

EXTENSION SERVICES

Three Days National webinar on Micro teaching Skills

A three-day webinar was conducted for subject matter experts from Nagaland, Assam, Chhattisgarh, Uttarakhand, Karnataka and Telangana. The webinar focused on improving teaching skills by exploring key topics such as the purpose of micro-skills and the skill of explaining the skill of varying stimuli, and the skill of questioning and reinforcement. These critical topics were expertly presented and discussed by sources Dr. Vedulu Tetsuo, Mrs. Asale Vitso, and Dr. Sandip Ratna.

During the webinar, participants delved into the importance and application of micro-pedagogical skills. The first day Dr. Vedulu Tetsuo emphasized the purpose of micro-skills and the skill of explanation and highlighted how these skills can improve the clarity and effectiveness of teaching. The session provided insight into structuring explanations to improve student understanding and engagement.

The second day was a lecture by Ms. Asale Vitso on stimulus variation skills. This topic focused on techniques to maintain students' attention and interest using a variety of instructional cues, including voice changes, gestures, and teaching aids. Ms. Vitso illustrated practical methods to keep the classroom dynamic alive and engaging.

The last day was led by Dr. Sandip Ratna a comprehensive discussion on Skills of Questioning & Reinforcement. This session covered strategies for effective questioning to stimulate critical thinking and how to reinforce positive student behaviors and responses. Observations of Dr. Ratna focused on supporting an interactive and supportive learning environment.

The webinar was a collaborative effort to enhance the professional competencies of educators across states and equip them with advanced teaching skills to enhance their students' learning experience. The interactive format and expert guidance provided a rich learning opportunity for all participants.

Workshop on PGDHE-ECP

The State College of Teacher Education organized a 10-day online workshop for the Post Graduate Diploma in Higher Education (PGDHE) - Extended Contact Programme from May 15, 2024, to May 25, 2024. This intensive workshop was designed to provide comprehensive coverage of the PGDHE curriculum, ensuring participants gain valuable insights and knowledge.

The workshop was resourced by a distinguished panel of experts, including two esteemed faculty members from the University, Dr. M. Rajendra Nath Babu and Dr. Rashmi, along with Dr. Medongoi Rhakho from the Directorate of Higher Education. These experts brought a wealth of knowledge and experience, greatly enriching the programme.

In addition, 10 faculty members from the State College of Teacher Education themselves played a significant role in delivering the workshop. Collectively, these educators covered 27 crucial topics within the PGDHE curriculum, providing a well-rounded and thorough learning experience for all participants.

The programme was meticulously organized under the leadership of Dr. Sandip Ratna, Faculty, who served as the programme in charge. His guidance and coordination ensured the smooth execution of the workshop, fostering an engaging and effective learning environment.

This 10-day workshop stands as a testament to the commitment of the State College of Teacher Education to advancing higher education through continuous professional development and collaboration with renowned experts in the field.

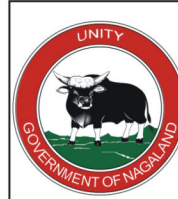
IGNOU workshop for on Dissertation Proposal writing

The State College of Teacher Education organized a 2-day workshop on Research Methodology for MA-Education students on May 24th and 25th, 2024. This workshop aimed to equip students with essential skills and knowledge for writing dissertation proposals, a crucial component of their academic journey.

The workshop featured four distinguished faculty members who provided in-depth insights into the various steps involved in dissertation proposal writing. These faculty members brought their extensive expertise and experience to guide the students through the complex process of developing a solid and effective research proposal.

- **Identifying and Formulating Research Problems:** Understanding how to choose a relevant research topic and clearly define research questions.
- **Literature Review:** Techniques for conducting a thorough review of existing literature to support the research framework.
- **Research Design and Methodology:** Detailed discussions on selecting appropriate research methods, data collection techniques, and analytical tools.
- **Writing and Structuring the Proposal:** Guidelines on organizing and presenting the research proposal in a coherent and academically rigorous manner. The programme was led by Dr. Neizekhonuo, Faculty at SCTE, who served as the programme in charge. Dr. Neizekhonuo's leadership and coordination ensured the workshop was well-organized and that all participants had a valuable and enriching learning experience.

