed. (Secondary). Both the courses have two year academic duration on regular basis.

10. Intake Capacity

The intake capacity of this college is controlled by the regulation of National-Council for Teacher Education (NCTE). The permitted intake seats for B.Ed. Course is 150 (One hundred fifty) only and for M.Ed. Course is 50 (fifty). Out of the total 150 seats of B.Ed. Course, 50 seats are opened for pre-service candidates as per State Government's policy and 100 seats are reserved for State Government's teachers who will be deputed by the Directorate of School, Govt. of Manipur.

11. Admission Policy

(i) Selection Procedure :

(a) Bachelor of Education (B.Ed.)

The mechanism of selection procedure for admission to B.Ed. in this college is monitored by Admission Committee including one member from Directorate of University & Higher Education, Government of Manipur. The minimum eligible marks required for admission to B.Ed., course is 50% at Graduate level for general and 45% for SC/ST/PWD/Sports). To maintain transparency and quality, screening of candidates shall be made on merit on the basis of marks obtained in the qualifying examination and entrance elimination which comprises of General English, Teaching Aptitude and content area of Arts and Science stream i.e. 20% from the qualifying exam and 80% from written test. This 80% weightage will be assessed through an entrance test compiling 3 papers viz.



- i) General English (10 marks)
- i) Teaching Aptitude (10 marks) and
- iii) School Subjects – (English, Science, Social Science, Mathematics, Manipuri etc.) (80 marks) making total of 100 marks.

The details of the entrance test will be informed to the candidates at the time of issuing of examination hall ticket.

(b) Master of Education (M.Ed.)

For admission to M.Ed, course, eligible mark is 55% in B.Ed. The selection of candidates for the admission to M.Ed. Course will be entirely based on the performance of the candidates in the entrance test conducted by the college based on the compulsory subjects of B.Ed. Course.

The provisionally selected list of candidates will be displayed in the College Notice Board, College website www.dmcte.ac.in and the information for the same will be announced in both print and electronic media operating in the State. Selected candidates should come to the college office immediately on a notified date for Pre- Admission Counseling with necessary documents to support their Bio-Data failing which their selection will be cancelled and any complaint will not be entertained afterwards. The vacant seat will be allotted to the candidate from amongst the merit listed candidates strictly on merit basis.

- (c) **Reservation Policy** : The reservation policy of the State Government for admission to academic institutions as published by Directorate of University and Higher Education will be followed strictly. The reserved category shall comprise of ST/SC/OBC/MOBC Physically Challenged/Sport persons.
- (d) **Allocation of seats in various subject** : Primary importance is given to the school based subjects and there will be consideration for other allied subjects as per Government of Manipur Admission Policy (B.Ed.) only.
- (e) In-service candidates should be deputed through proper channel failing of which their selection will be cancelled.

12. OUTLINE OF PAPER OFFERED FOR B.ED. COURSE

Code	Course Name	Marks		Total	Credit
		Internal (task, assignments and unit test)	External (semester end examination)		

1st Year

Semester I

PE 01	Childhood and Growing up	20	80	100	4
PE 02	Contemporary India and Education	20	80	100	4
PE 03	Learning and Teaching	20	80	100	4
CPS 01	Understanding Disciplines & Subjects	10	40	50	2
CPS 02a	Pedagogy (Disiplinary stream)	10	40	50	2
CPS 03	Language across the curriculum	10	40	50	2
*EPC 01	Critical Understanding of ICT			50	2
Total				500	20

Semester II

PE 04	Health, Yoga and Physical Education	10	40	50	2
CPS 02b	Pedagogy (Teaching of Subject)	20	80	100	4
CPS 04	Assessment for Learning	20	80	100	2
*EPC 02	Arts and Aesthetic in Education			50	2
*B.Ed. (SI) 01	4 Week School Exposure and Working with Community.			100	4
Total				400	16

2nd Year

Semester III

PE 05	Knowledge and Curriculum	20	80	100	4
PE 06	Gender, School and Society	10	40	50	2
PE 07	Creating an Inclusive School	10	40	50	2
B.Ed. OC	Optional Course**	20	80	100	4
*EPC 03	Reading and reflecting on text			50	2
*EPC 04	Understanding the self			50	2
Total				400	16

Semester IV

(i) One Week Pre-Internship (Workshop for Teaching Skills at College)		
(ii) B.Ed. SI02 Sixteen Weeks School Internship	300	12
(iii) One Week Post-Internship Workshop at the College		
Total	300	16
Total Marks for 4 semesters	1600	64

**Assessment of Enhancing Professional Capacities (EPC) course and School Internship (SI) shall be as per Assessment Scheme provided for the Course.*

Optional Courses

1. Health and Physical education
2. Art education
3. Guidance and Counselling
4. Special education
5. Education for peace
6. Performing arts (Music)
7. Population Education
8. Vocational/Work Education
9. Environmental Education

Pedagogy subjects

1. Mathematics
2. Social Sciences
3. Physical Sciences
4. Biological Science
5. Manipuri
6. English

13. B.ED. COURSE LEARNING OUTCOMES (CLO)

1. PE 01 CHILDHOOD AND GROWING UP

The course will enable the student-teachers to:

Acquaint with the theoretical perspectives and develop an understanding of the dimensions and the stages of human development; reflect on the role of socio-cultural context in shaping human development; understand individual differences among the learners and analyze the implications of understanding human development for teachers; and understand the methods used in studying the learners.

2. PE 02 CONTEMPORARY INDIA AND EDUCATION

The course will enable the student-teachers to:

Differentiate between education as a natural process and as a social process; appreciate the unity and strengths of diversities prevailing in India; acquire knowledge about the salient features of our Constitution and constitutional measures to protect diversities; develop understanding of the issues in contemporary India like industrialization, urbanization, globalization, modernization, economic liberalization and digitalization; develop overall understanding of the working and recommendations of various Commissions and Committees constituted for improving education in the country.

