

EdMAX

2023-2024 Vol. 48



Annual Magazine

Amplifying Praxis



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

SCTE-K College Anthem

*SCTE, the pride of our land,
Centre of our inspiration,
Fountain from which springs love
for knowledge and truth,
Quenching each thirsty soul,
that looks for your guidance,
We, here, bow before you.
Path of righteousness to take.
To ever scale the utmost height,
sacred duty to fulfil.
Illuminating as we march on.
To learn, light, lead, we sol'mnly vow.*

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Editorial Note

State College of Teacher Education, Kohima has been an institution thriving amidst the force of change in the field of teacher education, continually instilling in its students the core aspiration of a teacher that cannot be measured by numbers or grades. We are delighted to add to the college annual magazine yet another volume, the Edmax 2023-2024, Vol. 48 with the theme *Amplifying Praxis*.

The college has a long-standing history of equipping its students for the field and with a vision to impact social uplift through praxis. In its effort to achieve the endeavour of amplifying praxis, the college delivers not just excellent in-class lectures well balanced with practical application, but it extends its service beyond that of the classroom walls which have been highlighted in the Principal's note.

The present issue holds a myriad of expressions of creativity, tales of accomplishments and student internship as well as reports of exciting events related to both the academic and the co-curriculars. In addition, research papers have also been included to enlighten and enrich the prospective reader (s).

The Editorial team would like to thank the management, the faculty and all the wellwishers for being the pillar of support and encouragement through and through. We would also like to extend our sincere appreciation to all our invaluable contributors. Your contribution in the form of messages, articles and photos have been instrumental in birthing this issue.

We hope to establish a pleasant reading experience in the pages that follow and contribute to awaken a greater sensibility of the world around us.

Ketoriavi Sakhrie	: Faculty in-charge
Lemlen C Sukha Phom	: Faculty in-charge
Diezenino Terhüja	: Magazine Secretary
Vilavinuo Yiese	: Asst. Magazine Secretary
Vitsino Iralu	: Sem. IV Representative
Viwhekhonuo Vielie	: Sem. II Representative
Toshirenla	: Sem. II Representative
Lumperila Thonglaru	: Sem. II Representative



From the Principal's Desk

The State College of Teacher Education 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, after having recognized and upgraded to a 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 required and the College is now called as State College of Teacher Education (SCTE). This institution is the lone CTE in the state.



The year 2023 -2024 was one of the most exciting and enriching years as the college could perform exceptionally well in numerous ways. Besides the usual academic activities, 10 (ten) extension programs could be conducted covering two colleges, 5 schools, IGNOU and SCERT. A total of 7 (seven) awareness program could be organized in college under various themes : Mental health, Inclusive classroom, Sustainability Lifestyle for Environment, Sign language, Panel discussion on NEP 2020 in collaboration with Nagaland Education Association and Gender sensitization as a part of EPC and I sincerely thank the faculty members for their tireless efforts and initiatives for organizing these programs.

During the year, one faculty member was conferred with Ph. D degree from St. Joseph University Chumoukedima and, one of the student-teachers achieved top 8th rank in the University Examination.

To keep the faculty engaged in continuous learning, one state level webinar was organized with resource persons from NAAC Bangalore and a Faculty Development Program on Use of ICT Tools with a resource person from NEILIT. The College could bring out 5 (five) issues of Bi-monthly Bulletin creating a sense of family by way of sharing ideas, literary pieces, and short segments that highlight the inner lives of the students. The link between the alumni and the college is maintained through the bulletin and during the year, a Talk on Soft Skills was organized by the alumni in the college.

The College has been able to carry out Skill India program under PMKVY 4.0 very efficiently throughout the academic session and 6 batches with a total of 106 students successfully completed the course and received certification. The college has also been recently recognized as an institution under “*Skilling Program of PMKVY- Short term training in Education Ecosystem*” by the NSDC. The college also achieved 4 out of 5 points in the online Training Centre (TC) evaluation conducted by the NSDC.

Two rounds of orientation workshops were conducted exclusively for teachers of Eklavya Model Residential Schools (EMRS) of Nagaland under the department of Tribal Affairs govt. of Nagaland, 3 (three) IGNOU workshops for students of M.A (Education), and a 10-day workshop for Post Graduate Diploma in Higher Education (PGDHE) were also conducted.

