



डि.एम. टी.ए. कॉलेज

# D.M. COLLEGE OF TEACHER EDUCATION

AFFILIATED TO MANIPUR UNIVERSITY, CANCHIPUR



NCTE Approved &  
NAAC Accredited with B+ Grade  
for 2<sup>nd</sup> cycle

**PROSPECTUS FOR THE SESSION 2025-26**

FOR ADMISSION TO

B.ED. & M.ED. COURSE 2025-26

## *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.*

**Dr. Konika Khuraijam**  
**Principal**  
**D.M. College of Teacher Education**

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

D.M. College of Teacher Education (DMCTE) is Accredited with B+ grade by NAAC for 2<sup>nd</sup> cycle vide order no. NAAC/WH/Cert./EC(180SC)/Cycle-2/MNCOTE18914 dated 23<sup>rd</sup> February, 2024.

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.

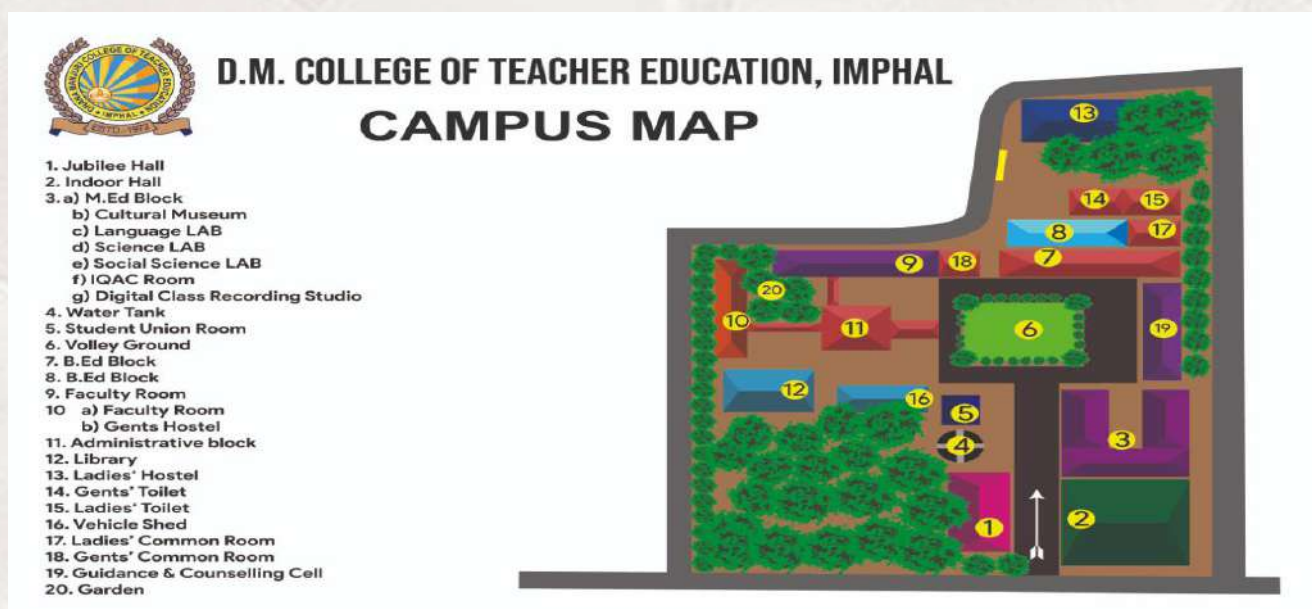
On the 15<sup>th</sup> September 1972, it was established as a full fledged teacher training college known as Post Graduate Training (PGT) College with affiliation to Guwahati University. In 1980, the college was affiliated to Manipur University with the later's establishment in the same year.

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 17<sup>th</sup> 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 has already been proposed for upgradation into full-fledged Institute of Advanced Studies in Education (IASE).

## 2. LOCATION

D.M. 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 are unique places for a nearby visit from the college.





### 3. VISION & MISSION 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 and innovation in pedagogy and teaching technique to suit the evolving knowledge world. 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 and 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.