3. PE 03 LEARNING AND TEACHING

The Course will enable the student-teachers to:

Develop an understanding about differential learning needs of the learners with regard to abilities, learning styles, socio-cultural differences, language and learning difficulties; Reflect on their own implicit understanding of the nature and kinds of learning; Gain an understanding of different theoretical perspectives of learning including the constructivist perspective; Develop understanding about the concept of teaching from various perspectives; and Explore teaching strategies to address diversity of student in a classroom.

4. PE 04 HEALTH YOGA AND PHYSICAL EDUCATION

To enable the student-teachers to:

Develop an understanding of Yoga and the skills and competencies for practicing Yoga; Establish a perfect co-ordination and harmony between the body and the mind; Develop

positive attitude towards exercise and health; Develop nutritional awareness among the students; Develop an understanding of health education and provide general health awareness to the students; Provide knowledge concerning prevention of general diseases and others such as HIV/AIDS; Develop skills in organizing physical education programme in schools; Acquire the skills of various indoor and outdoor sports events; Acquire basic skills of first aid; and Acquaint with the first aid measures and emergency responses required for common injuries.

5. PE 05 KNOWLEDGE AND CURRICULUM

The course will enable the student-teachers to:

Make distinctions between knowledge and information, and reason and belief based on epistemological basis of education, to engage with the enterprise of education; the basic concepts and process of curriculum planning, preparation of syllabi and development of text books at different levels; analyze text books and related educational material in the context of aims and objectives of education and learning outcome; impart understanding about the activities inside and outside the class room and the common rituals of school, its celebrations, and its notions of rules, discipline, or the time-table; understand the gaps in the curriculum as enacted and curriculum as process and practiced and to understand the role of ideology and power in influencing curriculum; infuse dynamism in interpreting and transacting curriculum in the school, so that it becomes culturally sensitive in selection of knowledge, symbols and values, and child-friendly in pedagogy.

6. PE 06 GENDER SCHOOL AND SOCIETY

This course will enable the student-teachers to:

Develop basic understanding and familiarity with key concepts- gender, sex, sexuality, gender bias, gender stereotype, empowerment, equity and equality, patriarchy, feminism, etc; Critically examine the gender stereotypes and rethink on their own beliefs; Understand and develop insight on important landmarks in connection with gender and women's education in the historical and contemporary periods; Learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; Be sensitized towards the gender issues; and Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

7. PE 07 CREATING AN INCLUSIVE SCHOOL

Course objectives: To enable the student-teacher to:

Develop an understanding of the concept and philosophy of inclusive education; Understand the global and national commitments towards education of children with diverse needs; Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel; Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education; Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive education; Understand the needs and magnitude of the challenges faced by children and persons with diverse needs; Appreciate the need for promoting inclusive practice and understanding the roles and responsibilities of all concerned; and Critically analyze different strategies, techniques of teaching-learning in inclusive schools/settings.

8. CPS 01 UNDERSTANDING DISCIPLINES & SUBJECTS

Course Objectives

To understand concept of disciplines and subjects; To understand role of disciplinary knowledge in the school curriculum; To understand disciplinary areas of school curriculum; To understand how the present discipline-oriented school curriculum depart from practical knowledge, intuitive or tacit knowledge and community knowledge and to understand interdisciplinary nature of school subjects.

1. CPS 02a PEDAGOGY (DISCIPLINARY STREAM) Mathematics

After completion of the course, the student teacher will be able to:

Understand mathematics as a discipline as well as a subject; appreciate mathematics by virtue of its values; understand the importance of mathematics in school curriculum; appreciate the role of mathematics in day today life activities; develop understanding about mathematics for all;

2. CPS .02a PEDAGOGY (DISCIPLINARY STREAM) Science

To enable the pupil teachers to understand Science as a discipline through its philosophical and epistemological perspectives. To gain insights into the nature of science and how children construct knowledge in science To help in developing a critical understanding about the curriculum in science and how it unfolds through the

transactional processes at the various levels of school education. To lead the pupil teachers from an understanding about science discipline to a holistic understanding about science-education situated in learner context and social realities.

3. CPS 02a PEDAGOGY (DISCIPLINARY STREAM) Social Sciences

To enable the student-teachers to:

Understand the nature and philosophy of Social Sciences; justify the relevance of teaching social sciences in schools vis-à-vis contemporary events; explore and establish the inter- disciplinary in Social Sciences; know the status of learning Social Sciences in schools; develop notion of democracy and national integration; realize the issues and challenges in articulating the nature of social science curriculum and its pedagogical practices; and evaluate and assess the teaching and learning processes and its valuable implications in the professional development of teachers.

4. CPS 02a PEDAGOGY (DISCIPLINARY STREAM) Language

On completion of this paper, the student-teacher will be able to:

Develop the basic understanding of components and functions of language; Relate language with social status, identity, power, gender and culture; Analyze the issues related to bilingualism and multilingualism; Examine the constitutional provisions and various policies on language education; Understand the importance of language in the context of schools and varied classrooms; Critically analyze the language issues and challenges in Indian context and develop teaching competence in dealing with different problems regarding language education; and Become a language teaching professional to continue learning and exploring critically the existing theories and practice in language education.

5. CPS 03 LANGUAGE ACROSS THE CURRICULUM

Course Objectives: The course will enable the student-teachers to:

Understand the language background of students and the multilingual structure of Indian society; Understand the nature of classroom discourse; Understand the nature and need of informational reading; and Understand and analyze the nature of reading comprehension and writing in the content areas.