Co-curricular activities are an integral part of the B. Ed program. The club activity day was exciting with student-teachers showcasing their creativity, skills and talents and the Cultural Day was marked by cultural songs, plays and exhibition of various cultural attires and cuisines of the Nagas reminding each one of the values, beliefs, indigenous knowledge and the rich cultural heritage.

The last twelve months have been an incredible ride marked with accomplishments, but what stands out most are all of you dear faculty and student-teachers. Your talents and efforts have brought us so much success.

In the end, I express my heartfelt gratitude to the Editorial Board for bringing out EdMax 2023-2024 on the theme *Amplifying Praxis* successfully.



TEMJEN IMNA ALONG

तेमजेँ इमना अलोंग

Minister

मंत्री

Tourism & Higher Education,
Nagaland, Kohima-797001

पर्यटन एवं उच्च शिक्षा,
नागालैंड, कोहिमा-७९७००१

Message

I am pleased to know that the **State College of Teacher Education (SCTE), Kohima**, is set to unveil its **College Magazine, EdMax** centered around the theme "**Amplifying Praxis.**"

On the sacred mission of teaching, we find a purpose that transcends the ordinary. It is a calling to enlighten and lead young people in the direction of a promising future. Education invites us to broaden our horizons, discovering the unknown. Teachers are the torchbearers and as aspiring educators, your role is to hold this torch high and inspire the next generation. To this end, let us work together to prepare our students to build a brighter tomorrow through the power of education.

I would like to express my sincere gratitude to the faculty and staff of the **State College of Teacher Education, Kohima**, for the unflagging spirit and determination in the pursuit of achieving and fostering a society of empowered individuals. I also extend my best wishes to the editorial team in making this publication a grand success.

Warm regards,


(TEMJEN IMNA ALONG)



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"Collective Efforts Inclusive Everyone's Trust"
"सबका साथ सबका विकास सबका विश्वास"



**GOVERNMENT OF NAGALAND
DIRECTORATE OF HIGHER EDUCATION
NAGALAND : KOHIMA
797001**



Message

On the occasion of the release of EdMax 2023-24, I extend my warm greetings to the Principal, Faculty, Staff and Students of State College of Teacher Education, Kohima. The theme, “Amplifying Praxis,” is both timely and crucial, reflecting our commitment to bridging the gap between theoretical knowledge and practical application in the field of education.

In the rapid evolving scenario of education, the ability to effectively translate pedagogical theories into impactful teaching practices has become more important than ever. "Amplifying Praxis" encourages us to focus on the dynamic interaction between knowing and doing, ensuring that our educational practices are informed by empirical research and tailored to meet the diverse needs of our learners. As educators, our ultimate goal is to empower students to become critical thinkers and lifelong learners. By amplifying praxis, we enhance our capacity to foster environments where students can thrive, innovate and contribute meaningfully to society.

I commend the Editorial Board for their dedication and hard work. May the shared insights inspire and enrich the educators and learners alike. I wish the publication of the College Annual Magazine a grand success.

(DR. A. NSHOGA)
Director
Higher Education
Kohima Nagaland



Message

I am extremely delighted to learn that the State College of Teacher Education, Nagaland, is going to publish its annual magazine, EdMax 2023-2024, under the theme "Amplifying Praxis." This theme beautifully encapsulates our commitment to bridging theory and practice, a cornerstone of effective education.

I am sure the magazine EdMax 2023-2024 promises to be a beacon of creativity and intellectual engagement, providing a platform for our students to showcase their immense talents and will feature a rich array of content, including academic research, innovative teaching methodologies, community engagement stories, and a variety of literary and artistic contributions. This diverse content will not only reflect the multifaceted nature of education but also highlight the unique perspectives and voices within the Institution.

I extend my best wishes for the successful publication of EdMax 2023-2024. I am confident that it will serve as an invaluable resource and a testament to the hard work and dedication of our students and faculty at the State College of Teacher Education, Nagaland. May this edition of EdMax inspire and educate all who read it, reinforcing our collective commitment to excellence in education.