#### 4. MERITORIOUS AWARD

##### 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 Inter House competition.

#### 5. COLLEGE UNIFORM

There will be a standard dress code of all the trainees of the college in a prescribed college uniform as below

##### FOR GENTS

Pant	:	Standard Formal (Midnight Blue)
Shirt	:	Full Sleeve (White)
Neck Tie	:	Plane (marrooned colour)
Shoe	:	Black leather
Sock	:	Black

##### For Winter

Coat/Sweater (Midnight blue)

##### FOR LADIES :

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 :

Coat/Sweater (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 has well furnished Auditorium (Jubilee Hall) and Indoor Hall 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 computer terminals with LAN . A number of laptops, LCD projectors, OHPs, Screen, Photocopier, Printers, Scanners, Still and Video Camera are also existing components of the ICT lab.



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

- vii) Conference Hall



- viii) **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.



- ix) **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.



- x) **Trainees Union :** A Trainees Union is constituted every year from the eligible trainees 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) This college has its own hostel accommodation facilities for both gents and ladies.



## 7. MANAGEMENT

Since D.M. College of Teacher Education is the oldest 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 looked 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 number of faculty members have been contributing research articles in numerous national and international referred research 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.

## ACADEMIC EXTENSION SERVICE OF THE COLLEGE DURING 2024-25

- a) WORLD ENVIRONMENT DAY 2024 under the theme Land Restoration, Desertification and Drought Resilience under the slogan “Our Land, Our Future” was organized by IQAC, DMCTE on the 5th June 2024



- b) International Day of Yoga under the theme Yoga for Self and Society was organized by IQAC, DMCTE on the 21st June 2024



- c) One Day Awareness Programme on Plastic Waste Management Crises was organized by Eco Cell, DMCTE in collaboration with IQAC, DMCTE on 15th July, 2024



- d) DMCTE M.Ed. students participated in the slogan competition organized by Indian Medical Association in connection with Angdaan Jan Jagrukta Adhiyan (Organ Donation) on the 3rd August 2024.





## ACADEMIC EXTENSION SERVICE OF THE COLLEGE DURING 2024-25

- e) One Day Demonstration cum Interaction Programme on Preparation of Soya Milk and Tofu was organized by Finance (Community Contact) and IQAC, DMCTE with College of Agriculture, CAU, Imphal, Manipur on 14th October, 2024



- f) One Day Entrepreneurship Skill motivation Programme was organized jointly by IQAC, DMCTE and Swavalambi Bharat Abhiyan (SBA) Manipur Pranth on 19th October, 2024



- g) Swachhata Hi Seva 2024 Ek Ped Maa Ke Naam ( Plant for Mother) was organized by IQAC, DMCTE in collaboration with Eco Cell, DMCTE from the 28th- 1st October 2024



- h) One Day Interaction Programme on Skin Care and Prevention from Skin Disease organized by IQAC, DMCTE in collaboration with Guidance and Counselling Cell, DMCTE on the 2nd December 2024





## ACADEMIC EXTENSION SERVICE OF THE COLLEGE DURING 2024-25

- i) D.M.C.T.E ,Imphal organized National Voter's Day on the 25th January 2025 to commemorate the establishment of the ECI on 25th January 1950, a day before Indian become a Republic. The theme for 2025 is Nothing Like Voting, I vote for sure to emphasize the importance of voting and pride in electoral participation.
- j) D.M.C.T.E, Imphal organized Pre-INTERSHIP PROGRAMME for B.Ed. 2ND Year 4<sup>th</sup> Semester from 26<sup>th</sup> February to 28th March 2025.
- k) Observation of International Women's Day 2025 was organized by Women Cell in collaboration with IQAC ,DMCTE on the theme Accelerate Action on 8th March 2025.
- l) Workshop on Teaching Learning Material Preparation and Exhibition was organised at D.M.C.T.E at a part of Pre-Internship Programme for B.Ed. 2nd year 4th semester on 9<sup>th</sup> and 10<sup>th</sup> April 2025.



