

EDMAX

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Vol. 47

ANNUAL
Magazine



Our Alumni, Our Pride

**STATE COLLEGE OF TEACHER EDUCATION
KOHIMA : NAGALAND**

VISION

*Impacting Social Uplift
through Responsive,
Relevant and Reflective Teacher Preparation.*

MISSION

*Prepare Reflective,
Humane Professionals as Catalysts of Change,
Pro-active Engaged in Redefining
Process and Practice of Education*



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Editorial Note

There is an adage which goes, "Being an alumni is not just a title, but a lifelong commitment to the growth and success of the institution." We hereby acknowledge our alumni as the pride of the college, assuring them that they are not forgotten.

We present to our esteemed readers the Vol.47 of EdMax with the theme "Our Alumni, Our Pride", acknowledging the remarkable contributions of our alumni towards the college as they successfully embark on their journeys.

The reputation of a college lies within its students (past/present) and over the years, SCTE-K has been proud of her alumni for the name and fame they have brought to the college. Our Alumni have been the rising star and their immense contribution across various aspects of life and society, is what the college takes pride in. Read more about them at Page 5-7.

In this issue, we have included a new segment for our outgoing student-teachers where they have penned down their memorable sith in SCTE-K. You can read more about their memories down the lane at Page 13

The Editorial team sincerely expresses our gratitude to all the contributors.

Temsutula Longkumer	: Faculty in-charge
Tughunaka T. Awomi	: Literary Secretary
Diezenino Terhüja	: Asst. Literary Secretary
Moajungla Tzudir	: Information and Publicity Secretary
Longkoimary	: Asst. Information and Publicity Secretary
Nikiye Assumi	: Class Representative 2nd Semester
Iteuhungle Iralu	: Asst. Class Representative 2nd Semester



From THE PRINCIPAL'S DESK



The State College of Teacher Education (SCTE) Kohima is the first Teacher Education Institution in the state established in the year 1975. It was first named as Nagaland College of Education (NCE) and later, on having fulfilled the requirements, it was upgraded to College of Teacher Education (CTE) by the NCTE - a status higher than College of Education, it came to be known as Nagaland College of Teacher Education (NCTE). The change of college name was further necessitated and the College is now called as State College of Teacher Education. This institution is the lone CTE in the state.

The year 2022-2023 was an exciting year. The semester session slowly took its normal timings which was greatly distorted by the pandemic, and the College activities could be conducted timely with full enthusiasm. The usual college academic and co-curricular activities were interposed with several workshops for student teachers. Mushroom cultivation, cloth bag stitching and production of paper plates and donnas were conducted under Women Technology Park (WTP) of the College.

Every academic year, the College faculty members undertake extension services to schools and various sister departments. A Career and Guidance Seminar was organised for the students of GHS Kiruphema and an Orientation programme for the school teachers of Peducha village. Four faculty members continued to participate and resource as members of State Focus Group Nagaland State Curriculum Framework for various papers under SCERT.

Professional development of faculty is always encouraged by the College, and three faculty members could achieve their PhD degrees from Nagaland University during the year. At present, six (6) faculty members are pursuing their PhD degrees.

The year was also marked by the conduct of various programmes under the slogan of Azadi Ka Amrit Mahotsav. To mention a few, in continuation of collaborative activities with the Department of Tribal Affairs, a Seminar was organised to celebrate *Janjatiya Gaurav Divas* in commemoration of the Tribal Freedom Fighters on the theme *The Essence of Tribals in India*. World AIDS Day was celebrated under the year theme 'Equalize' combined with a Seminar on *True Love Waits*. Some of the other notable activities organised were Seminar on First Aid, Guidance and Counselling and an educational visit to Nagaland Science and Technology Council (NASTECC), Kohima.

During the year, a colourful and rich *Cultural Day* was organised to remind each other of the rich heritage of Naga culture, while the activity day with the theme *Insights to Creativity* was organised to nurture the creativity of the student teachers.

The College, through this magazine, would like to express its thankfulness to the Department of Higher Education for enriching the College with appliances, books and Teaching-Learning Aids.

In conclusion, I express my heartfelt gratitude to the Editorial Board for bringing out EdMax 2022-2023 *Our Alumni, Our Pride* successfully.

Dr. Elizabeth Walling
Principal
State College of Teacher Education



TEMJEN IMNA ALONG
तेमजेँ इमना अलोंग

Minister
मंत्री

Higher Education & Technical Education, Tribal Affairs
Nagaland, Kohima-797001

उच्च शिक्षा एवं तकनीकी शिक्षा, जनजातीय मामलों
नागालैंड, कोहिमा - ७९७००१



Message

It gives me great pleasure to address you all through the pages of the College Annual Magazine, *Edmax 2022-2023*, on the theme “Our Alumni Our Pride”. It is indeed heartening to see a publication that recognizes and celebrates the achievements of the alumni of State College of Teacher Education, Kohima.

The State College of Teacher Education, Kohima has always been committed to providing quality education to its students and empowering them to become leaders in their chosen fields. The alumni have continued to uphold this legacy and have made significant contributions to society. The hard work, dedication, and success are a testament to the values instilled by the college.

As we strive to improve the standards of education in our country, it is important to highlight the role that the institutions of higher learning play in shaping the lives of the youth. The stories and accomplishments of the alumni serve as a source of inspiration for our current and future students, encouraging to pursue one's passions and make a positive impact in one's respective fields.

I hope that this edition of EdMax inspires you to strive for greatness and to recognize the role that the alumni have played in shaping the institution's legacy. I hope that this publication continues to inspire and motivate the students and the wider community.

Thank you for your efforts, and looking forward to seeing more from this institution in the future.

Sincerely,

(TEMJEN IMNA ALONG)



☎ 0370-2270083, 0370-2242222
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“Collective Efforts Inclusive Everyone's Trust”
“सबका साथ सबका विकास सबका विश्वास”



Additional Director
HIGHER EDUCATION
NAGALAND : KOHIMA



Message

I am pleased to know that the Editorial Board of the Edmax, State College of Teacher Education, Kohima is bringing out the College Annual Magazine, Edmax 2022-23, on the theme **“Our Alumni our Pride”** shortly to reflect its academic performance of the College.

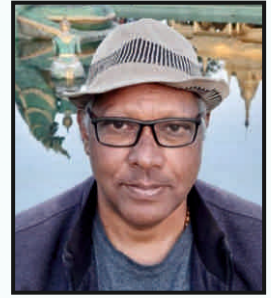
I extend my best wishes to the College Principal, educators and students of SCTE to produce eminent and successful alumni of the College in public domain. Many awards, honours and recognition of the alumni bear the testimony of the College. This magazine is the index of the College contributions towards scholastic and holistic development of student's achievement in various activities.

Education is the basis of all progress made by humanity. It is for this reason, we invest our time and energy to strengthen our methodologies and provide an enabling environment for growth and development of students. The SCTE has played a prominent role in the all-round development of the individual as well as society. Education plays a key role in creating disciplined and productive manpower. The student's impression is that their aim in life is to pass the university exam instead of learning and to apply the skills. Education isn't about learning but education means to learn to apply the skills for the development or to implement. According to Albert Einstein “Education is not about learning the facts, but training the mind to think”.

I wish all the editors who have involved in bringing out the magazine for their greater success and releasing more such magazine in future.

Dr. A. Nshoga
Additional Director & HoD
Higher Education Department

Fr. P. T. George
Director of Bethany College Boys' Hostel and
Spiritual Director for the College Youth
B.Ed 1991-92 Batch



I am a very proud Alumni of NCTE. Few days ago Madam Bendangla, my B.Ed classmate and presently a staff in the college, contacted me and asked me to write something about my experiences in the college.