Warm regards,

KEVIRALEÜ KERHUO
Director,
SCERT, Nagaland, Kohima

ANNUAL STUDENTS' UNION REPORT FOR THE TENURE 2023-2024:

The student body election was held on 31st August, 2023 and the following candidates were elected for the tenure 2023-2024 as the executives of the Students' Union SCTE-K:

General Secretary	:	Mr. Keleseto Angami
Asst. General Secretary	:	Mr. Bumetkalep K Chang
Games & Sports Secretary	:	Mr. Purlenzung
Asst. Games & Sports Secretary	:	Mr. Ato Khiphur
Literary Secretary	:	Ms. Diezenino Terhüja
Asst. Literary Secretary	:	Ms. Vilavinuo Yiese
Publicity & Information Secretary	:	Ms. Longkoimary Chiu
Asst. Publicity & Information Secretary	:	Mr. Takumeren Y
Class Representative (4 th Semester)	:	Mr. Mewete Melvin Thopi
Asst. Class Representative (4 th Semester)	:	Ms. Sonam N Phom
Class Representative (2 nd Semester)	:	Mr. Besukho Khamo
Asst. Class Representative (2 nd Semester)	:	Ms. Rükukholü





Sales Day:

A Sales Day was organised on 7th October, 2023 at High School Junction to aid the fund raising efforts for the college's Golden Jubilee celebration. Various items like fast food, vegetables, fruits, saplings, ornaments, thrift clothes, chopping boards, PFC, sticky rice cakes and locally prepared juices were sold by the faculty members and student-teachers.

Club Activity Day:

On 20th October, 2023, the different clubs conducted the following activities as part of the Club Activity Day:

Current Events Club	:	Debate on “NLTP Act”
Cultural Club	:	Display of cultural items
Eco Club	:	Making of rag mats
Photography Club	:	Photo booth with instant printing of photos
Music & Arts Club	:	Music corner with face painting
 W 	:	Snail eating competition

Sports Meet:

The Annual Sports Meet was organised from 1st to 3rd November, 2023 at two locations – Indoor Stadium, Raj Bhavan on the first day, and Kohima Science College ground, Jotsoma on the second and third day.

Annual Day cum Advent Christmas:

On 28th November, 2023, the College Annual Day and Advent Christmas celebrations were held together. Distribution of Sports Certificates to all the winners and Skill India Certificates were presented to the first batch who successfully completed the skill of Sewing Machine Operator and Small Mushroom Grower. A Character Certificate was also awarded to six student-teachers of the 2021-2023 batch for their excellence in academics as well as for their contribution to the college.

Cultural Day:

The college Cultural Day was held on 29th May, 2024 with Shri Temjen Imna Along, Minister of Tourism & Higher Education, Govt. of Nagaland as Chief Guest. It was organised under the theme “Weaving a Tapestry of Humanity”. In order to promote our culture, various activities were performed by the students such as folksongs, folktales, exhibition of traditional games, selling of local vegetables and traditional food items, and display of cultural items.

Keleseto Angami

General Secretary

Students' Union, SCTE-K (2023-2024)

SCTE-K EVANGELICAL UNION REPORT 2023-2024

*“How great is your goodness, which you have stored up for those who fear you,
which you bestow in the sight of men on those who take refuge in you.”*

~Psalm 31:19



I greet you all in the matchless name of our Lord and Saviour Jesus Christ. With profound joy in my heart, I share this page to glorify and honour the name of the Lord alone for His immense love and favour upon the EU ministry in SCTE-K, because of which we were able to complete our tenure (2023-2024) as Committee Members successfully.

Following are the activities conducted by SCTE-K EU during the tenure 2023-2024:

- 18 March 2023: Consecration and Committee Members Orientation Program (CMOP) of committee members for the tenure 2023-2024
- 19 May 2023: Thanksgiving Service
- 27 June to 8 July 2023: Mr. Manto Konyak attended Committee Members Training Camp at Genesis Retreat Center
- 17 August 2023: Classroom penetration to the new batch of teacher trainees
- 9 August 2023: Day of Prayer on account of 4th SCTE-K EU Foundation Day
- 28 August 2023: Freshers' Welcoming Service
- 9 September 2023: Fundraise in aid of a One-Day Discipleship Retreat
- 18 November 2023: One-Day Discipleship Retreat on the theme “**Rooted in Christ**” (Colossians 2:6-7) attended by 25 members
- 28 November 2023: Advent Christmas celebration in collaboration with SCTE-K
- 13 to 17 January 2024: Ms. Sohiam attended Discipleship Training Camp organized by Government Polytechnic, Kohima EU
- 25 to 28 January 2024: Mr. Ato Khiphur attended Evangelistic Camp organised by Model Christian College EU
- 8 to 12 February 2024: Ms. Juving, Ms. Lika, Ms. Kamsola and Ms. Lydia attended Leadership Training Camp organised by Kohima Intercollegiate Evangelical Union (KICEU).

- 23 March 2024: Consecration and CMOP of committee members for the tenure 2024-2025
- 7 Fellowships and 21 Bible Studies were conducted

EU members also attended KICEU combined fellowships and had monthly Committee Members' meetings, Prayer & Fasting programmes, Prayer Chains, Two by Two Fellowships and Prayer Meetings.

Committee Members (2023-2024)

President : Ms. Thungchibeni T Erui
 Vice President : Mr. Manto Konyak
 Secretary : Ms. Medoselu Vero
 Treasurer : Ms. Rhondeno P Murry
 Prayer Secy. : Ms. Iteuhungle Iralu
 Music Secy. : Ms. Salomi Assumi

Committee Members (2024-2025)

Ms. Mongshai T M
 Mr. Besukho Khamo
 Ms. Kamsola Yimchunger
 Ms. Soihiam
 Ms. Juving N. Khamniungan
 Mr. Beto K. Swu
 Mr. L. Tsongtsa Khamniungan
 Ms. Lydia Seb

The SCTE-K EU family extend our heartfelt gratitude to the college authorities, teaching and non-teaching faculty, senior advisors, Union of Evangelical Students of India (UESI) Field staff, Kohima Evangelical Graduate Fellowship (EGFs), KICEU, EU members, teacher trainees and well-wishers for their constant support and encouragement towards the ministry in all aspects.

May the good Lord bless you and be gracious to you!

In His service,
 Thungchibeni T. Erui
 President, SCTE-K EU (2023-2024)

ANNUAL SPORTS MEET 2023-2024

A student-teacher's life is no less than a rollercoaster. In addition to learning new skills and exploring various opportunities, a student-teacher has a lot to deal with in terms of assignments, exams, internships, workshops, lectures, and much more, which are all essential to ensure optimum academic development. Amidst the busy schedule, it is very important to take a break to refresh oneself. This is where extracurricular activities play a vital role. The timely activities organised in between the course, keep you positive, fresh, energetic and go a long way in making you more productive. Not only do they lighten your mood, but they also help in shaping your overall personality and interpersonal skills. The purpose of organising the annual sports event is multiple, including promoting physical fitness, fostering teamwork and sportsmanship, providing a platform for talent identification and development, promoting school or organizational spirit, and offering recreational opportunities for participants.



State College of Teacher Education organised its annual sports week for B. Ed. students from November 1st to 3rd, 2023. The events were held at two locations: the first day at the Indoor Stadium, Raj Bhavan and at Kohima Science College ground, Jotsoma on the second and third day. The meet began with an inaugural speech by Principal Dr. Elizabeth Walling, who officially declared the sports week open. The students were divided into three houses: Gryffindor, Ravenclaw and Slytherin, each representing bravery, wisdom and ambition respectively. Following the opening ceremony, the much awaited track and field events started. Students from the three houses competed in various sports events, including the 100 metres race, 200 metres race, cockfight, three-legged race, obstacle race, shot-put, arm wrestling, basketball, volleyball, relay race, penalty shoot-out and many more with tremendous rivalry and each house cheering and encouraging their teams on by whistle blowing and hoarse shouting, waving and swirling flags. Points were given to the three houses depending on the performance of their representatives in the event. On the last day, a friendly football match between the 1st year and 2nd year student-teachers was held where the 1st year student-teachers emerged victorious. After the conclusion of all the activities, dinner was served. Ravenclaw house emerged as the overall champion of the Annual Sports Meet 2023-2024.