The interactive sessions allowed students to engage with the faculty, ask questions, and receive personalized feedback on their proposal ideas. By the end of the workshop, participants were better prepared to undertake their dissertation projects with confidence and clarity. This 2-day workshop on Research Methodology demonstrated SCTE's commitment to fostering academic excellence and supporting students in their scholarly endeavours.



STATE COLLEGE OF TEACHER EDUCATION KOHIMA : NAGALAND



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Bi-Monthly Bulletin May - June, 2024

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Dear Readers,

Welcome to the May-June 2024 edition of our bi-monthly bulletin! In this issue, we will take you on a fascinating journey through our Cultural Day event, where we were honored by the presence of the esteemed Minister of Higher Education and Tourism, Temjen Imna Along. Additionally, we will provide a glimpse into our recent activities. Special thanks to all the contributors for their wonderful articles.

Cultural Day 29th May 2024

The State College of Teacher Education Kohima recently celebrated "Cultural Day" on Wednesday, under the inspiring theme, "Weaving a Tapestry of Humanity." The event was graced by Temjen Imna Along, the esteemed Minister of Higher Education and Tourism, as the special guest.

In his address, Minister Along eloquently described life as "a remarkable tapestry woven from diverse experiences, dreams, and aspirations." He emphasized that each individual brings a unique perspective, contributing to a vibrant and diverse world. He highlighted the importance of exploring the profound beauty of human life, embracing both its joys and challenges, and recognizing the shared humanity that unites people through their culture and traditions.

Minister Along also reminded the teachers, as they graduate from the institution and embark on their careers in various fields and institutions, that they have a crucial role in shaping the future generation of Nagas. He stressed the significance of their responsibility in nurturing and guiding young minds to preserve and promote their cultural heritage.

A notable feature of the celebration was an Exhibition cum Sales Day, where local vegetables and products crafted through the Skill India initiative were available for purchase. This segment of the event not only showcased the practical skills and entrepreneurial spirit of the students but also supported local artisans and producers. The program was skillfully hosted by Assistant Professor Ketoriavi Sakhrie. The Principal, Dr. Elizabeth Walling, delivered a heartfelt welcome address, setting the tone for the day's celebrations. Ms. Thronlem Jorlim Konyak, Assistant Professor, expressed gratitude and acknowledged the contributions of all participants in her vote of thanks.



Adding to the festive atmosphere, Dino Girl's Hostel presented a captivating fusion of cultures performance, celebrating the rich and diverse cultural heritage of the community. The performance symbolized the theme of the day, illustrating how different cultural threads can come together to create a beautiful and harmonious tapestry. Overall, the Cultural Day at the State College of Teacher Education Kohima was a resounding success, leaving attendees with a deeper appreciation of their shared cultural heritage and the vital role of educators in preserving and promoting it.

My experience in Micro-Teaching practice

As I recount my experience on Micro-Teaching practice, I've gained a key learning moments and insights during a weeklong practices of skills. Especially as someone who has no prior experience in teaching, this practice serves as an invaluable tool in my journey of becoming an effective educator. I believe this practice is of the essence for any teacher to hone their teaching techniques.

It was an experience of nerves and excitement for me as I greatly realised the importance of structuring the lesson, which involves designing a clear lesson plan, creating engaging visual aids, and rehearsing the delivery. However, being able to experience such a simulated classroom environment by practicing the skills required for effective teaching was gratifying and opportune in itself.

One of the most valuable insights during Micro-teaching practice was a feedback from mentors and peers. For every skills practice, I received constructive feedbacks as well as positive feedbacks. This provided a safe space for me to learn about the areas I need improvement as well as an understanding of my strengths. The insights I have gained from micro-teaching are not limited to classroom management but have extended to my personal growth, in areas such as adaptability and composure. My experience has been an enriching one and moving forward, I aim to incorporate the skills I've learned into my teaching practice and inspire and facilitate meaningful learning experiences.

Lika .W Achumi

Photo Gallery



Cultural Day

Sewing Machine Operator PMKVY 4.0 Batch-E



Out going Students

Brief report of the administrative Events and college activities (May- June, 2024)

1. 1st May, faculty meeting held.
2. 15th -24th May, Ten Day (IGNOU) Post Graduate Diploma in Higher Education (PGDHE) workshop held.
3. 16th May, Principal attended ITEP meeting at Directorate of Higher Education.
4. 17th May Principal participated in Principals' meeting called by Director, HE.
5. 21st-22nd May, Principal participated in NCTE ERC meeting.
6. 24th -25th May, IGNOU Dissertation Proposal workshop conducted.
7. 29th May, Cultural Day organized.
8. 31st May, meeting of senior faculty held.
9. 4th June, Parting Social for the outgoing student-teachers held.
10. 8th June, conducted CET B. ED for NU as an examination centre.
11. 10th June, End Semester Exam started for II & IV semester.
12. 12th June, Principal participated as a member of the AAA team, HE.
13. 19th June. Semester Exam ended.
14. 20th June, Summer Vacation declared.