My one year experience in the college was something wonderful and memorable. We had a very special and wonderful principal in the person of Madam Rongsenrenla. I can never forget her. My first meeting with her was her interviewing me for my admission for B.Ed. I can never forget what she told me at the end of the interview. Knowing that I was a religious person and I had some experiences of running schools before I began my B.Ed, she told me, " Bro. George, I know that you are coming from Don Bosco School. You may know many things about teaching and school management. But if you want to do your B.Ed studies well, you must become like a quarter or half filled vessel but never a full-filled vessel. If you think your vessel of knowledge is full you have no more scope of learning anything more". That one advice, even before I began my B.Ed studies, changed my entire attitude to life. That was the best learning I ever had. I kept her advice not only during my B.Ed days but all through my life. So I am a student even now trying to learn new things every day.

We had a variety of students in the college. Some unmarried, young and inexperienced, others married, experienced and advanced in age. But all were learning the same thing. Even though I was a religious person I was well accepted in the group. We had lots of fun in college. We had a group of wonderful professors who were unique in themselves. Though we were already teachers and grownups, we often behaved like naughty high school students. Our group used to imitate our professors in their style of teaching before they entered the class. They used to hide behind doors and enjoy how we imitated their teaching. We had lots of freedom to interact with our teachers and with each other. Sometimes our group used to visit the houses of our teachers and our Principal for a cup of tea and spend some time in various discussions. We had the freedom to do that. Our group's trip to Dzukou Valley with one night's stay there in the cave, college picnic and the dancing advance Christmas party are all very vivid in my memory. The Micro and Macro teaching experiences in the college as well as in other schools were all enriching and fun-filled. I cannot stop without writing something more about our beloved Principal Madam Rongsenrenla. There were two things very special about her. She loved eating lots of pan. So, she used to bring lots of pan and keep it on her table. Some of my friends also used to eat pan. Very often they used to help themselves from her table which I think she was aware of but did not mind. Another thing which was special about her was she loved wearing different dresses in a day. She used to change her dress as often as she went home and came back. I remember, one morning she came to the office in a Thai dress. On the same day in the afternoon I met her in the corridor in a South Indian sari. I asked her, "Madam, how do you feel in that sari?". She replied, "I feel very airy". She was very humorous and lovely.

As I conclude, I am very happy to say that the one year of my learning experience in the college is unforgettable. I still remember the faces of my professors and my classmates. I still keep contact with some of my friends. Some of us are still working while some others have retired. But I believe a teacher can never retire. So, I am still working like many other friends of mine. I wish all the best to the present faculty and the students of my beloved college. May the good Lord bless you all.

Way back in 1994, while pursuing B.Ed at the erstwhile NCTE, we were fortunate to have one of the most dynamic Principals, Dr. Rongsenrenla, who was affable yet very stern when it comes to discipline and academics. The struggle to finish our lesson plans and assignments to meet the deadline is one experience I fondly remember. Another hilarious instance that I vividly remember is about me and a group of friends giving out carbon paper to our classmates who were young fresh graduates to help us in copying the notes as we were unable to keep pace with the speed with which the lecturers delivered the lessons.



Keviraleü Kerhuo
Director, SCERT
B.Ed 1994 Batch

There is a saying that reads, “Go as far as you can, and when you get there you will still see further”. So was my one year B.Ed course in SCTE during 2008 was so refreshing and memorable. I attended the course to acquire the degree because the B.Ed course has become a prerequisite professional qualification for promotion in the state but later I learned that there is more in store for my personal development.

The classroom atmosphere here is quite different from the school days. Students are mature adults and teachers are professionally trained. Every lesson taught in the class draws us towards development of mind and skill to equip us in becoming effective teachers. The course is overall like a capsule that contains all vitamins for a healthy body.

I appreciate the effort of my teachers who tirelessly gave their best to top-up our knowledge and bring back the childish nature in us during practical activities. It was such a learning experience where knowledge is shared, mistakes are corrected, doubts are cleared and we walked the exit gate of alma mater as Ladies and Gentlemen.



Dr. Kevizakie Rio
Joint Mission Director
Samagra Shiksha
Nagaland
B.Ed 2008 Batch

Back in the year 2011, sitting for B. Ed entrance test along with four friends seemed like any normal decision taken because right after completion of Masters, no option seemed better than joining any place in a group yet again! Unluckily, only three of us could make it and thankfully completed the course as well.

A year course stuffed with numerous activities, new experiments, interesting projects and not forgetting everyday association with classmates of varied age groups was an added spice to the roller coaster experience as a teacher trainee.

The various teaching methodology clubbed with practical teaching experiences both amongst the classmates to going outside for real teaching test, the war-like getting ready for lesson plan approvals, the calluses on palm and skinned knee being a regular affair to get the right and relevant teaching aid done, the never ending co-curricular activities; all remain fresh and unforgettable at the back of my mind.

The course instilled confidence, self-discipline and direction for excellence in all spheres of life. As such, relevance of the course resonates in my line of duty although not a teaching field. Undeniably, one needs to have a good plan for effective execution and supervision of work but the most important thing is knowing how to plan.

My journey as a teacher trainee started on a hesitant mode but the journey itself and the outcome of the course was enriching and purposeful. To this day, even though I had given up the teaching profession, I remain a teacher at heart!



K. Shongmao
Block Development
Officer
B.Ed 2011 Batch
NPSC 2012 Batch

It was an amazing experience to be there at NCTE 2012. After a few years of teaching, before joining the same, I thought my teaching was good and I can say this with a fair degree of confidence that many trainees, especially the in-service, may have felt the same. But to our utter dismay after a few weeks of classes at NCTE we realised that we were a 'good teacher' in our own eyes and not from the student's perspective. We were a teacher then teaching to our satisfaction regardless of the student's learning outcome.

After just one year of training there my approach to teaching completely changed. All thanks to the fantastic team of faculty there at NCTE.

Many of us went away saying "was it worth it?" not knowing that all these months our professors were planting seeds in us which will grow gradually and reflect in our conduct, character and countenance in years to come.

I owe a lot to the professors of NCTE for making me what I am today.



Akhumba
Vice Principal
GHSS Shamator
Consultant,
Sochum Education ECS
B.Ed 2012 Batch

Reminiscing my stay in SCTE as a student, how I fondly spent great times with my comrades, having jittery yet brainstorming moments during class discussion and seminars which I believe is the keystone of our success today. We were very fortunate to be mentored and guided by the finest faculty who reflects the perfect example of a teacher of highest standard, they led us like a friend, a facilitator that exceptionally helped us to explore ourselves to the fullest potential and enabled us to see beyond of things and to think out of the box. The love, the passion, and the dedication that my teachers have for their profession instilled in me the values to be a good teacher and this revitalises me everyday in my profession.



Medoneinuo Rüpree
Asst. Professor, SCTE-K
M. Ed 2017-2018 Batch
NPSC CESE 2022

Unfamiliar with B.Ed and SCTE, I joined the first batch of the two-year B.Ed programme in SCTE as an in-service teacher in 2015. I gradually developed a keen interest in Teacher Education which led me to also pursue M.Ed in SCTE from 2018-2020.

I am truly blessed to have been taught by the teacher educators of SCTE who never failed to inspire me. Four years in this college has offered me umpteen memories and enriching experiences – a phase of relearning. I call this Golden. These years in SCTE kindled in me self-discovery, redirection and paved the way for me to scale a greater height. After completing M.Ed in 2020, I appeared for the NPSC CESE 2019 in the year 2021 which, by God's grace, I got through successfully in the post of Assistant Professor (Education) and I am currently posted in Peren Government College, Peren.