6. CPS 04 ASSESSMENT FOR LEARNING

The Course will enable student-teachers to:

Gain a critical understanding of the issues in assessment and evaluation (from multiple perspectives with focus on constructivist paradigm); become cognizant of the key concepts such as formative and summative assessment, evaluation and measurement, test and examination; be exposed to different kinds and forms of assessment that aid student learning; to familiarize with the use of a wide range of assessment tools and learn to select and construct these, appropriately as per the need; and evolve realistic, comprehensive and dynamic assessment procedures keeping in view the diverse backgrounds of students.

7. EPC 01 CRITICAL UNDERSTANDING OF ICT

To provide practical experience in the effective use of ICT tools, software applications and digital resources; To enable them to use ICT in teaching learning, evaluation and management of an institution; To acquire the skill of organizing and creating her/his own digital resources; To sensitize them to practice safe, ethical and legal ways of using ICT; To develop their own pedagogic material and pursue lifelong learning to strengthen their professional capabilities.

8. EPC 02 ARTS AND AESTHETIC IN EDUCATION

To understand basics of different Art forms – impact of Art forms on the human mind and body; To enhance artistic and aesthetic sensibility among learners so as to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression; To enhance skills for integrating different Art forms across school curriculum at secondary level; To enhance awareness of the rich cultural heritage, artists and artisans; To help them realize one's own potential for self-enhancement; To help them recognize the importance of group-art-work and socialization; To develop organizational skills, interpersonal relationships and discipline; To draw linkages between various art forms; To develop a repertoire of skills for use in teaching-learning situations; To grow with a positive attitude and philosophy about life and learning.

9. EPC 03 READING AND REFLECTING ON TEXTS

To enable the student-teachers to:

Improve his/her proficiency in 'reading', 'writing', 'thinking' and 'communicating' in the language of instruction; Develop an interest in reading and writing; Improve his/her ability to understand instructions.

The course will enable the student-teachers to:

Gain an understanding of the central concepts in defining self and identity; Reflect critically on factors that shape the understanding of self; Build an understanding about themselves, i.e. the development of self as a person as well as a teacher; Reflect on one's experiences, aspirations and efforts towards becoming a humane individual and teacher; Develop effective communication skills including the ability to listen and observe; Build resilience within themselves to deal with conflicts at different levels and learn to draw upon collective strengths to live in harmony with one's surroundings; and Appreciate the critical role of teachers in promoting self and student's well-being.

11. B.Ed. OC OPTIONAL COURSE Guidance and Counseling

On completion of this course the student will be able to:

Understand the meaning, nature, need and scope of guidance and group guidance; Develop acquaintance with the various techniques of group guidance; Appreciate the need for and goals of counseling; Understand the various stages involved in the process of counseling; Become acquainted with the skills and qualities of an effective counselor; Understand the essential services involved in school guidance programme; Acquire knowledge and skills for collecting, compiling and disseminating career information; Gain first-hand experience of carrying out the different guidance and counseling activities such as group guidance, psychological test administration, scoring interpretation, analysis and record preparation for counseling and career guidance; Gain insight into different techniques of psychological assessment; and Develop knowledge and understanding of the major psychological concepts such as intelligence, aptitude, achievement, personality, interest and their assessment.

12. B.Ed. OC OPTIONAL COURSE Environmental Education

On completion of this course the student will be able :

To make the student-teachers acquire knowledge and understanding of the terms, concepts and definitions, principles and laws, process, relationships and phenomena related to the environment; To enable the student-teachers to understand the concept of sustainable development and the ways for achieving

sustainable development; To enable the student-teachers to understand the significance and scope of environmental issues at the global, national and local levels in school curriculum; To enable the student-teacher to understand the role of teachers to deal with curricular areas related to environment in the classroom; To enable the student-teachers to develop an understanding of the natural resources associated problems / issues and their management; To apply the knowledge and understanding of the environmental concepts, principles, etc. in their practical situations to arrive at the solutions/alternative solutions to the environmental problems/issues; To develop an understanding of the meaning, scope and importance of Environmental Education; and to use appropriate tools/ techniques in evaluating EE outcomes.

PROGRAMME LEARNING OUTCOMES (PLO) FOR B.ED. (2-YEARS)

On successful completion of the two-year B.Ed. programme, student-teachers will be able to develop:

1. *Identification of types of student:*

Teachers can identify the various traits of pupils with the help of the idea obtained from the basic rules and psychological perspectives in the course curriculum. It helps to give support service or remedial teaching to those students who are either academically under-achieving or psychologically imperfect.

2. *Value system and Indian ethos:*

The philosophical perspectives contained in the syllabus nourished teachers to re-establish the Indian Philosophical system as well as the educational development approach that occurred in the past and the present system. It also encourages motivating teachers for developing value oriented work system.

3. *Thinking skills:*

After the end of the program teachers have fully acquired thinking skills relevant to the ideas of transactional procedures as well as in the area of school management. Students' creativity is enhanced resulting in connecting teaching-learning with real life situations.

4. *Teaching skills:*

After the completion of the program teachers have developed many aspects of teaching skills which are trained on hand-on practice model. The many fold ways of teaching skills like simulations, probing questioning, critical teaching, and developing instructional objectives etc. are enhanced.

5. Idea of multi-disciplinary and inter-disciplinary:

After the end of the B.Ed. program teachers are aware of multi-disciplinary approach of curriculum and inter-disciplinary model. The essentialities of multi-disciplinary and inter-disciplinary are made to learn in the program. The connectivity of the different elements of the curriculum are understood and applied in the teaching process.

6. Method of assessment:

The diverse issues of students at the time of assessment need to be designed depending on the nature of time and space as well as type of student. Importance of continuous comprehensive evaluation (CCE) is internalized. Such ideas are completely generated with technical skills to all teachers at the end of the program. Both qualitative and quantitative assessments are practiced.

