



# STATE COLLEGE OF TEACHER EDUCATION KOHIMA : NAGALAND



Estd. 1975  
UGC Recognised 2(f) & 12(B)  
Affiliated to Nagaland University  
NAAC Accredited 'B' Grade 2011

**Bi-Monthly Bulletin**  
January - February 2023

Vol. I  
Issue - 8

After a month long winter vacation, the College re-opened on the 23<sup>rd</sup> January 2023. Amidst the cold wintry days, the session started with lots of zest and zeal. Side by side with the regular classes for one semester, the month of February witnessed workshops on different aspects of teaching and learning viz.: Cooperative Learning and Educational Evaluation with the other semester. It was a learning time for both the faculty and the student teachers.

With the new year and the new academic session, the College also resumed a tradition of having a theme for the year, which it had followed in the pre-pandemic. It had themes like 'I love my College', 'Punctuality' et. al., With this year theme being 'Our Alumni Our Pride'. The theme was taken up with the view to re-connect with our Alumni, to appreciate them for the milestones they have achieved in different fields of education, and to communicate with them all that "Yes, You are our pride, so shine wherever You are and in whatever You do. 2023 is for You."

As always, through this issue of the bi-monthly bulletin we want to foster community spirit by keeping the SCTEians, past and present, abreast of all the happenings of the college in the last two months as well as to promote and display the many talents that the institute have. Happy reading!

### Sentience: A journey of sorrow and joy

O the curse of sentience of 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 bird small 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

### Lost but found by the Cross

Ran away in the wilderness,  
Isolated from everyone,  
With the feeling of defeat and rejection,  
Blown by the wind and storm of evils.  
I walked the path of wanderers,  
Rejecting my Creator and Saviour, Yet He didn't.  
Driven away by the worldly desires,  
Blind drunk to look at the Cross.  
With heavy loads of care and burden,  
With all my might, I tried climbing up the hills on my own,  
Seldom did I realise the Love at the Cross,  
And I thought its far enough to get nearer.  
One day, I realised the Cross knocking at my door,  
And the Holy Spirit helped me to open,  
For the Cross, for the Father God and His Son Jesus Christ,  
Then I saw the immense Love of God.  
For God so loved a sinner like me,  
That He sent His Son Christ Jesus to die on the Cross for my sins  
And forgave the sins of past, now and forever.  
With open arms He still waits for us.  
This world, a temporary with mortal life,  
Have I prepared for the Heavenly Abode?  
Have I made the right choice in choosing - Heaven or Hell?  
The everlasting Life of Peace or Suffering.  
Dear, Now is the time to surrender, always be ready and prepared  
What if I never wake up tomorrow?  
Do I have to believe the lies of Satan?  
It's time to follow Lord Jesus and no turning back.

- M.K.  
B.Ed 2nd semester

**Bi-Monthly Bulletin**

**Brief Report of the Administrative Events and College activities  
( January -February, 2023)**

1. 20<sup>th</sup>-21<sup>st</sup> January admission of students to new semester
2. 23<sup>rd</sup> Jan, classes started
3. 23<sup>rd</sup>-24<sup>th</sup> Jan, orientation to different papers.
4. 30<sup>th</sup> Jan, principal attended the farewell program of Director, Higher Education, Nagaland, Kohima.
5. In the month of January, a faculty attended Refresher Course.
6. 9<sup>th</sup> Feb, faculty meeting held to discuss about AQAR
7. 10<sup>th</sup> -22<sup>nd</sup> Feb, faculty carried out AQAR work
8. Senior faculty members had a meeting with Deputy Planning Commissioner.
9. 20<sup>th</sup> -21<sup>st</sup> Feb, Cooperative Learning Strategy was introduced to B. Ed 4<sup>th</sup> Semester class.
10. 22<sup>nd</sup> Feb, A talk on Low cost/No cost Teaching -Learning aids was delivered.
11. 23<sup>rd</sup> Feb, college closed for Nagaland General Assembly Elections.