SCTE in all its modesty and with its treasure – the faculty, has played a pivotal role in my life. I shall ever remain grateful and indebted to SCTE and my teachers for helping me get to where I am at present. Today, SCTE, my alma mater remains in its humble abode, yet it stands tall in my heart for what it is and has given me. May it continue to "Learn, Light, Lead" many more as it did to me. God bless SCTE.



Kilangsun gla Pongener
B.Ed 2015-2017 Batch
M.Ed 2018-2020 Batch
NPSC CESE 2021

AN EXPLORATORY STUDY ON THE FACTORS CONTRIBUTING TO SCHOOL DROPOUTS (CLASSES 5-10) AMONG ADIVASI COMMUNITY IN TINSUKIA DISTRICT, ASSAM.



Dr. Runi Nakro
Vice Principal, SCTE-K

The present study was carried out to explore the various factors contributing to school dropouts among the students in the Adivasis community for initiating intervention activities during the period of 2021-2022, a project sponsored by Vatican, Rome.

I. Introduction

Increasing literacy rate and reducing dropout rate are two different phenomena of the education sector. Apart from increasing the rate of literacy, it is much more important to arrest the rate of dropout, as it leads to leakage of investment in the educational infrastructure all over the country. The higher level of dropout particularly at the secondary level of education is a cause for concern, since the percentage of enrolment at the college level is quite low in India.

Dropout was defined by the Hartog Committee (1929) as “the premature withdrawal of children from school at any stage before the completion of the primary course”. Dropout is not only mere rejection of school by children but it has been noticed that stagnation and wastage are rampant at this stage of education. So, not only the individual is suffering economic loss but society also has to bear the cost of dropping out of children from schools.

II. Review of Related Literature

The number of dropouts in primary schools, especially in Tribal areas has caused grave concern and the educationists are trying to find out the causes of such dropouts. Malyadri, P. (2012) studied the dropout problem among the tribal children of Khammam district of Andhra Pradesh. The study revealed that financial difficulty is a major hindrance. Superstition and blind belief are some other causes because of which parents are not sending their children to schools. Health is another factor which becomes an obstacle for the education of these people. There are many other reasons like the medium of instruction, absence of tribal teachers, infrastructure problems, etc. Dropout Problem of Tribal Children Joy, J and Srihari, M. (2014) conducted a case study on the school dropout scheduled tribal students of Wayanad District, Kerala. Though the state has 94 % literacy rate and has the lowest dropout rate, Wayanad district of Kerala with a large number of tribal populations has the highest dropout rate 77.23% in the state. The study explores the reason that although poverty is one of the major reasons, a negative attitude towards schooling is also a factor. Many of the dropouts admitted that the reason for leaving school is influenced by their peers. Alcoholism of parents has been cited as another reason for dropout. The study also found that shouldering the family responsibility is a factor which compelled many of the tribal children to leave their study in between. Caste issue is another reason for school leaving. Many tribal dropout students pointed out that proper medical care was not given at time which is another reason for dropping out. So, these factors need immediate attention to reduce the dropout rate in the particular tribal community. According to Ananga (2011), 34 Sharma et al (2007) the experiences of children who dropped out of schools located in two rural communities in the central region of Ghana showed that dropouts were more due to economic factors rather than others like school or teacher related. Neyazi (2002) 58 A study carried out on the determining factors that place elementary students at risk by Mathur (1999), analysed the factors of dropout of school children in primary municipal school of Surat city. He reported that 37% dropouts were not interested in study and 24% dropouts did not like to go to school. He also revealed 62% of the dropouts were female and 38% dropouts were male. Boys were considered as future bread earners of the family, as a result girls' education was neglected.

III. OBJECTIVE

The objectives of the study are:

- To examine the socio-economic causes of dropout of students
- To determine teacher- school related factors leading to dropout of students.

IV. METHODOLOGY

For the present study a descriptive survey method was used for collecting information on drop-outs of students. The tool used 2 sets of questionnaires to collect data from students and teachers. The sample consists of 289 dropout school students and 40 teachers from different high schools across Tinsukia district.

V. MAJOR FINDINGS AND DISCUSSION

The findings of the present study reveals that 75.1% of the dropped students were from classes 8-10 and 71% of the students fall in the age group of 14-16 years. It was found that the dropout rate of boys and girls was 58.50% and 41.50% respectively. Religion-wise dropout rate shows 65.10% Hindus, 31.80% Christians and 3.1% Muslims. On the basis of management, the dropout rate from private schools was 72.70% and 27.3% from government schools. Dropout rate of 62.60% of the students are located in the semi-urban areas. About 22.10 % of students who dropped out from school lived with their relatives. The parents of dropout students 60.90% have primary education, 41.50% fathers are tea garden workers, 50.20% of the mothers are housewives and 47.10% are tea garden workers.

The reasons for dropping out of schools shows 21.10% were required to work to support their family, 20.40% dislike school and 20.10% failed several times. It was also found that 29.1% students say that they did not like the teaching of the teachers and 22.1% say that they did not like their classmates. With regard to medium of instruction, 31.10% expressed that they learn better when taught in Assamese language. Majority of dropout students 74.4% say English, Maths and Science are difficult subjects to be learned. Some of the problems faced by dropout students during their last year in the school reveals 33.90% fought with their peers, 32.20% were warned by the principal for violation of school rules and 10.7% caught smoking/drinking alcohol.

According to teachers, 95% students dropped out from school in the middle of the year who have illiterate parents, 70% were irregular students in attendance at school, 60% belong to financially poor families, 40% who could not perform well and 53% were weak in studies. Majority 85% students who dropped in the current year are of class-8 and class-9. The causes of 80% of the students dropping out from school are the students themselves. 75% of educated parents always show interest as well as monitor performances of their children's education but 22.5% of illiterate parents never do. 100% of the students do not complete their home-works, 90% of the students do not take interest in learning, and 50% of the students show their interest in co-curricular activities.

The study concluded that the major reasons for students dropping out of schools were lack of interest in learning 62.5%, financial problems 62.5%, lack of proper guidance 42.5% and illiterate parents 25.0%. It can also be assumed that because the majority of untrained teachers-80% who have not been exposed to refresher courses, workshops and seminars, lack the ability to tackle learning related problems of students, may have contributed to students dropping out from schools.

VI. Conclusion

Students take interest in learning when teaching-learning is made interesting, meaningful and caters to their interests. They will continue to remain in school as long as learning is joyful and the school climate is favourable for their growth. Hence, teachers need to stay updated with the latest teaching approaches and techniques in their subject specialisations. The school curriculum needs to be enriched both curricular and co-curricular activities. The school and parents need to have a stronger bond to coordinate in looking into the welfare of students. Schools could also reach out to the community by giving orientation to parents on the importance of education in the present age and also provide fee concessions to students coming from economically poor families.

ON A NOTE OF BEING HUMANE

Anisha Himb
Assistant Professor
Faculty of Language Education



“Learning to stand in somebody else’s shoes, to see through their eyes, that’s how peace begins. And it’s up to you to make that happen. Empathy is a quality of character that can change the world.” - Barack Obama

The need to bring empathy in the conversation arises because all of us want to feel safe, heard, seen, validated and not judged. The very essence of being a person in a society is held on by how one relates to others and this is where empathy comes in. Empathy has been classified under Psychology into categories such as emotional, compassionate and cognitive. It is a multi-component phenomenon where there is simultaneous interplay of neural networks that enables us to perceive the emotions of others and resonate with them on an emotional and cognitive level; the ability to look at things from the perspectives of the ones experiencing it and not as an observer sympathising from outside.