## ACADEMIC EXTENSION SERVICE OF THE COLLEGE DURING 2024-25

- m) D.M.C.T.E Organised Awareness Programme on Professional Ethics for School Teachers as a part of Pre-Internship Programme for B.Ed. 2nd year 4th Semester on 15th April 2025



- n) D.M.C.T.E observed of WORLD EARTH DAY on 22nd April, 2025 by performing street play on World Protection under the theme, "Our Power, Our Planet". The observation was a part of Sensitization Programme in Selected Schools of Imphal West District, Manipur.





In these short period, 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.

### B.Ed. & M.Ed. INDUCTION PROGRAMME



### ACHIEVEMENT IN SOCIAL SERVICES SECTOR :

A team of student-teachers under the supervision of the faculties of the college visited Phayeng High School as a part of Annual Community Contact & Extension Service Programme under the banner "Ningtham Khudol - Ashagi Yenning." The team delivered extension talk on various important topics and also donated items of daily use.





## TEACHING STAFF

Sl.No.	Name of the Faculty	Subjects	Post held
1.	Dr. Konika Khuraijam	English	Principal
2.	Dr. A. Dhaneshwari Devi	Physical Science	Associate Professor
3.	Kh. Dineshkumar Singh	Physical Science	Associate Professor
4.	Dr. Anita Khangabam	English	Associate Professor
5.	Dr. Ch. Shantikumar Singh	Social Science	Assistant Professor (Sr. Scale)
6.	Dr. T. Surendra Singh	Education	Assistant Professor (Sr. Scale)
7.	R.K. Jitendra Singh	Music	Assistant Professor
8.	Dr. Ranjana Mutum	Education	Assistant Professor
9.	Dr. Salam Sangrila Devi	Education	Assistant Professor
10.	Dr. Hidangmayum Surendra Sharma	Physical Education	Assistant Professor
11.	Dr. N. Nomika Devi	Education	Assistant Professor
12.	Miss Naorem Nandeshwari Devi	Education	Assistant Professor
13.	Dr. Pukhrambam Sunil Kumar Singh	Education	Assistant Professor
14.	Mr. Laimayum David Sharma	English	Assistant Professor
15.	Mr. Thuishim Kashung	Education	Assistant Professor
16.	Smt. Ayekpam Sheela Devi	Education	Assistant Professor
17.	Miss Ningthoujam Maria Devi	Education	Assistant Professor
18.	Dr. Chongtham Khogendra Singh	Education	Assistant Professor
19.	Smt. Jyoti Khumanthem (Utilized)	Social Science	Assistant Professor
20.	Smt. H. Bijaya Devi (Utilized)	Mathematics	Assistant Professor
21.	Dr. H. Debala Devi (Utilized)	Education	Assistant Professor
22.	Dr. K. Purnachandra Singh (Utilized)	Education	Assistant Professor
23.	Dr. Laishram Bikram Singh (Utilized)	Physical Education	Assistant Professor
24.	Mr. S. Samuel Singh	Fine Arts	Guest Faculty

### NON-TEACHING STAFF

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

### 9. COURSES OFFERED

At present, two courses for teacher education programmes are opened in this college. These courses are -

- (i) Bachelor of Education - B.Ed.(Secondary) and
- (ii) Master of Education - 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, 100 seats are opened for pre-service candidates as per State Government's policy and 50 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). 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 examination i.e. 20% from the qualifying exam and 80% from entrance test. This 80% weightage will be assessed through an entrance test comprising of 3 papers viz.



- i) General English (25 marks)
  - ii) Teaching Aptitude (25 marks) and
  - iii) School Subjects (One of the following school subject)
    - English, Science, Social Science, Mathematics, Manipuri etc.
- (50 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](http://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 PAPERS OFFERED FOR B.ED. COURSE

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

### 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
<b>Total</b>				<b>500</b>	<b>20</b>

## 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
<b>Total</b>				<b>400</b>	<b>16</b>

## 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
<b>Total</b>				<b>400</b>	<b>16</b>

### 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		
<b>Total</b>	<b>300</b>	<b>16</b>
<b>Total Marks for 4 semesters</b>	<b>1600</b>	<b>64</b>

*\*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)**

#### **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.

#### **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.

#### **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.

#### **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.

#### **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.

#### **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.

### **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.

### **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;

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **EPC 04 UNDERSTANDING THE SELF**

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.