7. Pedagogical skills:

Students are trained to adapt to the modern techniques and methods of teaching and are groomed to be well familiarized with such techniques and methods so as to form a habit of adopting it in their future teaching career. It helps all the teachers who have completed the program in learning different aspects of pedagogical skills, utilization of teaching learning materials, understanding individual differences, increase personality competence, enhanced social competence and professional competence.

8. All round development:

Teachers have the capacity of school organization as well as personality development through various exposure programmes such as co-scholastic platforms – literary meet, cultural meet, and Sports meet and field visits. The importance of linkage of community with education is also acquired. The sense of nationalism is procured. Students gained the knowledge of different illness like HIV, AIDS, COVID 19 and how to protect themselves. The dynamics of all round development beyond scholastic platform are cultured to all the teachers.

14. OUTLINE OF PAPERS OFFERED FOR M.ED. COURSE:

Semester Wise Paper and Distribution of Marks

SEMESTER – I	Credit	External	Internal
PC 1-Introduction to Education Studies	4	70	30
PC 2-Psychology of Learning and Development	4	70	30
PC 3-History and Political Economy of Education	4	70	30
TEC 1-Teacher Education I	4	70	30
TC 1-Self-Development	1		25
TC 2-Communication Expository Writing	1		25
Credit/Marks	18	280	170
Total Marks 450			

SEMESTER –II	Credit	External	Internal
PC 4-Philosophy of Education	4	70	30
TC 3-Research Methods in Education (Preliminary)	4	70	30
TEC 2-Teacher Education II	4	70	30
CCS 1-Elementary / Secondary Education-I	4	70	30
TE-Internship in Teacher Education Institution	4	100	
Dissertation	2	70	50
Credit/Marks	22	280	270
Total Marks 550			

SEMESTER –III	Credit	External	Internal
TC 4-Advance Research Methods in Education	4	70	30
PC 5-Sociology of Education	4	70	30
PC 6-Curriculum Studies	4	70	30
CCS 2-Elementary/Secondary Education-II	4	70	30

SEMESTER –IV	Credit	External	Internal
TS – Thematic Specialization – Paper I*	4	70	30
TS – Thematic Specialization – Paper II	4	70	30
TS – Thematic Specialization – Paper III	4	70	30
CBCS**	4	70**	30**
TC – 5 Academic writing	2		50
Dissertation	4	100	
Total Marks 450			

15. M.ED. COURSE LEARNING OUTCOMES (CLO)

Semester-I

PC1: Introduction to Education Studies

The students will understand-

the concept, meaning and nature, education as disciplinary knowledge, context of education, alternative educational theory, radical educationalists and their works and salient contemporary issues and challenges in education, approach education issues from multiple perspectives.

PC2: Psychology of learning and development

The students will understand-

the framework of the process of learning, stage of learner's development, group dynamics, factors affecting learner's environment and assessment, theories of intelligence, creativity and the concept of individual difference, creating learning environment with the use of ICT and the relation amongst teaching, psychology and education.

PC3: History of political of economy of education

The students will understand-

the history of education and political economy; classify & compare the characteristics of education system in the various era of Indian education, knowledge economy and education, analyze & compare the different aspects of growth of the national system of education, analyze & compare the different aspects of growth of the national system of education, analyse the role of education in economic development.

TEC1: Teacher Education I

The Course will enable the students to

Understand the changing roles and responsibilities of teachers, nature of teaching and professional ethics; full awareness of the historical development of teacher education; completely digest and acquire knowledge as per the report of the national and international commissions on education; adapt to the functioning of teacher educational institutions RIEs, NCTE, NCERT etc. and ability to overview the curriculum frameworks for teacher education; apply various approaches in organizing curriculum, transacting it and evaluating for future improvement.

TC 1: Self-Development

By the end of the course the students have developed understanding about themselves and developing their selves as professional through conscious ongoing reflection. They learn skills that will help in facilitating the personal growth of the student. Sensitivity towards issues like gender bias, children with special needs, disadvantaged group are cultured. Meditation helps them to find a harmony between the self and the surrounding. Reflective discussion on self improvement enables them to be better teachers.

TC 2: Communication and Expository Writing

By the end of the course the students become acquainted with listening, speaking, reading and writing skills of a higher academic level. They learn basic sounds of English and Manipuri languages and the difference in the stress and intonation. They also develop analysis of listening skills and presentation skills. The mock interviews prepare them to face real life interviews which are very essential part of procuring desired profession. Critical writing and involvement in panel discussions prepare them for academic professional development of the profession.

Semester-II

PC4: Philosophy of Education

By the end of the course the students is able to

Demonstrate an understanding of the several different senses of education; explain and analyze competing theories of education; education as harmonization with community values; and education as the development and empowering of individual autonomy; distinguish between the theoretical aspects of education and the practice of teaching, as well as demonstrate an ability to provide resolutions for specific problems that arise in the practice of teaching, such as promoting curiosity, fostering self-discipline, and distinguishing learned behaviour from subjective insight; develop an ability to employ aspects of philosophical analysis and reasoning, as well as critical thinking skills, in the context of writing about the philosophy of education; recognize and explain some of the basic philosophical concepts which underlie any analysis of education, including concepts such as knowledge, learning, rationality, emotions, experience, personhood, objectivity, morality, autonomy, society, value and transformation.

TC3: Research Methods in Education (Preliminary)

After the completion of the course, the students is able

To differentiate and embrace the various types of educational research; to identify problems from various sources; to plan and adopt suitable research designs; to choose the right methodology and approaches for their investigation; to use descriptive statistics for data analysis; to develop research proposal and reviewing of related literatures.