Empathy is a capability that we all have- perhaps to a greater or lesser degree. Although the capacity for it is inborn, it needs to be learned and developed. It has been revealed through researchers that we become empathetic when we see similarities between us and others. This response of empathy comes easy because we find relevance in some aspects. Baston, in his study found that empathy is not necessarily elicited by perceived similarity to others or by an affective sharing but can also be elicited by valuing the welfare of people who appear dissimilar. Interestingly, an increase in valuing the other person increased empathetic responses which indicates that ‘valuing’ a person in need is an important and largely overlooked variable and precursor of feeling empathy towards that person (Batson 2007). In order for a person to empathise with others, s/he needs to value the person and their welfare on some level.

The more we practice empathy, the more experiences and perspectives we absorb. However, in some instances we may put the welfare of others before ours and start over identifying with them. Over identification with someone’s emotions can be sources of stress. In order to avoid this, everyone needs to start with self empathy. Empathising with others will not be possible if we are not aware of our own inner experiences, emotional and mental state. At times what we consider as empathising with others may just be projections of our own emotions upon them. Self empathy requires us to recognize the situations around us; and understand our emotions and reactions towards them in a non-judgmental way. It provides an opportunity for us to integrate aspects of our current and past experiences to understand ourselves (Sherman 2014).

In a world focused on ‘self syndrome’ where everyone seems to be thinking of their own gains, the burden of showing and teaching empathy lies on the head of educators. The learning of empathy starts with exposure and then shifts on to practice; it will then gradually establish itself in the subconscious mind making it almost a reflex response. Empathy, being an extremely essential life skill, is necessary for everyone and is considered an emotional bridge that promotes prosocial behaviour. Genuine empathy ought to be taught in all educational institutions because it can alter human behaviour and empathising with others will also help children learn how to regulate their own behaviour.

Development of empathy in children should be made a priority because it is empathy deficit which is one of the reasons why people go through problems like loneliness, depression, addiction, suicides, etc. There are so many problematic issues that can be solved or reduced with empathy. As adults responsible for preparing the leaders of tomorrow, we have to move towards building a more empathetic generation, towards a more compassionate society and towards a more humane civilization. Isn’t it time for us to take the development of empathy seriously? If we don’t value or practice empathy, should we even be educators at all?

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COOPERATIVE LEARNING

Tughunaka T. Awomi
B.Ed 4th Semester



Prior to World War II, social theorists such as Allport, Watson, Shaw, and Mead began establishing cooperative learning theory after finding that group work was more effective and efficient in quantity, quality, and overall productivity when compared to working alone. However, it wasn't until 1937 when researchers May and Doob found that people who cooperate and work together to achieve shared goals were more successful in attaining outcomes, than those who strived independently to complete the same goals. Furthermore, they found that independent achievers had a greater likelihood of displaying competitive behaviours.

Philosophers and psychologists in the 1930s and 1940s such as John Dewey, Kurt Lewin, and Morton Deutsh also influenced the cooperative learning theory practised today.

Cooperative learning is an instructional method in which students work in small groups to accomplish a common learning goal with the teacher as a facilitator.

Cooperative learning tasks are intellectually demanding, creative, open-ended, and involve higher-order thinking tasks. Cooperative learning has also been linked to increased levels of student satisfaction. Five essential elements are identified for the successful incorporation of cooperative learning in the classroom:

- positive interdependence
- individual and group accountability
- promotive interaction (face to face)
- teaching the students the required interpersonal and small group skills
- group processing.

Listed below are some of the cooperative learning strategies which can be implemented during the teaching-learning process.

FOUR CORNERS

The Four Corners Strategy is a simple verbal strategy to help engage students and improve discussion and discourse.

Overview: This strategy is an approach that asks students to make a decision about a problem or question. Each of the four corners of the classroom is labelled with a different response (strongly agree, agree, disagree, strongly disagree). Students move to the corner that best aligns with their thinking. They share their ideas with others in their corner and then come to consensus. One member of each group shares the result of the discussions with the whole class.

STIR THE CLASSROOM

Stir the Classroom is a cooperative learning discussion strategy where teams share ideas on a given topic, and then one person from each team moves to a new group to communicate information and learn from them as well. The facilitator may repeat the process as desired. In this strategy, the teacher ensures that every student in a group is actively involved in the activity.

THINK-PAIR-SHARE

Think-Pair-Share (TPS) is a cooperative learning activity that can work in varied size classrooms and in any subject. Instructors pose a question, students first 'think' to themselves prior to being instructed to discuss their response with a person sitting near them (pair). Finally, the groups 'share' out what they discussed with their partner to the entire class and discussion continues.

The Think-Pair-Share strategy is designed to differentiate instruction by providing students time and structure for thinking on a given topic, enabling them to formulate individual ideas and share these ideas with a peer. This learning strategy promotes classroom participation by encouraging a high degree of pupil response, rather than using a basic recitation method in which a teacher poses a question and one student offers a response.

JIGSAW

Jigsaw is a cooperative learning strategy that enables each student of a "home" group to specialise in one aspect of a topic (for example, one group studies soil pollution, another group studies water pollution). Students meet with members from other groups who are assigned the same topic (expert group), and after mastering the material, return to the "home" group and teach the material to their group members.

The Jigsaw strategy asks a group of students to become “experts” on a specific text or body of knowledge. This strategy offers a way to help students understand and retain information while they develop their collaboration skills.

STAD

Student teams-achievement divisions (STAD) is a cooperative learning strategy in which small groups of learners with different levels of ability work together to accomplish a shared learning goal. In brief, the stages in implementing STAD learning model are as follows:

- 1) Presentation of the class
- 2) Learning group
- 3) Test or quiz
- 4) Score increase in the individual
- 5) Award group.

Cooperative learning is crucial in the teaching-learning process forthy, the present day philosophy in teaching-learning is based on a constructivist approach. Cooperative learning theory, being an offshoot of Constructivism, becomes crucial in the teaching-learning process as it incorporates the idea that the best learning occurs when students are actively engaged in the learning process, and working in collaboration with other students to accomplish a shared goal.

WHY DOGS ARE IDEAL PETS...

Tseilievimuo Khruomo
B.Ed 4th Semester



There is a reason why dogs are man’s best friend. From licking your face to keeping you warm and destroying your favourite shoe or slippers. They are just annoyingly beautiful creatures. No one can argue. Cats don’t care about you unless they see you chewing something. They are bossy and they hate humans. Good reasons though but why would they even scratch and run away from someone that loves them and just want to cuddle them? Dogs on the other hand, will come at you wiggling and smiling and you just fall in love with them the moment you see them. They love to be around humans, sit with you and follow you to the kitchen because who doesn’t love food?

They just want to please you and guard you with their life.

Dogs are pretty much more human and loyal than most of us. You can scold them and you will see them wagging their tails and sitting next to you when you turn around. They can identify their owners and protect you at all costs. If you do not know, having dogs also decreases your depression because they also act as antidepressants and help you get through some tough times. They give you company, listen to you and don’t talk back. They know best how annoying it can be to have someone talking back to you.

Fun fact: Petting dogs lowers your blood pressure.

Aside from screaming at you as puppies when locked in their crate or chained at night, they are good at scaring away those men with masked eyes trying to harm you or take away your favourite door at night while you’re asleep. Don’t hire security, adopt dogs. They do more than security. Their fees are affordable, some food and a lot of love and cuddling.

There are countless reasons why dogs prove more efficient than others and but on top of it all, they are indeed our best friends. We need to show more love and affection to our curly, cuddly four-legged friends. They don’t break your heart like most people do.