Purlemzung

Games & Sports Secretary

Students' Union, SCTE-K (2023-2024)

RIGHT TO EDUCATION ACT, 2009: UNDERSTANDING OUTLOOK OF NAGALAND WITH REFERENCE TO INCLUSIVE EDUCATION

Lemlen C. Sukha Phom
Assistant Professor
SCTE-K



INTRODUCTION.

Education is considered as one of the basic human needs which have a greater significant influence on individual lives. Thus, “education is closely related to all round development of an individual and country as well”. Determining the significant role of education, the Government of India has initiated to make “education universal and accessible for everyone by giving equal opportunities to every child to study and learn”. The RTE Act, 2009 was promulgated mainly to eradicate illiteracy and to provide access to free and compulsory education to every child between the age of 6 to 14 years, making it rightful for everyone. However in India since majority of the population still lives under poverty with diverse social and economic background. The average education system is not the same across areas or region. Thus the poor and the differently –abled persons are the ones who do not have access to equal opportunities to learn and study. Hence, the significance of present topic focus on the implementation of RTE 2009 as it resource and draw out its impact on inclusive education with some measure and recommendation to ensure inclusive education.

RIGHT TO EDUCATION ACT 2009

Every child between the ages of 6 to 14 years has the right to free and compulsory education. This is stated as per the 86th Constitution Amendment Act via Article 21A. The Right to Education Act seeks to give effect to this amendment. The government schools shall provide free education to all the children and the schools will be managed by School Management Committees (SMC). Private schools shall admit at least 25% of the children in their schools without any fee. The National Commission for Elementary Education shall be constituted to monitor all aspects of elementary education including quality.

INCLUSIVE EDUCATION: MEANING

Inclusive education is a philosophy that advocates to uniformly accommodate all the students, irrespective of their abilities, physique, disabilities, mental status, socio-economic background, into mainstream educational settings. “Inclusive education means that all the students attends and are welcomed by their neighborhood school in age-appropriate, regular classes and are supported to learn, contribute and

participate in all aspects of the life of the school. A platform where all the students learn under a single roof without the discrimination of religion, caste, creed and high or low learning abilities is called inclusive education”.

STATEMENT OF THE PROBLEM

Right to Education Act, 2009: understanding outlook of Nagaland with reference to inclusive education.

OPERATIONAL DEFINITION OF KEY TERMS

Right to Education Act, 2009: It is an act to provide free and compulsory education to all children from 6-14 years of age.

Inclusive education: “Inclusive education refers to all students being able to access and gain equal opportunities to education and learning”

Implementation : Here it means the execution and achievement of the RTE act and inclusive education.

OBJECTIVE OF THE STUDY

1. To analyze the opportunities and challenges in implementing RTE with reference to inclusive education in Nagaland.
2. To suggest measures and recommendations on the practice of inclusive education with reference to NEP2020.

DELIMITATION

The study is limited to 5 districts of Nagaland (Tuensang, Kohima, Dimapur, Peren, Mon)

POPULATION

The population for the study consists of some government and private schools of Nagaland.

METHODOLOGY OF THE STUDY

For the present study descriptive method was used.

TOOL USED FOR THE STUDY

The tool used for the present study was secondary sources.

REVIEW OF RELATED LITERATURE

Ao Imlinungla (2022) conducted study on the topic “Issue and challenges of inclusive education in Nagaland”. Here it talks about the challenges and difficulties related to implementing inclusive education in Nagaland state. This paper also highlights some suggestions for improving the difficulties.

Langstieh Mebarisuk and Watimongba Longkumer (2024) studies on right to education act: examining elementary schools of Tuensang District, Nagaland, Northeast India. A study adopted purposive sampling technique, covering 15 government and 10 private elementary school in Tuensang. Closed-ended questionnaire were employed to collect the information.

Vandana Talegaonkar and Chauhan A Poonam (2022) conducted studies on review of research on the right of children to free and compulsory Education Act 2009. The present topic was based on the objective to analyse the studies across state of India and across department in universities.

Vupru Kewe-u (2016) conducted studies on impact of RTE on quality education in Nagaland: A case study of GMS, Kuda Village Dimapur. The paper focus on impact of RTE Act 2009 on the academic performance of a students by using sample of t-test.