TEC2: Teacher Education II

The successful completion of the Course will lead to students' understanding in Concept, factors influencing teacher development, stages of development of a teacher, Approaches to teacher development; Structure and Management of Teacher Education, Recommendations of various committees and regulatory bodies related to teacher education; the indicators of quality assurance in teacher education; Competency based performance and commitment oriented teacher education Teacher appraisal and accountability; Research in Teacher Education; Problems and Issues in Teacher Education and Issues related to enhancing teacher competence, commitment and teacher performance.

CCS-1: Secondary Education I

TE- Internship in Teacher Education Institution

The course is designed to enable the prospective teacher educators to acquaint with the content and organization of pre-service teacher education curriculum, infrastructure and resources needed, and the issues and problems related to teacher preparation; Involve in various activities and processes of a teacher education institution, in order to gain an insight in to the multiple roles of a teacher educator and understand the organizational culture; acquire competencies and skills required for effective transaction of the curriculum and organization of component activities such as internship and working with the community; design in-service teacher professional development program/activities based on the needs of teachers and develop professional attitudes, values and interests needed to function as a teacher educator.

Semester III

TC4: Advanced Research Methods in Education

After the completion of the course, the students is able to-
Develop suitable data gathering tools strictly adhering to the norms of reliability and validity; analyze quantitative data using inferential statistics (both parametric and non-parametric); use suitable techniques of analyzing qualitative data; use various softwares for analyzing both qualitative and quantitative data and prepare and present research reports.

PC 5: Sociology of Education

After the completion of the course, the students is able to-
Understand the relationship between society and education; apply the principals of sociology of education in learning process; understand the role of new technology in the changing social content; understand and analyze the changing nature of society and education in 21st century through the theories of various sociologists; acquire the knowledge about the role of education in sustainable development; Creating a culture of peace in society.

PC6: Curriculum Studies

By the end of the course the students is able to-
Describe the meaning and nature of curriculum; understand various perspectives and facets of curriculum; discover epistemological, psychological, sociological, economical and cultural basis of curriculum; understand determinants, identify and explain factors considered in curriculum; discover the critical issues in curriculum framework-need and importance for school education and Teacher education; discuss the issues of curriculum planning and development ; develop textual and learning materials; discover the relationship of curriculum engagement with real life; understand teacher's role in curriculum construction; identify the research areas in curriculum; understand the role of ICT in curriculum transaction and external agencies in providing curriculum and pedagogical supports to teachers within schools- local, regional and national level; understanding criteria for developing learning experiences; develop learning

experiences related to work experience, gender parity, peace oriented values, health and needs of children with disabilities, art and craft; infuse environment related and concerns in all subjects and levels; acquire knowledge of tools and techniques of curriculum evaluation; describe issues in curriculum evaluation.

CCS2: Secondary Education II

After the completion of the course the student is able to-

Familiarize with the functioning of various organizations, institutions and agencies of both national and international levels such as important UN organizations, CABE, ICSE, CBSE, NEUPA, NCERT etc. and administrative structure of schools at different levels of the state; understand the know-how of integrating vocational courses into mainstream education; arrange and manage school guidance and counseling centers which will give thrust to identification of adolescence with risk for substance abuse, HIV/AIDS, functioning of student club and the role of secondary school teachers as a guidance and counseling personnel; gain insight into the various issues and challenges in secondary education with specific reference to universalization, enrollment, retention, equality, equity, problems for education for girls and the disadvantaged; take up research with the aid of educational management information system (EMIS), data based management including U-DISE.

Semester IV

TS2 – Curriculum, Pedagogy and Assessment

Paper I: Curriculum Theory, Planning and Development

After the completion of the course the student is able to-

Understand the concept and theories of curriculum, approaches of curriculum such as traditional, empiricists and constructivists; Explore the curriculum as content, process and product; Assess the contemporary political influence on the curriculum; acquire the knowledge of different models of curriculum planning, factors affecting planning of the curriculum; understand the various roles of national and state level agencies in curriculum development, preparation of national curriculum frameworks and ability to evaluate by adopting various models of curriculum evaluation.

TS2 - Thematic Specialization

Paper II - Learning and Pedagogy of School Subjects

The successful completion of the Course will lead to-

Understanding meaning and nature of learning; learning as construction of knowledge; concept of pedagogy, andragogy and general principles of pedagogy; ability to adapt and apply different pedagogical strategies during organizing different learning situations; understanding of instructional designs, process and models of teaching and instructional planning in school subjects; ability to prepare instructional plans following ICON model and 5E model; understanding of integration of pedagogy, technology and content and preparation of instructional plans.

TS2 - Thematic Specialization

Paper III Assessment in Education

After the completion of the course the student is able to-

Understand the nature and concept of assessment, various facets of assessment and evaluation; apply the knowledge of various constructivist approach based designs such as ICON and 5E model in teaching-learning process; contextualize learning with local specific resources and explore alternative learning resources; construct standardized achievement tests, understand the best characteristics of achievement tests and incorporate them during the construction of test items and follow the procedure of norm-referencing and criterion referencing during the interpretation of test scores.

TC5- Academic Writing

After the completion of the course the student is able to-

create expertise in writing skills; skills of writing CV, noting and drafting, letters etc. are learnt; skills of academic writing is given full weightage in this course.

PROGRAMME LEARNING OUTCOME (PLO) FOR M.ED.

On successful completion of the two-year M.Ed. programme, scholars will be able to develop:

1. Realms of disciplines

Understand the central concept of Philosophical, Psychological, and Sociological aspects of education etc., and structures of the disciplines and to create learning experiences that make these aspects of subject matter meaningful.

2. Understanding individual differences

Understand how children learn and develop how they differ in their approaches to learning and create (learning opportunities that are adapted to/diverse learners and learning contexts.)