SEMESTER 4 MEMORIES

Funny Incident

This was when we newly joined college. We were looking for the restroom and a guy showed us the direction to the men's restroom. We used it for a few days until, to our embarrassment, another guy told us that we were using the wrong restroom.

~With much pride, two B.Ed 4th Semester female students [[dedicated to that "guy" who gave us the wrong direction, if you know who you are]].

Feisty Four

Peculiar as the name sounds, the fusion of what we fancy calling senior and junior citizens. Yes!

That's the Feisty Four. And we do carry a label, 'they' call us, "Slim Party".

Here's an iota of our memory down the lane...

We officially declared ourselves the food critic of SCTE-K Canteen. When our favourite beverage (tea) in the canteen became insipid as days progressed, a call of savour delight from SCERT Canteen snapped at us right away. For food is where the heart is. Our story is pretty fascinating, the auxesis lies when one of the members was caught chewing a tortilla with her eyes closed, for our good Samaritan here remembered! that she forgot to pray. "But the mouth has to keep chewing when you've got food in there, regardless of being in a deep meditation" was her response, we had a jaw dropping moment, followed by an outburst of laughter. Then and there, we never doubted her being born in a Christian family.

Our host, the youngest member in the group, is also the President, the Manager and the Chef. Everytime she hosted the Feisty Four over for dinner, the senior citizens would end up in the corner. One seated in a chair by the window, the other fully stretched and relaxed, would lay on a rug, both, delving in a deep philosophical discourse. While the younger citizens would often keep themselves busy in the kitchen, for food is bae. Had we time enough, we would relish you more on the momentum of Feisty Four. But what's for tomorrow if all is said today?

~ Chums, Yangti, Atero, Tughu

Foodship- Journey of Four

They say the way to a man's heart is through the stomach, and we certainly found a way to each other's hearts through food. Four very different people unexpectedly bonded by sharing tiffin during lunch break. We aptly created a WhatsApp group - 'Tiffin Party' which served as the linchpin where conversations about food, class, and life itself were held with equal fervour.

Our love for food was so strong that we would diligently eat our tiffin and leave, even on days when there were no classes after break. Come rain or shine, we would always be busy seated in the canteen area having our tiffin. We would be seen eating even before class started that our classmates would say - 'Kiman bhi khabo ho?' One of us even finishes her tiffin before the lunch break while another is a jhal chana slave. Then, there is one who is ever ready to eat and one who silently finishes everything on her plate. It is like we have a bottomless pit in our stomachs and no amount of eating would be sufficient for us.

We remember a day when our classes were cancelled and we were all so disappointed. Yes! We were so upset because we had prepared special dishes to take to class and we couldn't enjoy them together. One of us had gotten up as early as 5:00 A.M just to cook that!

Our shared love for food brought us together and made these two years fly by in the blink of an eye. We have made so many beautiful and unforgettable memories together. This would be the end of our SCTE-K journey but not the end of the journey of our friendship. We hope to keep the tradition of eating together even in the days to come... Maybe one day we will be seen busy eating together with our significant others in tow.

~ Asen ,Naro, Apok, Anie

ADVENTURES IN OVERTHINKING

Moatemsu Jamir
B.Ed 4th Semester



I have this uncanny ability (for the lack of a more desirable word), to frighten myself silly in the most peculiar kind of way. And as always is the case, it manifests itself in the most inopportune of times, like the other night when I found myself alone. The horror of a frightening thing is not to see a fright inducing blood drenched, fanged, darkened faces and things as often depicted in the movies because such things, in actual life, have virtually no chance of ever happening... But if there is virtually no chance maybe it means there is actually a chance... I digress. The actual horror is to see something very normal but something that should not be there. The other night I blurted out those authentic, ancient sounds of expressing fright in my absolute indulgence in my fright because I saw fingers under the blanket. Of course I was alone and of course, it was two thirty in the morning. I say morning but it was that quiet, dark time when thick shadows settle comfortably on the ground. And did I mention that I was returning to the house only at that time? The mind is a strange place to be: it goes completely blank at times and at times would entertain thousands of thoughts in seconds. So, there I was, thinking. Fingers, it probably implies a hand, which in turn means an arm, which by the same logic a torso and extending this excellent logic, a body. Yet, the space it seemed to occupy was very little and I knew I did not have a doll in my possession (I have always had a healthy disregard for dolls), therefore it could be easily the hand of a person.

The fact of the matter was that I was not the sole keeper of the keys to my house. My house owner (such contradiction in so few a words) also kept spare keys. I would often be away for the holidays and they would take it upon themselves to be intrusively kind by cleaning the house at regular intervals. It was quite possible that they had opened the house and also possible that in one way or the other, a hand had been abandoned in the bed. I know I use the word abandoned because I could not see any sign of blood nearby and what do I know about the regenerative capabilities of human beings; even the geckos can regrow their limbs in case they have to abandon them for one reason or the other.

What was very unlikely, but not quite so improbable was that someone was playing an elaborate prank on me by placing one of their hands on my bed, which they would have to ask for in the morning if they wanted to clap their hands as they laughed at me... maybe not. But I was away for some time and I did not know, did I? What if the hand was somehow sentient and would want to shake my hand...

I had travelled the entire night on the bus and had inadvertently refused to be cajoled by the persuasions of the circadian rhythm, but it was becoming apparent that I could not keep denying it: I was tired and sleepy and the fright and frenzy of thoughts could not be sustained for long in a body deprived of sleep. Despite some lingering apprehension, I had to go near, poke and see and find out and bring a conclusion to my adventure in overthinking.

If you are curious to know, it wasn't a person's hand. What was it then? And if I do not say, in no uncertain terms, what it was, would you not agree that it would lead some of you into your own adventures in overthinking?

A REFLECTION

Nikiye Assumi
B.Ed 2nd Semester



The world that we are living in is becoming more perplexed, complicated and is filled with a sense of confusion. The level of trust is diminishing every now and then, our sense of duties and responsibilities are also getting minimised as we now tend to work more for our own interest rather than working for a shared goal. Our society today is guided more by our fear and interest rather than offering our sense of hope and trust to one another.

We have little space on our own to aspire for the things we ought to cherish in life as we have made more breakthroughs in innovations and discovery of things around us in the hope of making our life easy, comfortable and to attain a sense of 'secured feeling'.

The issue of violation of human rights, level of inequality, hunger and poverty which need foremost attention is left unnoticed in the sight of self-seeking beings. Yet we still credit ourselves to be more civilised, broad-minded and independent than ever.

GLASSES

Moajungla
B.Ed 4th Semester



5 out of 10 people, you see, wear glasses. I'm not sure if my statistics are accurate. I do, however, believe that anyone who wears glasses will be able to relate to this. I'm terrible at making lists. Then again, why are there seven on the list? since there were seven Harry Potter novels. So, let us begin.....

1. When you awaken, you are almost completely blind.

Okay, I know that depends on your prescription number, but when I wake up, I can hardly see anything because everything is blurry. I mean, I frequently drop things next to my bed, specifically my own specifications. Suddenly, after sensing my specs, I switched back to seeing the world in high definition.

2. They never settle down in one location.

How is Harry Potter able to fly on a broomstick while maintaining a steady position for his specs? My glasses are stuffed and fitted, but they never stay in one place. They always manage to go down my nose. When someone forces me to play, "I cannot play" is the best excuse I can think of. I assume that Harry Potter has a wand.

