

About the College

D.M. College of Teacher Education (DMCTE), Imphal, is a premier government teacher education institution in Manipur with a long-standing history of preparing professionally competent teachers. On 15 September 1972, it was established as a full-fledged teacher training institution known as Post Graduate Training College and was affiliated to Gauhati University. Following the establishment of Manipur University, the College became affiliated to Manipur University in 1980. It was subsequently upgraded to the level of College of Teacher Education (CTE) and renamed D.M. College of Teacher Education on 17 January 1997.

The College is recognised by the National Council for Teacher Education (NCTE) and is compliant with Sections 2(f) and 12(B) of the UGC Act. It is accredited by NAAC with B+ Grade in its Second Cycle, with accreditation granted in February 2024. The institution offers B.Ed. and M.Ed. programmes and serves an important role in pre-service teacher preparation, professional development and educational research. With experienced faculty, ICT-supported classrooms, specialised laboratories, a library and other academic facilities, DMCTE continues to strengthen teacher education and promote quality teaching, research and professional learning in Manipur.

Location: D.M. College of Teacher Education is situated in the heart of Imphal City, within the educational hub of the Dhanamanjuri University Campus. Spread over approximately 1.082 acres, the College provides a pleasant environment for academic and professional activities. The historic Kangla Fort lies nearby to the south, while the Manipur Legislative Assembly is located towards the north. Its central location provides convenient access from different parts of Imphal and adjoining areas.

Concept Note: The educational landscape of India is undergoing significant transformation under the National Education Policy (NEP) 2020 and subsequent national initiatives. NEP 2020 envisions an education system that promotes holistic development, multidisciplinary and competency-based learning, flexibility, inclusion, technology integration, vocational education, research, innovation and lifelong learning. Realising this vision requires stronger connections among school education, teacher education and higher education, enabling these sectors to function as an interconnected educational system. Such convergence is important for maintaining continuity in curriculum, teaching-learning practices, professional preparation and educational quality across different levels of education.

School education is progressively moving towards competency-based, experiential, learner-centred and multidisciplinary approaches. These changes create new expectations for teachers and Teacher Education Institutions (TEIs). A continuing concern is the gap between pre-service teacher preparation and the realities of school classrooms. Closer collaboration between schools and TEIs is therefore necessary so that teacher preparation and Continuous Professional

Development (CPD) remain responsive to curricular changes, learner diversity and emerging classroom needs. Teacher education must also prepare teachers to use technology appropriately, adopt inclusive practices and respond effectively to changing educational expectations.

Higher education is equally central to the reforms envisioned under NEP 2020. The policy gives importance to multidisciplinary and flexible learning, technology integration, research and innovation, vocational and skill education, student mobility and institutional quality. Universities and colleges can strengthen the educational continuum through collaboration with schools and TEIs, faculty development, research, professional learning and knowledge sharing. National initiatives such as NCF-SE 2023, NPST, PARAKH and SQAAC further support changes in curriculum, teacher professionalism, competency-based assessment and institutional quality. Together, these initiatives provide important directions for strengthening educational practices and professional development.

Despite these developments, challenges remain in translating policy provisions into practice, particularly in connecting teacher preparation with classroom realities, providing meaningful CPD, integrating digital and AI-enabled learning, strengthening vocational and skill education, promoting employability and inclusion, improving assessment practices and sustaining institutional collaboration. Against this background, the National Seminar will provide a common platform for teachers, teacher educators, higher education faculty, school leaders, researchers, educational administrators, curriculum developers and policymakers to share experiences and deliberate on practical approaches for strengthening convergence

Seminar Objectives

The seminar aims to:

- Discuss policy convergence among NEP 2020, NCF-SE 2023, emerging directions in teacher education, NPST, PARAKH, SQAAC and reforms in higher education.
- Strengthen linkages among school education, teacher education and higher education through academic collaboration, institutional partnerships and sharing of practices.
- Promote contemporary teaching and assessment practices including competency-based learning, experiential learning, multidisciplinary approaches and holistic assessment.
- Strengthen teacher and faculty professional development through CPD, professional standards, ethics, mentoring and institutional support.
- Promote higher education reforms, vocational education and employability through multidisciplinary learning, skill development, internships, entrepreneurship and stronger institutional linkages.