3. Planning and organizing meaningful learning experiences

Plan learning experiences that are based on learner's existing proficiency, interacts, experiences including misconceptions and errors and understand how students come to view; develop and make sense of subject matter contained in the learning experiences.

4. Communication skills

Use knowledge of effective verbal, non-verbal and media communication, and supportive interaction in the classroom.

5. Assessment and Evaluation skill

Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

6. *Personality development*

Develop self-identity as a teacher educator through continuous experiences and reflective practices that continually evaluate the effects of his/her choices and actions.

7. *Research skills*

Developing research skills which will enable the students to understand different research methods, relevant tools and techniques, data collection and analysis by using various statistical analysis, conceptual understanding in practical research work and writing a research report.

8. *Instructional Technological approach*

Understanding to integrate various innovative technology and tools of ICT used in teaching and learning environment and analysis and interpretation of data in research.

9. *Linking with community*

Understanding the need for linking the institutions with the society and its role to leverages benefits to the community through different activities – participation and organizing community awareness, community services and extension programs.

10. *Internship and field attachment*

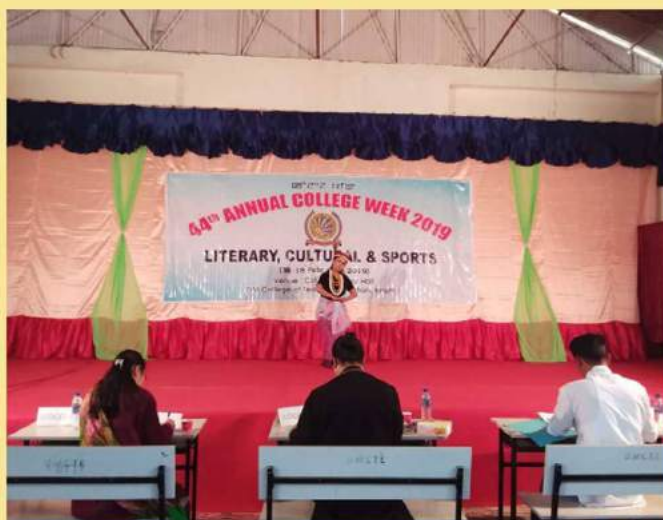
Understanding different roles and functions of teacher-educators by observing and analyzing the activities to bridge the gap between theory and practice of teacher education on one side and of school experiences with that of teacher education on the other side.

16. Scholastic Activities

Theory Classes of prescribed Syllabi of all subjects are transacted inside the class room and outside the classroom environment, supported by modern teaching aids, new methods and latest learning resources. All the trainees have to undergo practice teaching in the allotted co-operating schools under the strict guidance of supervisor appointed by the office of the principal.

17. Co-curricular Activities

Apart from the teaching activities, this college organises inter-house competition on co-curricular activities such as social service. Literary and Cultural programmes, Games and Sports and Community Contact Programme as integral component of the B.Ed., course is design for all round development of trainees in the dimensions of personality, attitude and social development .



18. Rules and Regulations for the Course:

The attendance of teacher trainees is strictly maintained at the end of every month as per the number of classes conducted by each-subject teacher and record will be displayed notice board for information. The record of attendance will not be evaluated for those candidates, who fails to turn up in regular classes transected consecutive 7 days. Students who attend less than 75% of the total classes transected during an academic year shall not be considered eligible for appearing in the final examination.

19. Academic Calendar

Schedule of Academic Calendar for B.Ed. & M.Ed. courses for the Session year, 2020-21

1.	Commencement of Session for B.Ed. 1st & 3rd Semester	July, 2020
2.	Commencement of Session for M.Ed. 1st & 3rd Semester	January, 2021
3.	Division of House	August, 2020
4.	Election of Training Union	August, 2020
5.	Budget Session	August, 2020
6.	Social Service (Inter House Competition)	August, 2020
7.	Fresher's Meet	September, 2020
8.	Teaching Aids Exhibition B.Ed. 4th Semester	September, 2020
9.	Micro- Teaching (B.Ed. 4th Semester)	First week of September, 2020
10.	Demonstration Teaching (B.Ed. 4th Semester)	Tentatively July, 2022
11.	School Internship Program for B.Ed. 4th Semester Teaching Training for 16 Weeks	Tentatively July, 2022
12.	4 Week school Exposure & working with community for B.Ed. 2nd Semester	Tentatively June, 2022
13.	Pre-Final Examination for B.Ed. 1st Semester	Tentatively March, 2022
14.	Pre-Final Examination for B.Ed. 2nd Semester	Tentatively June, 2022
15.	Pre-Final Examination for M.Ed. 1st Year (1st & 2nd Semester)	Tentatively August, 2022
16.	Pre-Final Examination for M.Ed. 2nd year (3rd & 4th Semester)	Tentatively September

20. Academic Achievement in B.Ed. Exam. Manipur University.

2011

Sl.No.	Roll No.	Name	Position
1	11037	Hodam Meenakshi Devi	1st (Laishram Joychandra Singh Memorial Gold Medal)
2	11201	Thounaojam Pratima Devi	2nd
3	11158	Romibal Mayengbam	5th
4	11078	Laishram Ashokumar Singh	6th
5	11063	Khundrakpam Sonia Devi	7th
6	11169	Salma Sultana	10

2012

Sl.No.	Roll No.	Name	Position
1	12272	Shamo Yumnamcha	2nd
2	12161	Khangembam Promila Devi	3rd
3	12252	Radhika Basnet	6th
4	12304	vinita devi Elangbam	6th
5	12276	Soibam Rojitkumar	8th
6	12128	Elizabeth Thiyam	9th
7	12109	Athokpam Rabikanta Singh	10th
8	12140	Huiningsubam Nonida Devi	10th
9	12167	Khutheibam Seema Devi	10th