3. People are eager to try out your glasses.

Annoying. Yes, it's just plain irritating. From your cousin to your best friend to your classmates to a stranger you met 2 minutes ago, everyone wants to try out your glasses. "Can I try your glasses?" Till it passes out to 10 more people, and then the headache starts to kick in because you are watching the world with the most minor eye possible.

4. Cooking is a luxury you can't afford.

Have you tried cooking with your glasses on? I put all the ingredients in, "oh, the aroma", so I leaned on to see if the soup was right. And then, boom, fogged glasses. This happens even when you are drinking tea or coffee.

5. Everyone thinks you cannot hurt a fly.

Steve Rogers: Welcome to the 21st century! It doesn't go that way. I can be the reason why you have daymares. You see, I like to have fun too. Just because I am wearing my glasses doesn't mean I can't be bad. Too bad!

6. Contacts

Err I tried once and it was so annoying. Wearing them can be such a mess. When I first put them on, it was like a constant disturbance in my eyes. Like there are dust particles in your eye, that you can't remove. And everyone is like "Oh, you are wearing contacts"? No, I just met an alien, the "Koi Mil Gaya" species, who cured my eyesight like Rohit in the movie. Miracles. Tadah. I can't see without my glasses. It feels better when I can see, which happens when I have them on. I hate it when they slide off my nose. But hey, the world is a better place when I have my glasses on.

EXPERIENCES OF NAI TALIM

*Compiled by Diezenino Terhüja
B.Ed 2nd Semester*

Mahatma Gandhi's educational philosophy called Basic Education features the concept of Nai Talim which lays emphasis on craft centred education in the context of our country. The principle behind this concept is that knowledge and work are not separate. With a craft centred approach to education, it will help provide employment opportunities and pave the way for self-sufficiency and self-reliance since it is not possible for everyone to secure a government job.

The Course Paper titled **Nai Talim: Experiential Learning and Work Education Through Community Engagement** designed for B.Ed Second Semester is a breath of fresh air. True to its principle, it is practical in nature and provides hands-on learning experience for the student-teachers. The experiential learning gained from this is an achievement in itself and this is what participants of the Nai Talim class have to say about it.

Since I first heard of Nai Talim in the beginning of the second semester I had always been intrigued by it. The course surprised me. It was engaging as well as rewarding. The two skills activities conducted in the Nai Talim class were crocheting and basket weaving, both completely foreign to me. I used the opportunity provided to us through the sessions to develop and enhance my handicraft skills. Initially, I never thought that I would be able to complete the tasks at hand. However, it turned out to be incredibly satisfying to see my own finished products. Everyone back at home was amazed to see my creations.

Picking up the two practical skills in the Nai Talim class was such an amazing experience. I can now crochet and weave baskets with confidence and this practical knowledge and skill will be useful to me in a variety of ways in the future.

-Amenla Pongen

It is always exciting to learn new things. There is so much in life we can do but we just do not take the next step. Through the Nai Talim course, not only did I experience practical work with crocheting and basket making but I also learned new skills which I never thought I could before.

-Purlemzung

Never in my life had I imagined that I would be learning the art of basket making and crocheting in a formal classroom setting. This whole experience changed my perspective in a positive way. I realised the significant role of Vocational Education and also learned to appreciate the time, hard work and dedication that go into the creation of beautiful handicrafts.

-Zibia

Venturing into new wonders of the world is always a thrilling experience. Nai Talim's experiential learning allowed me to find my potentiality. Indeed, it was a journey to an unknown place which has opened doors for me to step in and has taught me that simple pleasures and joys in life are found in the most unspecified places. It was a short ride to the world of talents and skills with welcoming and passionate guides to lead me. The class was filled with enthusiasm and I got to learn something purposeful in life. This new experience, I feel, is a therapy to heal stress related to unemployment.

Now that I could redefine myself and promise to never underestimate the self, it is pushing me higher and higher to climb the ladder.

It is a valuable experience that has played a vital role in developing values – courage, co-operation, patience and trust, and at the same time adds colours that makes life beautiful.

-S. Assumi

I started basket making with so much zeal since that is something I have always wanted to learn. Sadly, it didn't work out for me for the first two days until four to five of my classmates came to my rescue and helped me in solving the 'puzzle'. The whole process was puzzling but interesting, engaging and enjoyable. The experiences part of Nai Talim gave me the joy of working with my own two hands.

-Keheingaule

THE WORST DAY OF MY LIFE

Imsu Lkr
B.Ed 2nd Semester



I was at the end of my rope. I was not normally a drinker, you know, alcohol, booze. But today was different. So I went to a bar across town.

There I was sitting at the bar staring at my drink when a large, trouble-making biker dude walks up next to me, grabs my drink, and swallows it completely in one motion.

"So! What you gonna do about it little man?" he says.

I promptly responded by bursting into tears.

"Hey man, stop that. I didn't think you'd cry. I can't stand to see another man cry!"

I looked at him from my tears. "This is the worst day of my life," I said.

"I'm a complete failure."

"I was late to a meeting and my boss fired me."

"When I went to the parking lot, I found my car had been stolen and I don't have any insurance to replace it."

"I left my wallet in the cab that I took home."

"At home, I walked into the house to find my wife romping with the gardener. Before I could even face them, or say or do anything, the gardener's dog bit me!"

"So I came to this bar to work up the courage to put an end to it all."

"I bought a drink. Yeah, my drink here."

"I dropped a capsule into the liquor, and was watching it dissolve when you walked in."

"Well you know the rest. You ruined the one thing I wanted to do right today when you drank my drink."

"By the way, how's your day?"

**"THE ART OF TEACHING
IS THE ART OF ASSISTING
DISCOVERY."**

MARK VAN DOREN

**"TEACHING KIDS TO
COUNT IS FINE, BUT
TEACHING THEM WHAT
COUNTS IS BEST."**

BOB TALBERT

**"A TEACHER AFFECTS ETERNITY;
HE CAN NEVER TELL WHERE HIS
INFLUENCE STOPS."**

HENRY B. ADAMS

Poetry

SENTIENCE: A JOURNEY OF SORROW AND JOY

O the curse of sentience and humanity –
To be aware of how unfair life can be,
To have every failure fill you with sad emotions,
To despair over shattered dreams and expectations,
To be consumed by unpleasant memories that some gloomy days bring,
To see the world for its cruel being,
To feel every pang that occasionally comes by,
To be torn apart watching your loved ones die...
I wish I were a small bird and free
Flying in the skies or happily perched on a tree,
Or the wind that ruffles the leaves and dives reckless
Down jagged cliffs, and sprints aimless.
Or a moss on a tree bark moist and green
Away from the light, unknown and unseen.
O to be anything but a sentient being!
A being that knows not of pain and suffering.
But such a life shuts one's eyes to Nature's beauty
And to the pleasurable sensations that are plenty-
The flowing streams, the wild flowers-adorned rolling hills,
The soothing music of nature that the valley fills,
The cool breeze that sways the golden grasses
In the meadows as it gently trespasses.
To wish it away would be to give up on such joys.
For the sufferings and sorrows double the happiness life employs.

~Kwiechu Fithu
B.Ed 4th Semester

28 MARCH 2023

As the class gets over
I was going back home
In a city bus alone
Like the normal days
My cousin call me up and said
My father is no more I was shocked
And I couldn't utter a single word
Tears roll down from my eyes
And a woman sitting next to me
Who was a complete stranger hold
My hand and handover some amount
I couldn't believe with my eyes
On that day I lost a father figure
A woman show a gesture and
It make me realise good people
Do exist in this cruel and crazy world.
28 March 2023 a day for mourning
And a day to be thankful and grateful

~Mutsoi P.
B.Ed 4th Semester

CHANGE...