Sibule (2021) initiated studies on a study of the implementation of RTE Act 2009, vis a vis the role of elementary schools in Nagaland. The objective was based on studying implementation of RTE act 2009 with relation to admission, management, infrastructure, evaluation, challenges faced and also give suggestive measure to implement RTE Act 2009.

FINDINGS

1. **To analyze the opportunities and challenges in implementing RTE with reference to inclusive education in Nagaland.**
 - Inclusive education for disabled at secondary stage (IEDSS) programme was initiated in the secondary and higher secondary levels to meet the educational and unique requirement of children with special needs, however in our state this programme failed to continue in the long run.
 - The study carried out resulted that during Admission 100% of the private schools do not reserve 25% seats for disadvantage children and also collection for miscellaneous fees is practiced. It is also found out that not only private but government schools collect admission fees and other fees as well.
 - According to 2011 Census, people in Nagaland are said to be unaware of their rights and facilities. Only a small number of institution and non-profit organization in urban provide special needs children with educational facilities.

- Lack of flexible curriculum and untrained staffs: since the evaluation technique and curriculum is rigid special needs children has no choice to learn together with the other students. Some of the issue related are untrained schools staffs which are unfit to practice educational programme for CWSN in regular schools.
- Primary obstacle also includes peer rejection lack of adequate teaching and learning resources.

2. To suggest measure and recommendation on the practice of inclusive education with reference to NEP2020

- Suggestions were mentioned for the recruitment of special teacher separately meant for weaker students.
- Both the government and private school teacher suggested for improvement of infrastructure especially related to special students.
- Vocational education skills development may be provided depending on CWSN's needs and abilities.
- Training of the teacher related to special needs children. The rehabilitation council of India which is responsible for development of human resources in the field of disabilities must regulate policy for training of one teacher from each school.
- Role of a teacher should play a proper role in functioning of inclusive education such as by identifying children with special needs, provide equal access to every activity, adaptations in the curriculum framing and practice and practice effective teaching method and teaching aids.
- Making awareness/sensitization programme on inclusive education to the pupils.
- Role of SCERT in designing flexible curriculum related to CWSN.

RECOMMENDATION OF NEP 2020 FOR INCLUSIVE EDUCATION.

1. Providing CWSN same opportunities of obtaining equal, equitable and quality as with other children.
2. Establishing more free boarding facilities like JNV and Kendriya Vidyalaya
3. Gender inclusion fund should be constituted by Government of India
4. Resource center in school complexes should be provided for children with severe or multiple disabilities.
5. “Proper handling and effective usage of Information and Communication Technology (ICT) to be encouraged among the special need students to learn at their own space”

6. Equitable system of assessment should be formulated under holistic or 360 degree assessment.
7. Upgradation and strengthening of Kasturba Gandhi Balika Vidyalayas for girls upto class 12.

CONCLUSION

The above review studies found out that only few studies were conducted on the topic related to implementation of RTE Act 2009 with reference to inclusive education especially in our state. More studies and researches on this familiar area will encourage more in depth knowledge to the policy framer. In Nagaland RTE 2009 was implemented successfully in the year 2012 which have affected the timely implementation. The study emphasizes the urgent need for comprehensive reforms in Nagaland's education system also to bridge the gap in proper functioning of inclusive education, initiative should be taken to involve improvement in essential infrastructural facilities, increase in educational investment, recruiting teachers, enhancing teacher training, promoting participation from the community, stakeholder, parents etc. Making awareness about the inclusive education and focus to understand the principle of inclusive education recommended by NEP 2020.

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RESEARCH MISCONDUCT IN THE PERSPECTIVE OF PLAGIARISM, FALSIFICATION AND FABRICATION

*Dr. Sashilemla Ao
Dept. of Library*



Introduction: Research misconduct, as defined, encompasses plagiarism, falsification and fabrication in any phase of research, including proposal, execution, review, and reporting of results. Conducting research with honesty, objectivity, integrity, and reporting findings truthfully, is crucial for the advancement of any field of study. Any deviation from these standards, whether intentional or not, constitutes misconduct. This global issue not only damages the reputation of researchers and institutions but also undermines the independence, integrity, and credibility of research endeavors. Researchers face various pressures and temptations that may lead to questionable practices or deliberate misconduct. With increasing reports of misconduct worldwide, it is imperative to educate researchers about responsible and ethical conduct, as well as to raise awareness about the common forms of research misconduct prevalent in the community.