### **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.

### **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

<b>SEMESTER – I</b>	<b>Credit</b>	<b>External</b>	<b>Internal</b>
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
<b>Total Marks 450</b>			

<b>SEMESTER –II</b>	<b>Credit</b>	<b>External</b>	<b>Internal</b>
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
<b>Total Marks 550</b>			

<b>SEMESTER –III</b>	<b>Credit</b>	<b>External</b>	<b>Internal</b>
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

<b>SEMESTER –IV</b>	<b>Credit</b>	<b>External</b>	<b>Internal</b>
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

### Tentative Academic Calendar 2025-26

January 2025	:	Observation of National Girls Child Day
	:	Observation of National Voter Day
February 2025	:	Pre-Final Examination of B.Ed. & M.Ed.
March 2025	:	Observation of International Women's Day
April 2025	:	Observation of World Heritage Day
	:	Observation of World Earth Day
May 2025	:	International Mother's Day
	:	(Community Service)
	:	Synopsis Presentation of Dissertation (M.Ed. 2nd Year)
June 2025	:	Final Practice Teaching of B.Ed. 4th Sem
	:	Pre Final Exam for B.Ed. 2nd Sem
	:	B.Ed. Entrance Exam
July 2025	:	Induction of New B.Ed. Student
	:	Teacher Orientation & Workshop

August 2025	-	Student Union Election
	:	Patriot's Day Observation
	:	Independence Day Observation
September 2025	:	Teacher Day Celebration
	:	College Foundation Day
October 2025	:	M.Ed. Entrance Exam
	:	Induction of New M.Ed. students
	:	Fresher's Meet
November 2025	:	Observation of Constitution Day
December 2025	:	College Week
	:	Winter Break
January 2026	:	Observation of National Girl Child Day
	:	Observation of National Voters Day
February 2026	:	Pre Final Exam B.Ed.1st Sem & M.Ed.March 2026
	:	Observation of International Women's Day
April 2026	:	Observation of World Earth Day
	:	Synopsis presentation M.Ed. 2nd Yr.
May 2026	:	International Mother's Day