“Change”, they say is the law of nature;
“Change”; they say is an essential part of life;
“Change”; they say everyone should go through;
“Change”; for better they say;

BUT

What IF the change makes you less you?
What IF the change makes you lose part of yourself?
What IF the change was all about fitting in?
What IF all they wanted was to make you more like them?
What IF all they wanted was to make you live their dream?
What IF the change you made was and will never be enough?
And what if the change you keep on making for them makes you lose your true self forever!!!!

~Rhondeno Murry
B.Ed 2nd Semester

GOBBLEDYGOOK

The summer wind carried with it
Varied scents to soothe the heart.
Sunshine streamed in through the open window
Lace curtains lightly fluttered in the summer breeze.
One could suddenly get the feeling of autumn
As you looked out and up at the clear blue sky.
Pictures of a Japanese summer flashed before the eye
A scene from an anime you just watched
And daydream of living in Fukouka.
Another wave of the summer breeze hit.
And among the myriad scents intermingled,
One stood out, obviously distinct
A very familiar smell-
That awakened butterflies in your stomach,
Though not the civil ones but the rowdy ones.
That which reminded of happy moments
And chatter around the kitchen table,
The clinks and clanks of spoons and pots.
Lost in another reverie
The gentle touch of the blowing curtains-
Brought about by the now slightly stronger breeze
Pull down the grip of wandering thoughts.
The wind now carry voices from across the quiet road,
Calls that produce movements in the house across the road.
The smell which you would argue should be aroma
Wafted in from a stranger’s kitchen.
Nothing can compare to the feeling as evoked
by the delightful scent of the heavenly axone.

~narr
B.Ed 4th Semester

LOVE OF GOD

O Lord, You are so good,
I was lost and lived a life of wanderer,
Without any destination, I went strayed,
But Your Love found me and forgave all my sins.
How can I deny You are my God,
My God so Merciful and Graceful,
Is there any other like my God?
None and there won't be ever.
I just want to praise and worship You, Lord Jesus Christ,
Lead me to the Cross,
Where You shed Your Precious Blood,
For a sinner like me.
Oh, taste and know that my Lord is good,
How sweet and wonderful, How amazing and powerful.
O Lord, let nothing distract my sight at the Cross,
Until it's time to go and reach my Heavenly Abode.

~M.K
B.Ed 2nd Semester

THE OBSCURE CRY ON A DARK LONELY NIGHT

March 2021, Spring it was
When the obscure cry wailed long, loud and clear on a
dark lonely night as if in search of someone precious:
A lost partner, or maybe a mate, or a kin!?
I knew not who it was.
Far and wide echoed the voice of the little birdie
Calling and crying ceaselessly for the lost
As if awaiting in hope for the safe return of the one it longed for. I thought.
Such pure love, loyalty and faithfulness just like that of mere mortals, or even more than that of ours I've
lived with, maybe.
And how earnestly yearning for its home in this wide world
It sang of its hapless life in the shadow amongst the trees!
Yet I knew not where it was.
I knew not where the lost was too.
Only if I could comfort you, or perhaps even give you rest from the long, unending wait and search.
How I wished for you to move on in life even in its absence
For the lost may never return in this lifetime. I thought.
Not that it was unfaithful, but
For the fact that it, probably, no longer exists.
What if it had sacrificed itself just so you could live?
Yes, it must have been so that you live and live to tell your tales.
Maybe that's why he was telling me, telling us,
telling the world that night of his lost home in this cruel world.
Or maybe he knew better and that's why he poured his heart out singing of the sacrificial love.

~Iteuhungle Iralu
B.Ed 2nd Semester

"I'M FRAGILE"

I'm fragile
So, I can't say that
I'm bold and capable
And that's not all,
Yet, I promised myself to keep forward
Reminding myself that I'm feeble
I also stop
Believing in myself,
Surrendering all.
Never
A fighter
But
As a dead leaf in a river,
Alone, confused and hopeless
With no destination,
Hiding in the shadows, haunted
In constant fear,
At a war with my own thoughts
Not able to thrive
Full of weakness and fear
I rather disappear
I'm tired of living
And that's okay,
I'm fragile.
(Now read bottom to up)

~Keneikhrienuo Kense
B.Ed 4th Semester

SCATTERED THOUGHTS ON A MIDNIGHT BLUE :

The first rain of the season drizzled
wafting the scent of petrichor
and dredging up memories of you and I
strolling through the streets of KN
hands in our respective jeans
talking about anything and everything under the
sun.
You were enamoured by Derrida
Me? not as much as I was by Foucault.
We debated about the latter's theories of Power and
moved on to Beauvoir.
We agreed on the ingenuity of The History of
Madness and disagreed on many others.
By the time we arrived at the glass doors of the
cafe, our conversations quieted.
We had to face the elephant in the room.
The intimacy of the cafe called for our emotions to
unfurl.
But you and I were not meant for emotional stuff.

We could debate and discuss
the workings of the universe
through midnight till dawn.
But we were not made to talk about feelings.
We held on for as long as we could
for we were both resilient like that.
I watched through the glass walls
as the drops of water hit the earth
birthing the smell of petrichor into the air.
I inhaled the scent with a sense of pleasure
and I saw the quiet smirk on your face
as if you were etching that in your memory.
We remained silent though, each lost in our
thoughts, not knowing what more to say
neither of us looking at the other's eyes
for the fear of what we would see within.
For you and I were transparent souls and
we did not know how to lie with our eyes.
I remember you fidgeting with your phone
a sign you were anxious but I refused to see what it
signified.
I chose ignorance for a moment of bliss

no matter how transient it might have been.
I memorized the veins in your hands and how
slender your fingers were.
I called it your artist hands for your obvious lack of
artistry but you did not mind my ridiculous joke.
In return you made fun of the lines on my forehead

calling them a reincarnated curse for my
obvious lack of diplomacy.
I did not mind either for that was the way we
said I love you too.
We did not do red roses or white wines,
candle lit dinners or evening rides.
But we did know how to laugh together, walk
together and talk beyond infinity.
But these were not enough for forever together.
Snippets of memories like this
of you and I make their appearance
in my scattered thoughts.
Memory is a wicked thing
dredging up buried things

from the recesses of our cells.
Yet, it reminds me of the veins on your slender
hands and reminds you of
the lines on my forehead on midnight blues.

~Zanbeni H.
B.Ed 4th Semester

ODE TO MOONLIGHT SONATA

With every union of the fingers to the keys,
With every rhythm, with every tone;
The sweet-sorrow music fill my ears
Almost like Spring in the desert,
Transcending me from my misery
Drawing me closer to the beautiful mirage.
The sombre melody in all its glory
So much sweetness and so much sorrow.
Melancholy sweeps all over
Taking me back and forth in time;
Decorating the gloomy night in sinister glow
This anxious body soothes drifting into slumber.
The earnest masterpiece with no lyric
Told me a million stories,
Painted me a thousand pictures.
Pinched my soul and healed my heart
Taking me through the dead of night,
Thus became my Midnight Sonata.