Importance of Reading and Reflecting on Texts for a Teacher in Nagaland

In Nagaland, a teacher's involvement in reading and thinking on numerous texts is extremely important, influencing both personal growth and instructional efficiency. Reading across genres and disciplines exposes teachers to a wide range of concepts and communication approaches.

When teachers engage with various texts, they become more aware of their cognitive processes. Dealing with various styles of writing allows teachers to think about how they approach learning and interpreting information. This metacognitive awareness helps them learn and affects their teaching approaches. Teachers who are attentive of their mental processes can model good reading skills for their pupils, such as summarizing essential points, challenging assumptions, and connecting new material to existing knowledge. This reflective approach encourages deeper engagement with texts, fostering critical thinking and lifelong learning for both instructors and students. Teachers use their wide reading to deliver well-rounded arguments and interpretations of texts across a range of academic areas in the classroom. For instance, a teacher's interpretation of themes, character motives, and stylistic decisions enhances students' comprehension and appreciation of the texts in literary studies. Teachers can establish interdisciplinary connections by combining material from many books, which will assist students in realizing how knowledge is related to other topics.

The importance of reading and reflecting on texts for teachers in Nagaland extends beyond academic benefits. It cultivates a culture of intellectual curiosity and respect for knowledge, which is essential in an ever-changing world. Teachers who are well-read serve as role models, inspiring their students to develop a love for reading and an appreciation for the power of ideas. This, in turn, contributes to a more educated and engaged community, in which people are able to think critically and actively participate in society progress. Reading and thinking on varied texts is essential for teachers who want to teach well and provide meaningful learning. It improves their understanding of numerous communication means, sharpens their cognitive awareness, and expands their capacity to deliver and interpret texts across several school topics. This comprehensive approach helps students academically while also cultivating a larger intellectual culture, therefore contributing to the community's overall growth.

Gratitude's Silent Delight

- Ms Temutula Longkumer
Department of Language

Life is strange, beautiful, and terrifying...

And I am thankful for every minute of it that I have had.

I thank the universe,

For everything it has taken,

And everything it has given.

How do I begin my silent delight?

I lack the courage to bring this to your attention.

I tried to write you a song,

One with the perfect words to rhyme,

The right rhythm and melody,

To describe, to manifest, your valuation.

Yet, submerged and overwhelmed,

I faltered.

At times, when our own light goes out,

It is rekindled by a spark from another person.

What shall I render with thy name?

My gratefulness show shall I testify?

For how you have lighted the flame.

Whatever gifts and mercies in my lot may fall,

I would not measure you

As worth a certain price in praise,

Great or small.

But take and treasure you

With all, painless and forevermore gratitude.



-Kaomei
B.Ed 2nd Sem.

Emotional intelligence of B.Ed. Students in Nagaland with regard to area of specialization

In the present century, life has become very complex and competitive with the advancement of technology (Sharma, 2012). Life has moved to another stage where the thinking of the new generation is quite different from before. Teachers have to adjust with the changing situation and present day learners. The Right to Education Act (2009) and National Education Policy (2020) have recommended on the overall development of the child. They have also given importance on inclusive education where no child will be left behind for education. Hence, to face and tackle the challenges of educational policies, emotionally intelligent teacher is the need of the hour. According to the findings of Emmer and Hickman (1991) emotionally intelligent teachers are better in managing the classroom and tackling difficult situations. Hwang (2006) found out that highly emotional intelligence teachers tend to achieve higher teaching effectiveness.

To understand the whole structure of the present study, it is important to first understand what emotional intelligence is. Goleman (1995) advocated about how important is emotional intelligence in a person's life and said that it is as powerful as intelligent quotient and sometimes it is more powerful than intelligent quotient in bringing success and joy in a person's life. Emotional Intelligence means knowing oneself and others emotions and possessing the capacity to boost up oneself, to persist and persevere in tackling challenges of life, to monitor impulses and procrastinate gratification, to shake off anxieties and have a clear conscience, to understand others and be optimistic. Emotional intelligence is a new concept and the researchers have also revealed that skills of emotional competencies can be learned and improved on a person if the teacher and the learner take interest.