Concept of plagiarism, falsification and fabrication: Plagiarism involves appropriating another person's ideas, findings, or words without proper acknowledgment. It is a multifaceted issue with ambiguous areas open to interpretation. In its simplest and most extreme form, plagiarism occurs when one individual copies the work of another entirely and without citation. Falsification, on the other hand, entails manipulating research materials, equipment, processes, or altering data or results in a manner that misrepresents the research in the record. Falsification can be subtle, involving skilled manipulation by investigators or, at a lower level, by data managers or laboratory assistants aiming to please their superiors by providing desired data. When no actual experimentation has occurred, it constitutes fabrication. More commonly, individuals may conduct unoriginal studies and reuse previously published content to describe them, often copying entire sections such as the introduction and discussion. This constitutes clear intellectual theft and is unacceptable. Similarly, fabrication entails creating false data or results and presenting them as genuine.

Factors of plagiarism: Research indicates disparities in the understanding of plagiarism between students and educators. Some educators' definitions of plagiarism are influenced by values inherent in higher education, such as respect for copyright, acknowledgment of personal effort, and maintaining academic integrity within the university community. The proliferation of databases, while beneficial in many ways, has also led to a rapid increase in instances of plagiarism. Factors influencing student attitudes toward plagiarism include ignorance, lack of personal investment in their education, situational ethics, and inconsistencies in citation styles across different disciplines.

Studies identify several significant factors contributing to plagiarism, including academic pressure, laziness, poor time management, easy access to online materials, unawareness of academic conventions, and unintentional copying. Other factors contributing to plagiarism include a lack of commitment to the learning process, a focus on obtaining academic credentials, the pressures of student life, and familial expectations, all of which prompt students to seek optimal outcomes with minimal effort and time investment. Previously, students had to physically visit libraries to gather information and manually transcribe it, but with the advent of the internet, this process has evolved. Many educators believe that computers have facilitated cheating and plagiarism.

Factors of falsification and fabrication: Falsification primarily entails the manipulation or alteration of data, research materials, processes, equipment, and outcomes. This manipulation may involve adjusting data or results in a manner that deviates from accuracy. For instance, a researcher might modify data or analyses to align with their desired outcome when the actual research findings do not support their hypothesis. Fabrication, on the other hand, involves the invention of research results and data, presented as genuine. This occurs when a researcher falsely claims that certain laboratory procedures were conducted or asserts the existence of research that never took place. For example, findings from previous studies might be duplicated and published as original research.

Conversely, some instances of falsification and fabrication occur due to scientists' desires for recognition and fame. The University of Istanbul has documented cases of "junk science" including that of Emir Abderhalden, a highly esteemed professor at the University of Halle from 1911 to 1950. Abderhalden claimed to have discovered "defense enzymes" but subsequent research failed to replicate his findings. Regrettably, his flawed research influenced hundreds of his own papers and thousands of others'.

The case of Abderhalden illustrates the pivotal role of falsification in determining the authenticity of research data. It also underscores how fabrication can be driven by a scientist's personal ambitions. Importantly, it serves as a reminder that even reputable scientists may succumb to the temptation of falsification and fabrication, highlighting the need for vigilance and integrity within the scientific community.

Avoiding plagiarism, falsification and fabrication: The ramifications of plagiarism, falsification and fabrication can extend beyond the research itself, potentially affecting public perception and societal advancement when research outcomes are utilized to enhance social prosperity. Preventative measures against such occurrences may vary across different stages. Initially, when plagiarism, falsification and fabrication arise in a specific research context, action must be initiated by research administration. Institutions engaged in research must possess the capacity to verify, audit, and enforce rigorous internal regulations. These regulations should guarantee that all research endeavors yield outcomes of utmost integrity.