~BE2120025
B. Ed 4th Semester

Reports

ANNUAL STUDENTS' UNION REPORT FOR THE TENURE 2022-23:

The current tenure of Students' Union SCTE-K were inducted on 2nd September, 2022 with the following as Executive Members:

1. T. Zanbeni Humtsoe (General Secretary)
2. Thungchibeni T. Erui (Asst. General Secretary)
3. Kevingulie Sote (Games & Sports Secretary)
4. Imlong Chaba Chang (Asst. Games & Sports Secretary)
5. Tughunaka T. Awomi (Literary Secretary)
6. Diezenino Terhüja (Asst. Literary Secretary)
7. Moajungla Tzudir (Publicity & Info. Secretary)
8. Longkoimary (Asst. Publicity & Info. Secretary)
9. Keneilhoulie Pienyü (Class Representative, 4th Semester)
10. Maryangla Kichu (Asst. Class Representative, 4th Semester)
11. Nikiye Assumi (Class Representative, 2nd Semester)
12. Iteuhungle Iralu (Asst. Class Representative, 2nd Semester)

The newly inducted Team held its first meeting on 12th September 2023 at the College Canteen wherein students' welfare-related issues were shared and discussed. These concerns were further conveyed to the College authority for approval and subsequent implementation.

The Team also worked in close collaboration with Students' Union of other B.Ed Colleges in the State. Various matters pertaining to B.Ed trainees' general welfare were raised and deliberated. Apex agencies like NPSC and NU were approached for the same.

With the cooperation of the Student-teachers, Administration, Faculty and Staff, the Annual College Sports Meet was successfully held on 20th Oct. - 21st Oct 2022 at 4th NAP Bn. Ground, Thizama.

As part of a social responsibility initiative, the Team started a backyard vegetable garden in the College campus. This 'Garden of Hope' will be further maintained by successive Student Unions of SCTE-K thereby establishing an indelible chain linking the past, the present and the future.

Our endeavours are far from over although our time is looming in the horizon. Several agenda regarding welfare of the trainees are being deliberated. We have complete hope that all those shall come to fruition before the end of our tenure.

We express our sincere gratitude to the College Administration for always keeping the door open to our suggestions, concerns and agenda. We are also grateful to the Faculty and Staff for their unceasing cooperation.

Lastly but not the least, we convey our gratitude to the student-teachers for the sense of shared community we continue to receive.

*T. Zanbeni Humtsoe
General Secretary
Students' Union, SCTE-K (2022-23).*

SCTE EVANGELICAL UNION REPORT

Greetings in the Blessed name of our Lord and Saviour Jesus Christ. I thank God for His immense blessings, unfailing love, and mercy upon EU ministry and for enabling us to complete our tenure (2022-2023). I give praise, glory, and honour to God for all that we were able to do.

I, on behalf of the SCTE-EU family extend our gratitude to college authorities, professors, senior advisors, UESI staff-workers, Kohima EGF, EU members, student-teachers, and well-wishers for all your unswerving support and contribution - physically, financially, morally and spiritually towards the ministry. May our gracious Lord bless you immeasurably and may you receive the promise of God's abundant goodness, joy, and peace.

Following are some of the activities conducted by SCTE-EU during the tenure 2022-2023:

- Consecration of the committee members for the tenure 2022-2023 – 2nd May 2022
- Committee Members Orientation Program (CMOP) – 16th May 2022
- Service by outgoing students - 4th July 2022
- Fundraiser in aid of retreat – 9th October 2022
- One day Discipleship Retreat was conducted on the theme “Pursuing Christlikeness” – 29th Oct, 2022
- Advent Christmas was celebrated in collaboration with SCTE-K - 2nd December 2022
- Fellowship was conducted 9 times
- Bible Study was conducted 18 times

Besides these activities, EU members also attended Inductive Bible Study Workshops, combined KICEU fellowships, and Leadership Retreat and had monthly Committee meetings, Prayer Chains, Prayer & Fasting, and Prayer Meetings.

The new committee members for the tenure 2023-2024 were consecrated on 18th March 2023.

Former Committee Members

President : Ms. Vepanielu Khamo
Vice President : Mr. Manto Konyak
Secretary : Ms. Vonchibeni Odyuo
Treasurer : Mr. Meyayongdang Aier
Prayer Secretary : Ms. Narolemla Chang
Music Secretary : Ms. Asangla Sangtam
KICEU Secretary : Ms. Mutsoi P

New Committee Members

Ms. Thungchibeni T Erui
Ms. Medoselu Vero
Ms. Rhondeno P Murry
Ms. Iteuhungle Iralu
Ms. Salomi Assumi

We wish the new team a fruitful and meaningful tenure.

Vepanielu Khamo
EU President (2022-2023)

ANNUAL COLLEGE SPORTS MEET

The most awaited and exciting event of the college, the Annual College Sports Meet was held from 20th – 21st October 2022, at 4th NAP Bn. Ground, Thizama. The sports event kickstarted with an inaugural program which was chaired by Ms Salomi Sema of 1st Semester while Ms. Vonchibeni Odyuo, 3rd Semester, invoked God's blessings. Dr. Elizabeth Walling, Principal graced the event with her presence. In her inaugural speech she iterated the importance of games and sports in education. The Games and Sports Secretary, Mr Kevingulie Sote served the oath taking to the House Captains.

The three houses, namely, Raven, Eagle and Falcon started their race for points to lift the Champions' trophy with the onset of the men's 100m race. As fast and lightweight as he could be, Aboto of Raven House outran the other runners with a huge margin leaving him to win the first point for his team. Team Raven managed their consistency all throughout and thus secured the trophy as Champion for the Annual Sports 2022 followed by team Falcon with just a close difference in points.

The sports event concluded with a feast aided by the in-service student teachers which was followed by a brief closing programme. Dr. Bendangyapangla distributed the prizes and gave the closing remarks. The Secretary of Games and Sports in his vote of thanks acknowledged all the participants and contributors for the successful completion of the event.

Imlongchaba Chang
Assistant Sports Secretary

RED RIBBON CLUB, SCTE-K (2022-23)

Red Ribbon Club is a movement started by the Government of India in educational institutions which seeks to create an awareness on HIV/AIDS, to induce the spirit among youths to help and support the people living with it thereby reducing stigma. Its objective is to help youths build their capacity as peer educators and change agents by developing their skills on leadership, negotiation, and team building. The movement also promotes voluntary blood donation among the youths.

The Red Ribbon Club of the State College of Teacher Education, Kohima organised World Aids Day on 28th November 2022 on the theme “Putting Ourselves to the Test: Achieving Equity to End HIV.” Ms Sentimongla, District Program Officer, District AIDS Prevention and Control Unit, Kohima, in her address during the inaugural session introduced to the gathering HIV and AIDS and the first detection of the virus in the world and India. She gave awareness on how HIV is transmitted from one person to another, the dos and don'ts, and the stigmas involved with the illness.

The second session was a discussion on the topic “True Love Waits.” Rev. Tiatoshi, Pastor, Kohima Ao Baptist Arogo strongly encouraged abstinence. He based his speech on the biblical aspect and said “God created sex and it is good, provided it is done within the bounds of marriage,” and animated the gathering to be faithful to their partners.

HIV testing and counselling service was also initiated during the programme by DAPCU-MICTC. 19 teacher-trainees volunteered for the testing and they were given HIV prevention information and counselling to reduce risk and remain HIV-negative. Badges and pamphlets on the transmission, prevention and risks of HIV & AIDS and STIs were also distributed.

Three (3) members of the Red Ribbon Club of the college also volunteered for blood donation during the year 2022-23.

*Thungchibeni T. Erui
B.Ed 2nd Semester*





Photo Gallery



Faculty of Education



Faculty of Language Education



Faculty of Mathematics Education



Faculty of Science Education



Faculty of Social Sciences Education



Teaching Faculty



Library Staff



Librarian



Non Teaching Staff



B.Ed 2nd Semester



B.Ed 4th Semester



Students' Council



Evangelical Union Committee

Welcoming the Freshers



Honouring our Teachers



Our Identity



Annual College Sports Meet



Advent Christmas Celebration



Class Picnics



Clean and Green Campus





Nai Talim : Breaking Gender Barriers