**FACULTY COLUMN**  
**A thought about English language**

English is so filled with multitude of words - we could drown in the ocean of the lexical words that make up the English language. It has ridiculous ways to spell its words that even we, as adults who have had the privilege of studying English language and in English medium schools-colleges-universities; many times need to recheck our spellings. *I still check up when I spell 'diarrhoea'*. English has a lot of 'rules' that are more in the way of guidelines. For a language that has painstaking rules for spelling as well as arbitrary pronunciation; it has a large heart in accommodating foreign words from various languages of the world that has widespread usage with extensive agreed upon meaning. Imagine the size of the English dictionary and thesaurus by the end of the 21<sup>st</sup> century or in a decade it may be filled with words that you and I may not be familiar with today! With technology, AI and digital advancements, worrying about correct spelling seems silly as a quick 'spellcheck' on our smart phones and dictionaries are readily available. But it is commonly observed that weakness in one skill precedes underlying weaknesses in the other language skills. So making spelling mistakes in writing can lead to wrong pronunciations and also lack of clarity in communication and vice versa. For me, as an English teacher, correct spelling may not indicate intelligence or even eccentricity; but it does show the conscientiousness of a person. And when one is writing an application or a formal letter or any writing, it does give us a glimpse of the person as the cliché goes 'first impression is the last impression'.

*Rose Mary Achumi*  
Asst. Professor  
Language Pedagogy

**You are a Rainbow**

What are you, I wondered.  
For you are but like us.  
You were born in the rain when the clouds were dark and grey,  
and fully formed in the rays of light and love.  
You lived in the storm and were raised in the wild,  
yet a home it was to you.  
Even the chirping melodies sound as if in praise of your birth;  
Your presence radiates hope and wonderment to the beholder.  
Then suddenly you were gone just like the wind passing by.  
Perhaps, you are gone to be born-again.  
So you are a rainbow after all.

*Heubungle Iraku*  
B.Ed.2nd Semester

**Individual**

No individual thinks the same  
No individual have the same attitude  
No individual have same taste  
No individual have the same vibe

Try to understand each other  
Try your best to adjust  
Try to love as much as you can  
Try to live to the fullest

Every individual is unique  
Every individual is beautiful  
Every individual is harsh  
Rude, thoughtless and clueless  
sometimes

But never give up  
Keep moving and keep going

*Mutrai*  
Bed. 4<sup>th</sup> Semester

## ALUMNI COLUMN

### Handling difficult Students

#### INTRODUCTION

There are times when a teacher finds difficult to handle certain students in the classroom. These students come to the classroom with antecedents. They are in a way communicating beyond words to the teachers. Their behavior may not be acceptable, but this is how they are telling something to the teachers unconsciously. They are searching for affirmation. They are searching for recognition and acceptance which could not be fulfilled in their homes. When they are deprived of love and attention, they will always look for it and express it in a very rough way. Therefore, students with behavioral problem in the classroom and around the vicinity of the school need to be handled from another perspective which will require a teacher's attention, love, care and even sacrifice. A true and genuine teacher cannot be satisfied with the delivery of curriculum content. Students will forget what we are to them and not how we are to them. Therefore, this write up will highlight some of the techniques and strategies in handling the difficult students for the teacher's effectiveness in handling such students.

#### TEACHERS' RESPONSE

- Never underestimate any student. Every child comes with a potency to be someone in the future. We need to tap their potential especially the difficult students in attending to some extent the individual traits which are unique and special. In this way, the difficult students become confident and trust in the teacher paving the way for better cooperation in the classroom.
- Listening to a problematic child is rather challenging. We need to have patient, time and desire to accompany such students who are deficit in some of their needs. It takes a child to open his or her world to the teacher, but patience with such students bears fruitful dividend. A dividend that creates a sense of purpose in a child and accomplishment for the teacher that he or she is an instrument in bringing a positive orientation to the students.
- When a teacher moves beyond his classroom and enters the home of a difficult student, empathy is developed in the teacher, and a wall of prejudice is brought down. In this way good will is formed between the teacher and the student. A problematic student will now see this teacher as his or her model and will even idolize such teacher. Such positive orientation becomes a joyful game for both the teacher and student in the arena of teaching learning process.
- Some of those deviant students are not affirmed enough at home, therefore, they need to be encouraged, appreciated, and recognized for their good behavior in the class room and even outside. Appreciating their look, their class performance, their curricular activities, their dressing, their hairstyle etc. this positive stroke gives a tremendous boost for the student to develop a strong sense of self-esteem and get back to the fold.
- A teacher should not forget that students look up to him for support and encouragement. That is why a little kindness on the part of teacher will go a big way in inspiring the students to be on track. A little tender love and care, easy to approach, and be their friend. However, this should be balanced and the teacher's role should not be undermined when he or she is executing his or her duty inside the classroom. The student should be able to revere and respect and at the same time have a fascination for the teacher. It is this aura that enthuses and motivates students.