## 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

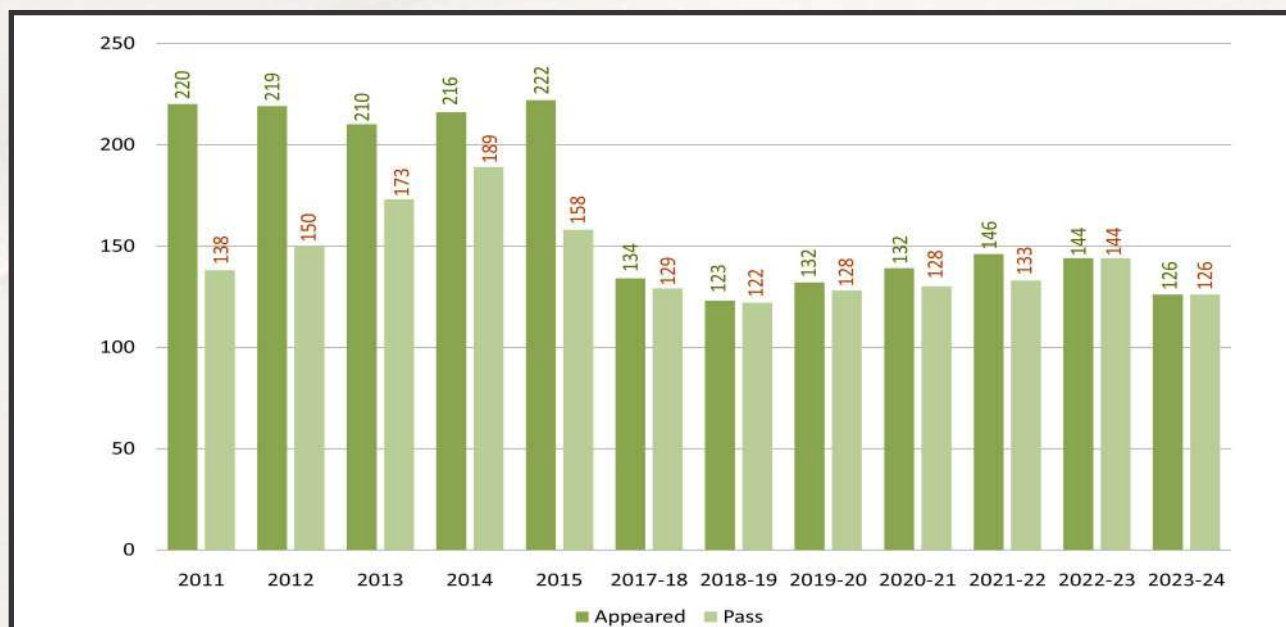
2014

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

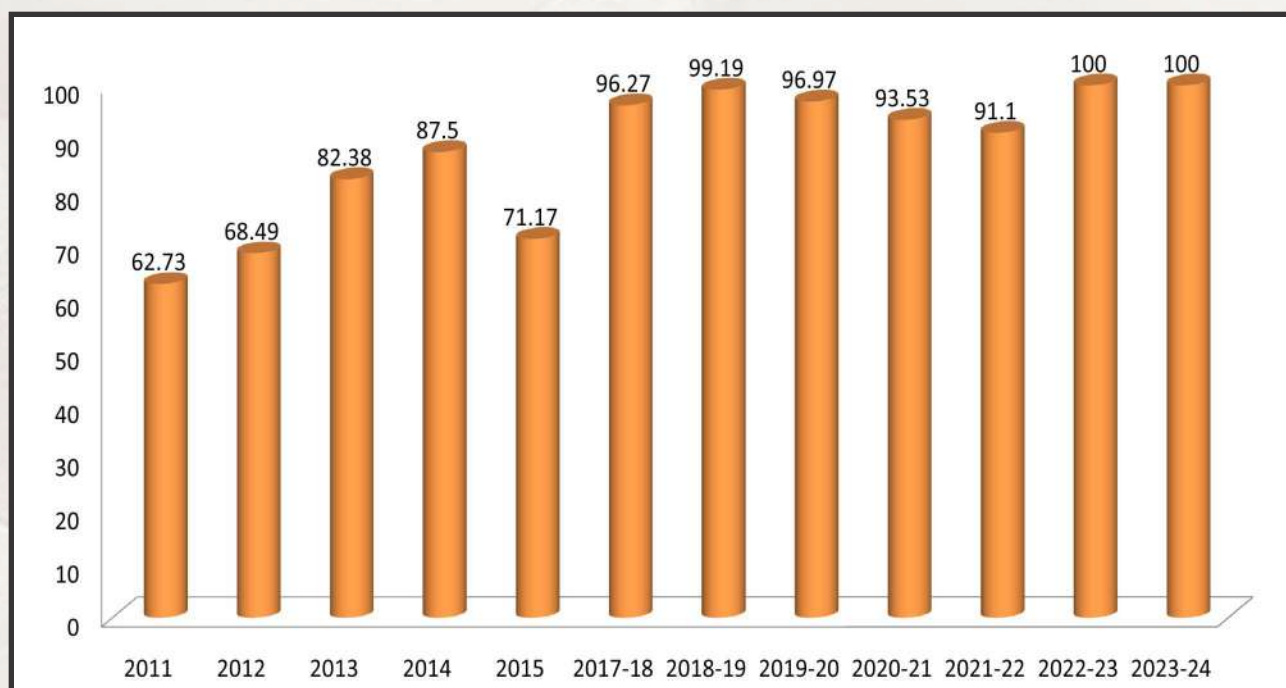
2015

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. EXAM APPEAR PASS AT GLANCE (2011-2024)**