2013

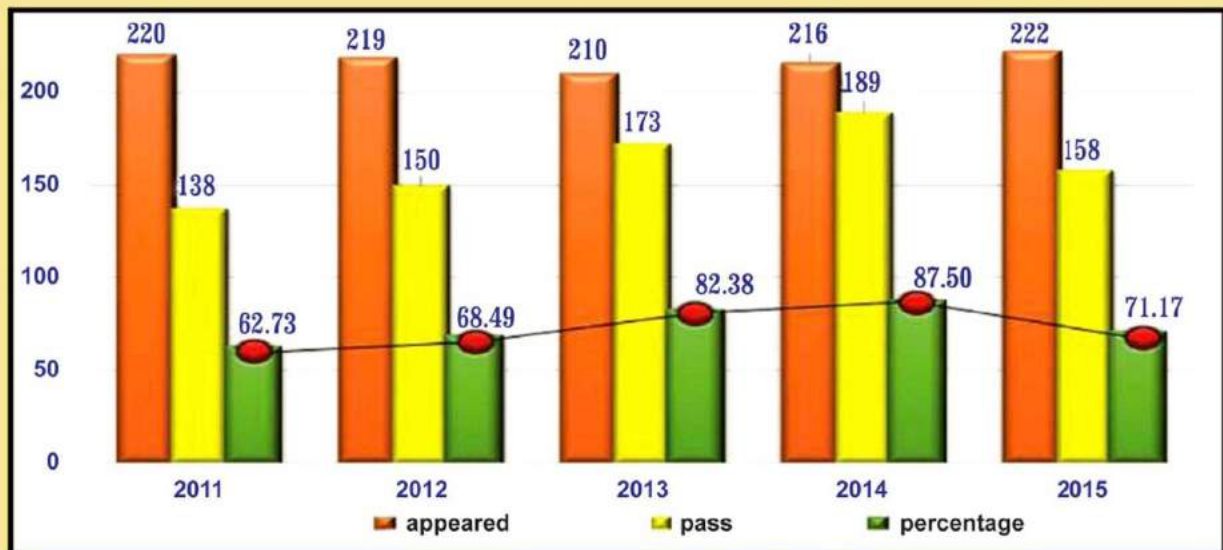
Sl.No.	Roll No.	Name	Position
1	13177	Leishangthem Kamala	1st (Laishram Joychandra Singh Memorial Gold Medal)
2	13158	Kshetrimayum Ranjita	3rd
3	13107	Guibangliu Kamei	7th

2014

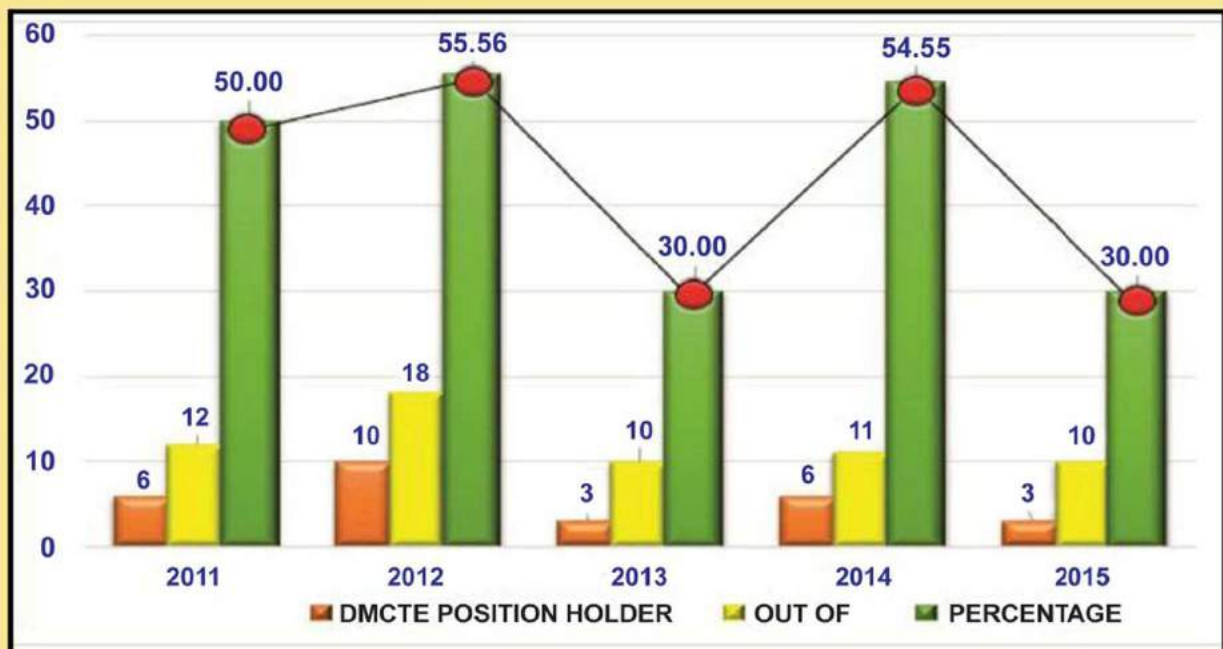
Sl.No.	Roll No.	Name	Position
1	14057	Jina Lourembam	2nd
2	14105	Madhuri Salam	2nd
3	14142	Ningthoujam Maria Devi	3rd
4	14014	Aribam Surbala	4th
5	14019	Ayekpam Sheela Devi	7th
6	14114	Md. Chinghiz Khan	10th

2015

Sl.No.	Roll No.	Name	Position
1	152127	Naorem Premita Devi	1st (Laishram Joychandra Singh Memorial Gold Medal)
2	152036	Heisnam Pretty Devi	3rd
3	152179	Saroja Kongbrailatpam	5th