#### CLASSROOM STRATEGY

While in the teaching learning process, it is always important to sustain and raise the interest of the students. For students, especially the naughty and the difficult students, it is always helpful to engage them in various activities that will channelize their creative mind to learn and at the same time, tame their minds for a productive output. In this regard, the following techniques can be adopted for the same.

1. Use of Teaching Aids: Most the students will be visual and kinesthetic learners or activity-based learners. Therefore, use of teaching aid becomes very handy in drawing the attention of the students. They are motivated to be glued to the topic in which the teacher wanted them to learn.
2. Connecting the abstract concept with concrete example and illustration. Nagas are highly visual learners and concrete thinkers. Most of the time, we teach the abstract concepts abstractly and no wonder, students deviate their minds from the lessons as their mind are not able to comprehend and make sense for what the teacher is trying to communicate to them. Using analogies, and alluding of real-life situations can make learning much more fun and getting the minds of dull students to engage which otherwise, can be labeled as disinterested students. Furthermore, teachers need to connect the relevance of learning which can be applied in the future so that classroom learning is not only for graduation and learning sake, but for the future application and hence relevance.
3. Group Activity: Any subject can be engaged into classroom activity, provided that the number is not very large and beyond the ambit of student decorum. Quiz can be organized in the classroom by dividing the class into different groups. The students should be given a chance to name their own respective groups so that there is a healthy knowledge competition. It can be Mathematics, Science, Social Sciences, English, IT etc. The teacher's creativity and management skill are required here.
4. Field Trip: Taking students outside, can be very informative and at the same time, making teaching learning a very engaging event. This is one of the ways, where the difficult students are given opportunity to be the leader and organize the class field trip. It can be within the locality of the town there is a place for the students to learn and reflect themselves about the whole learning process.
5. Using Humor and Mood Changing Tips: Our minds have a limited time to concentrate. Therefore, it is necessary to sustain the interest of the students by inserting humor in between the classroom presentation and introduce few mood changing tips by engaging different funny actions, claps, noise etc. Through the mood changing tips, students are drawn to the teacher.

#### CONCLUSION

The above-mentioned responses and strategies are not exhaustive but hints and pragmatic approach to handle the difficult students meaningfully and tag fully without labelling them. Bringing out the best in them and thereby making the teaching learning process a looking forward event. This kind of atmosphere creates a friendly relation with the students. Even the difficult students are oriented to channelize their creative energy into something positive that orients their future. And that key lies at the hand of the teacher who sees teaching as a vocation to empower students to stand on their own feet- may be a person for others.

Vemeda J Keza  
M. Ed batch 2018-20

## A Glimpse into 3 Day Workshop on Cooperative Learning

*Let me begin by questioning, what exactly is cooperative learning ?*

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.

What exactly did we learn during the workshop on **Cooperative Learning strategies**? Well, let me introduce you to the 5 learning strategies which we were taught.

### FOUR CORNERS

*The Four Corners Strategy* is a simple verbal strategy to help engage students and improve discussion and discourse. 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 team members 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' 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 specialize 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 share the discussion 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.

You might think, why cooperative learning is implemented in B.Ed course ? Well, please keep in mind that, the present day philosophy in teaching-learning, is based on constructivist approach. Ergo, Cooperative Learning theory, being an offshoot of Constructivism, becomes crucial in B.Ed course 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.

Tugburaka T Awomi  
B.Ed 4th Semester  
SCTE-K