Though there is no separate syllabus on emotional intelligence in B.Ed. curriculum. B.Ed. students are studying about the psychology of the child, different methods, strategies and skills of teaching-learning which contains different attributes of emotional intelligence. Therefore, the study was conducted in the year 2018-2019 to examine the emotional intelligence of B.Ed. students in Nagaland with regard to areas of specialization i.e. pedagogy of teaching mathematics, social sciences, science and English.

The findings of this study displayed that there is no significant difference in the emotional intelligence score in the areas of empathy, self-motivation, emotional stability, self-development and value orientation among B.Ed. students with regard to areas of specialization. This study also disclosed that in the area of self-awareness, there is a significant difference in the emotional intelligence scores among B.Ed. students with regard to areas of specialization. B.Ed. students from Pedagogy of teaching English has the highest score of Emotional intelligence followed by B.Ed. students from pedagogy of teaching science, mathematics and social sciences. In the area of managing relations, students from pedagogy of teaching English has the highest score followed by students from pedagogy of teaching mathematics, science and social sciences. In the area of integrity, students from pedagogy of teaching English has the highest score followed by students from pedagogy of teaching science, social sciences and mathematics. In the area of commitment, students from pedagogy of teaching English has the highest score followed by students from pedagogy of teaching mathematics, science and social sciences. Overall, Emotional Intelligence of B.Ed. students from pedagogy of teaching English is higher than that of B.Ed. students from Pedagogy of teaching Science, Mathematics, and Social Sciences. Emotional intelligence of B.Ed. students from pedagogy of teaching Science is higher than that of B.Ed. students from Pedagogy of teaching Mathematics and Social Sciences. Emotional intelligence of B.Ed. students from Pedagogy of teaching Mathematics is higher than that of B.Ed. students from Pedagogy of teaching Social Sciences. Therefore, we conclude that there is a significant difference in emotional intelligence of B.Ed. students in Nagaland as the calculated value (2.735) is greater than the critical t. value (2.61) for 3 and 703 df at 0.05 level.

Dr. Vedulu Tetrea
Faculty of Social Science

THE GIRL OF MY DREAM

As I lay down falling into a deep slumber

I saw a lady that shined among all the others like the roses among the thorns

Her hair like jewels ballet down till her artistic shoulders

A smile on her lips like a scarlet ribbon

Her cheeks with a rosy texture and the gold earrings dancing on it

And her breast like the two fawn

Her height tall as the walls of Jerusalem And her physique like the work of Picasso

Desired enough and moved forward to taste her fluffy lips until the morning broke

out and the shadows flee

I woke up with a heavy heart

As I saw the girl of my dream fade away with the shadows and the golden rays

But a sigh of relief I breath

knowing that she will always be by my side

As the Girl of my dream

- Chem. L. Thongz,
B.Ed 2nd Sem

ALUMNI COLUMN

My Journey

It is always my dream to become a teacher and teach the higher secondary section. However, I didn't have the confidence as I was timid and shy. After I got my Master Degree (Mathematics), I started giving tuitions to the students. That was a good start-up to build my confidence.

To become a good teacher, I need to nurture and improve my teaching skills so I took B.Ed course (2020-2022) from SCTE Kohima which was one of the best decision I have made to achieve my dream.

In the month of December, 2022, I appeared my first NPSC (CESE) exam for the post of PGT (mathematics). By the Grace of God, I got through the written exam and gave the interview. On the day of final result declaration, I was waiting restless and nervous. The result came out and I saw my name on the list. I was very happy that I could not sleep that night. I told my parents about my result and they were very happy for my success. It brings me immense joy to see a smile and happiness on my parent's face.

All those years of education from the institutions, families, friends and everyday experiences help me to achieve my goal. Yes, I have faced many difficulties and failures in the process but I didn't give up. I took the opportunity to become stronger.

Napoleon Hill quoted "when defeat comes, accept it as a signal that your plans are not sound, rebuild those plans and set sail once more towards your coveted goal."

With God on our side, we will always win.



Kristianne Kehlan