**D.M. COLLEGE OF TEACHER EDUCATION, IMPHAL (MANIPUR), INDIA
B.Ed. RESULT AT GLANCE (2011-2015)**



**D.M. COLLEGE OF TEACHER EDUCATION, IMPHAL (MANIPUR), INDIA
B.Ed. POSITION AT GLANCE (2011-2015)**

1. Academic Achievement in M.Ed. Exam. Manipur University.

2011

Sl.No.	Roll No.	Name	Position
1	1012	Moirangthem Minky	1st (Loukrakpam Jugol Singh Memorial Gold Medal)
2	1006	Khuraijam Linthoibi	2nd
3	1017	Rubi Maibam	3rd
4	1021	Sujata Devi Gurumayum	4th
5	1001	B. Dhakeshwori Devi	6th
6	1013	Nongmaithem Roketan Singh	7th
7	1015	Pukhrambam Romola Devi	8th
8	1018	Sinam Sophia	9th
9	1020	Sorokhaibam Sonia Devi	10th

2012

Sl.No.	Roll No.	Name	Position
1	1266	Sapam Ashalata Devi	1st (Loukrakpam Jugol Singh Memorial Gold Medal)
2	1270	Soibam Thoithoi Devi	2nd
3	1249	Jennifer Khundrakpam	5th
4	1269	Soibam Babina Devi	5th
5	1271	Stephen Thangkhohlen Touthang	6th
6	1253	Kshetrimayum Sandharani Devi	7th
7	1255	Lhingkhohat Haokip	9th
8	1262	Neikhoneng Lupheng	10th
9	1273	Hrangbung Starson Anal	10th

2013

Sl.No.	Roll No.	Name	Position
1	13603	Hodam Meenakshi Devi	2nd
2	13623	Salma Sultana	3rd
3	13629	Thounaojam Pratima Devi	5th
4	13618	Nirupama Ahanthem	6th
5	13628	Thokchom Nibeditya	6th
6	13630	Usharani Oinam	7th
7	13617	Ningthoujam Anita Devi	10th

2014

Sl.No.	Roll No.	Name	Position
1	1433	Thokchom Roshni	1st (Loukrakpam Jugol Singh Memorial Gold Medal)
2	1430	Soibam Birajit Singh	2nd
3	1412	Khutheibam Seema	3rd
4	1410	Khangembam Promila Devi	4th
5	1434	Meeni Sinam	5th
6	1401	Angom Thoithoibi Devi	6th
7	1419	Martha Pamma K	7th
8	1409	Elizabeth Thiyam	10th
9	1420	Mayengbam Premkumar Singh	10th
10	1423	Priyamanjuri Goswami	10th

2015

Sl.No.	Roll No.	Name	Position
1	1527	Sophia Ngangom	3rd
2	1509	Ingudam Jina Chanu	5th
3	1520	Ningthoujam Maria Devi	10th

2017

Sl.No.	Roll No.	Name	Position
1	1638	Kshetrimayum Ranjana Devi	3rd
2	1626	Osmee Nongmeikapam	7th
3	1619	Momina Sultana	9th
4	1641	Nongmaithem Thoithoi Devi	10th

2019

Sl.No.	Roll No.	Name	Position
1	1705	Wangkhem Lokeshwori Devi	1st Gold Medal
2.	1712	Khangembam Subhalaksmi Devi	2nd
3.	1703	Kongbrailatpam Vidyarani	8th
4.	1720	Mutum Roma Devi	9th
5.	1708	Huidrom Dhanabir Singh	10th

2020

Sl.No.	Roll No.	Name	Position
1.	19003	Amom Tomba Singh	8th
2.	19015	Laishram Nirtish Singh	9th

22. Holiday List:

Sl.No.	Festival/Occasion	Day	Date	No. of Days
1	New Year Day	Friday	01-01-2021	1
2	Death Anniversary of L. Maharaja Gambhir Singh	Saturday	9-01-2021	1
3	Imoinu Iratpa	Monday	25-01-2021	1
4	Gaan Ngai / Republic Day	Tuesday	26-01-2021	1
5	Lui Ngai Ni	Monday	15-02-2021	1
6	Yaoshang	Monday-Tuesday	29-03-2021 & 30-03-2021	2
7	Good Friday(02-04-2021)	Friday	02-04-2021	1
8	Sajibu Nongma Panba (Cheiraoba)	Wednesday	14-04-2021	1
9	Khongjom Day	Friday	23-04-2021	1
10	May Day	Saturday	01-05-2021	1
13	Idul Filter	Friday	14-05-2021	1
14	Summer Vacation	Tuesday to Saturday	01-06-2021 to 19-06-2021	19
15	Kang (Rathajatra)	Monday	12-07-2021	1
16	Kanglen (Rathajatra)	Monday	19-07-2021	1
17	Idul Zuha	Wednesday	21-07-2021	1
18	Patroit's Day	Friday	13-08-2021	1
19	Janma Astami	Monday	30-08-2021	1
20	Tarpon Houba	Wednesday	22-09-2021	1
21	Jananeta Irawat Birth Day	Thursday	30-09-2021	1
22	Gandhi Jayanti	Saturday	02-10-2021	1
23	Durga Puja	Tuesday & Wednesday	12-10-2021 & 13-10-2021	2
24	Mera Hou Chongba	Wednesday	20-10-2021	1
23	Kut	Monday	01-11-2021	1
24	Diwali	Thursday	04-11-2021	1
25	Ningol Chakouba	Saturday	06-11-2021	1
26	Christmas 25-12-2021	Saturday	25-12-2021	1

75 days

- N.B. :** 1. The underline festivals indicate holidays for offices for the Government of Manipur.
2. All Second Saturdays will be enjoyed by the academic staff subject to adjustment with Summer Vacation.