**D.M. COLLEGE OF TEACHER EDUCATION, IMPHAL (MANIPUR), INDIA**  
**B.Ed. PASS PERCENTAGE AT GLANCE (2011-2024)**

## 21. 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

### 2021

Sl.No.	Roll No.	Name	Position
1	20016	Kiran Thangjam	5th
2	20038	Rabinath Akham	6th
3	20003	Chongtham Joyshree	9th

**2022**

Sl.No.	Roll No.	Name	Position
1	21015	Khundrakpam Neeta	1st (Loukrakpam Jugol Singh Memorial Gold Medal)
2	21023	Longjam Oshinita Devi	3rd
3	21042	Thoidingjam Kan	4th
4	21005	Gloria Bariam	6th
5	21041	Tejmala Hijam	7th
6	21017	Kshetrimayum Sonam Christina	8th
7	21033	Potshangbam Sushma Devi	8th
8	21032	Poireinganbi Sorokhaibam	9th
9	21020	Laishram Renubala Devi	10th

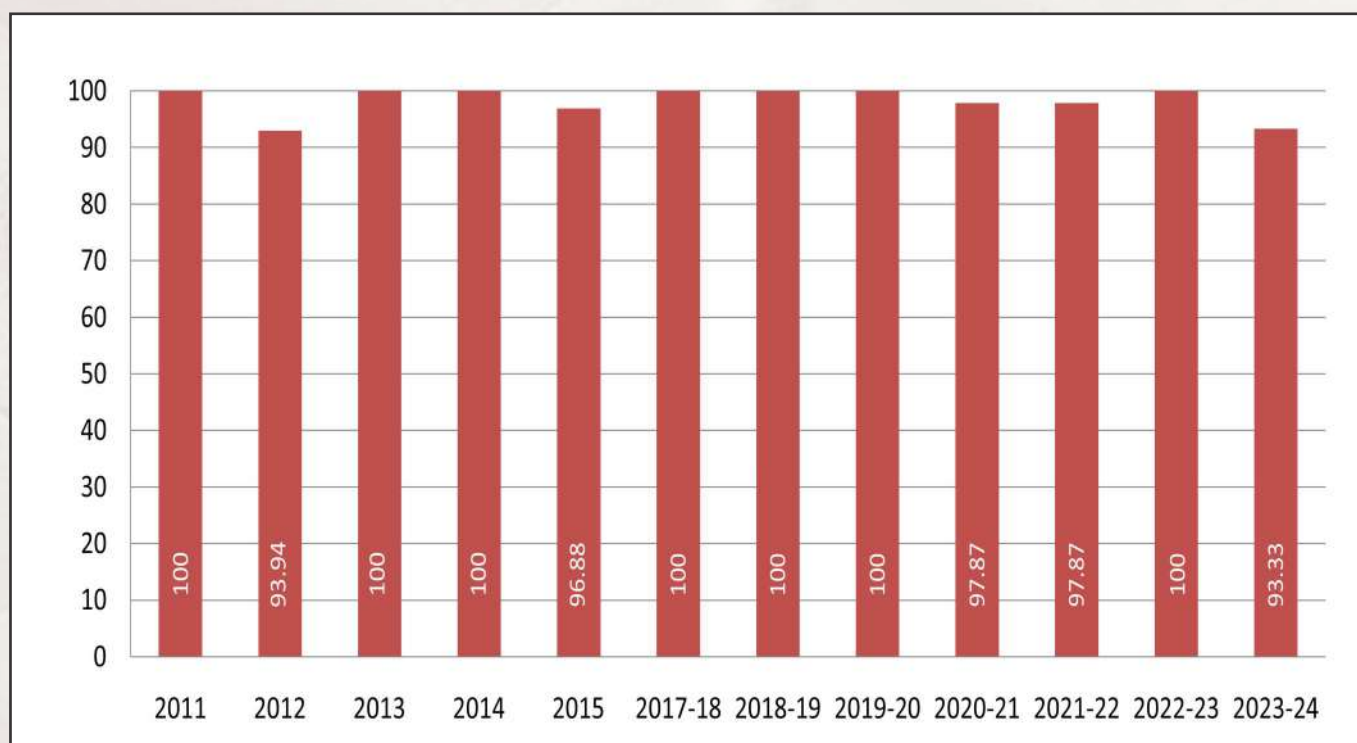
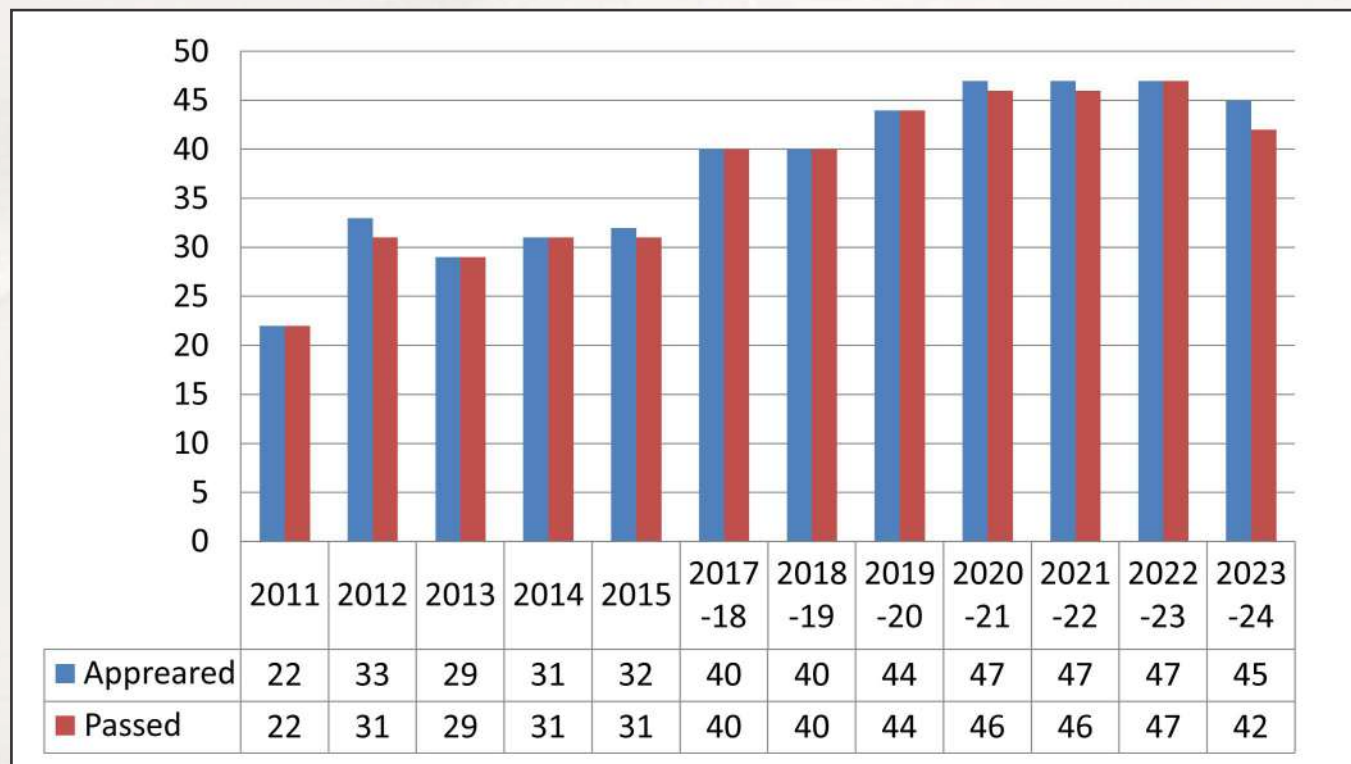
**2023**