- Encourage meaningful use of technology and AI in education while promoting inclusion, equitable access and appropriate digital practices.
- Provide a platform for sharing institutional experiences and practical solutions to challenges encountered in implementing NEP 2020 across school, teacher and higher education.

Sub-themes

2. Teacher and Faculty Development, Assessment, Quality and Institutional Reforms

- NPST and professional development of school teachers and teacher educators
- Continuous Professional Development (CPD) and faculty development in higher education
- PARAKH, competency-based assessment and Holistic Progress Cards
- Assessment reforms in higher education
- SQAAC, NAAC, accreditation and quality assurance
- Leadership, governance and institutional accountability
- Collaboration among schools, TEIs, colleges and universities
- Challenges faced by educational institutions in implementing NEP 2020

3. Higher Education, Technology, Vocational Education, Skills and Employability

- Transformation of higher education under NEP 2020
- Multidisciplinary education, flexibility and student mobility in higher education
- Academic Bank of Credits (ABC), multiple entry and exit, and credit transfer
- Vocational education and skill development at school and higher education levels
- Employability skills, entrepreneurship and career readiness
- Internships, apprenticeships and industry-institution collaboration
- AI, digital pedagogy, blended learning and OER
- Equity, inclusion and access to technology
- Challenges in technology integration, vocational education, skill development and employability

Organising Committee

Chief Patron
Prof. Hanjabam Shukhdeba Sharma
Director
College Development Council
Manipur University

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Dr. Konika Khurajam
Principal
D.M. College of Teacher Education, Imphal

Convener
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Co-Conveners
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Assistant Professor
D.M. College of Teacher Education, Imphal
&
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Assistant Professor
D.M. College of Teacher Education, Imphal

Secretaries
Dr. Konsam Purnachandra Singh
&
Dr. Pukhrambam Sunil Kumar Singh
Assistant Professor
D.M. College of Teacher Education, Imphal

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2. Dr. Ch. Shantikumar Singh
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5. R.K. Jitendra Singh
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10. Jyoti Khumanthem M.
11. H. Bijaya Devi
12. Dr. H. Debala Devi
13. Laishram Bikram Singh
14. Polem Kiran Shanti Devi
15. S. Samuel Singh

Important Dates:

Milestone	Indicative Date
Call for Papers Announcement	6 th October, 2026
Last Date for Abstract Submission	25 th October, 2026
Notification of Abstract Acceptance	28 th October, 2026
Full Paper Submission Deadline	1 st November, 2026
Seminar Dates	6 th & 7 th November, 2026

SUBMISSION GUIDELINES & TIMELINES

Guidelines for Authors

- Abstract: Maximum 250–300 words with 4–6 relevant keywords.
- Full Paper: 3,500–5,000 words (including references). Format: APA 7th Edition style, Times New Roman (12 pt), 1.5 line spacing.
- Review Process: All submissions will undergo a double-blind peer review.
- Registration & Abstract Submission: Use the Google Form link below:

<https://docs.google.com/forms/d/e/1FAIpQLScnXgXBDSUgmij1ZO180ttWeVU8SZ1kvEk0dJZqdAClx2S1A/viewform?usp=preview>

Certification

Attending all the sessions of the seminar is compulsory for receiving the certificate.

Contact Details

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Registration Fee Details:

Category	Registration Fee
1. Paper Presenters	
a. Research Scholars	₹ 500
b. Faculty	₹ 1000
2. Participants	₹ 500



TWO-DAY NATIONAL SEMINAR

on

**Bridging School Education, Teacher Education
and Higher Education**

**Policy Convergence and Educational
Transformation under NEP 2020**

Organised by

**Internal Quality Assurance Cell (IQAC)
D.M. COLLEGE OF TEACHER EDUCATION, IMPHAL**

in collaboration with

**Manipur University,
Directorate of University & Higher Education
and SCERT
Government of Manipur**

6th-7th November 2026

**D.M. COLLEGE OF TEACHER EDUCATION,
IMPHAL, Manipur**