Sl.No.	Roll No.	Name	Position
1	22019	Louriyam Tejrani Devi	Loukrakpam Jugol Singh Memorial Gold Medal)
2	22035	Selish Oinam	3rd
3	22038	Takhelchangbam Nirupama	4th
4	22036	Shamjetshabam Rosy Devi	5th
5	22002	Akoijam Usha Devi	6th
6	22009	Hijam Joyshree Devi	8th
7	22047	Yambem Sunanda Devi	9th

**2024**

Sl.No.	Roll No.	Name	Position
1	23006	Diana Kshetrimayum	2nd
2	23002	Aribam Ornella Devi	3rd
3	23039	Wahengbam Joshima Devi	4th
4	23035	Takhekhambam Nivia Devi	5th
5	23023	Nancy Rajkumari	7th
6	23033	Sanjota Naorem	7th
7	23020	Lalabatam Ngangom	10th





**LIST OF HOLIDAY(S) FOR TEACHING & NON-TEACHING STAFFS OF  
D.M. COLLEGE OF TEACHER EDUCATION, IMPHAL**

**HOLIDAY LIST FOR THE YEAR 2025**

Sl.No.	Festival/Occasion	Day	Date (2025)	No. of Days
1	New Year Day	Wednesday	1 <sup>st</sup> January	1
2	Death Anniversary of (L) Maharaja Gambjir Singh	Thursday	9 <sup>th</sup> January	1
3	Imoinu	Saturday	11 <sup>th</sup> January	1
4	Lui-Ngai-Ni	Saturday	15 <sup>th</sup> February	1
5	Yaosang (Doljatra)	Friday	14 <sup>th</sup> March	1
	Yaosang 2 <sup>nd</sup> Day	Saturday	15 <sup>th</sup> March	1
6	Idul-Fitr	Monday	31 <sup>st</sup> March	1
7	Cheiraoba	Monday	14 <sup>th</sup> April	1
8	Good Friday	Friday	18 <sup>th</sup> April	1
9	Khongjom Day	Wednesday	23 <sup>rd</sup> April	1
10	May Day	Thursday	1 <sup>st</sup> May	1
11	Summer Vacation Idul Zuha ( Saturday -7 <sup>th</sup> June)	Monday – Thursday	2 <sup>nd</sup> – 21 <sup>st</sup> June	20
12	Kang (Rathajatra)	Friday	27 <sup>th</sup> June	1
13	Patriot's Day	Wednesday	13 <sup>th</sup> August	1
14	Independence Day	Friday	15 <sup>th</sup> August	1
15	Janma Ashtami	Saturday	16 <sup>th</sup> August	1
16	Milad-un-Nabi	Friday	5 <sup>th</sup> September	1
17	Mera Chaoren Houba	Monday	22 <sup>nd</sup> September	1
18	Durga Ashtami	Tuesday	30 <sup>th</sup> September	1
19	Jananeta Irawat Birth Day	Tuesday	30 <sup>th</sup> September	1
20	Gandhi Jayanti	Thursday	2 <sup>nd</sup> October	1
21	Mera Houchongba	Tuesday	7 <sup>th</sup> October	1
22	Diwali (Deepavali)	Tuesday	21 <sup>st</sup> October	1
23	Ningol Chakouba	Thursday	23 <sup>rd</sup> October	1
24	Kut	Saturday	1 <sup>st</sup> November	1
25	Nupi –Lal	Friday	12 <sup>th</sup> December	1
26	Christmas	Thursday	25 <sup>th</sup> December	1
27	Winter Break (Christmas – 25 <sup>th</sup> December)	Monday – Wednesday	22 <sup>nd</sup> – 31 <sup>st</sup> December	10

**56 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  
3. Holidays falls on Sunday ( 12 Jan– Gaan Ngai, 26 Jan – Republic Day, 30 March –Sajibu Nongmapanba)





Annual College Week 2024



DMCTE Trainees Union Election 2024



D.M.C.T.E. Academic Extension Activities



D.M.C.T.E Alumni



TLM Exhibition 2024



D.M.C.T.E Trainees Union 2024







For further information, visit  
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