Avoiding plagiarism, falsification and fabrication in research is crucial for maintaining the integrity and credibility of scientific inquiry. Here are some key strategies:

1. **Honesty and integrity:** Researchers should accurately reporting findings, acknowledging limitations, and being transparent about methods and procedures.
2. **Adherence to ethical guidelines:** Familiarize with ethical guidelines which include principles such as honesty, accuracy, objectivity, and fairness.
3. **Transparency and reproducibility:** Researchers should provide detailed descriptions of methods, data, and analyses to enable others to replicate the work and to verify the validity of the findings.
4. **Peer review:** Submit work to peer-reviewed journals or conferences where it will undergo rigorous scrutiny by experts in the field.
5. **Data management:** Maintain thorough records of the data, including raw data, analysis scripts, and documentation of any data manipulations or transformations.
6. **Independent verification:** In order to ensure the reliability and validity of research findings, seek independent verification of the findings through replication studies or collaborations with other researchers.
7. **Conflict of interest disclosure:** Disclose any conflicts of interest that could potentially bias the research. These include financial interests, personal relationships, or affiliations that could influence the outcome of your study.
8. **Educational and institutional support:** Seek guidance and support for resources and training on research integrity and ethics from the educational institution or research organization.
9. **Whistleblower protections:** Familiarize self with whistleblower protections and mechanisms for reporting research misconduct.
10. **Continuous education:** Stay informed about best practices in research integrity and ethics by participating in workshops, seminars, or online courses, etc.

Conclusion: All three forms of misconduct plagiarism, falsification, and fabrication violate fundamental principles of academic integrity and ethical conduct in research. Researchers have a responsibility to uphold high standards of honesty, transparency, and integrity in their work to ensure the reliability and credibility of scientific knowledge.

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REFLECTION ON MY TWO-YEAR JOURNEY IN THE B.ED. PROGRAM

Vepilu Chuzho
B.Ed. 4th Semester



“Education is not preparation for life; education is life itself.” - John Dewey

I decided to join the B.Ed. program to develop the essential knowledge, skills, and disposition needed to become an effective teacher. Moreover, obtaining the course certificate was a requirement for my service, as mandated by the state government. I am grateful for this mandate because, during my two years of service in the government prior to joining the course, I recognized the necessity of enhancing my understanding of school education.

When I began the program, I was both excited and nervous. I had many apprehensions about joining a course I had not initially planned to pursue, and about being in a class with peers of varied age groups and backgrounds. However, I knew this journey would be a valuable learning experience. On the first day, as a student teacher, I entered the classroom and saw my future classmates, which made me feel a little uneasy. I sat with some newly made acquaintances, unaware that the next two years would be both challenging and memorable.

The two-year B.Ed. program taught me numerous valuable lessons, from course content such as child psychology, educational philosophy, and classroom management to significant personal insights. I thoroughly enjoyed every course and class. Many days were hectic, filled with assignments, seminars, and class tests, leaving little time for other activities. The 4th semester was particularly exhausting, both mentally and physically. However, I can honestly say that those busy days were also when I learned the most. I made many mistakes, but each one provided an opportunity to apply the valuable feedback I received from my supervisors. The B.Ed. program has significantly contributed to my personal development.

One of the most valuable lessons I learned was understanding child's psychology. This lesson provided me with new perspectives on teaching. Many other important lessons in the B.Ed. courses are only as effective as the level of understanding of children. I realised that neither the act of teaching itself nor a passion for the subject is central; rather, the individual child is. This realisation was truly transformative for me.

My B.Ed. journey was enriched by my teacher educators. They brought their extensive experiences into the classroom, shared real-life anecdotes, and provided deep insights into the course, along with generous encouragement and support. My initial apprehension about being in a class with varied age groups soon dissipated. My classmates were mature and supportive of each other in both academic and non-academic activities. The interactions, classroom discussions, and collaborative activities with my peers allowed me to grow both academically and personally. I will forever remain grateful for the guidance, support, inspiration, and friendship I received.

This B.Ed. journey has been meaningful and transformative in all aspects. I believe it has been the same for all my friends. As we step into new ventures and adventures, the invaluable lessons learned through this course will remain instrumental in any changes we hope to bring in our personal lives and future professions.

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
untill 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 ❤️❤️

by chem. L. thongs



Chemlise
B.Ed 2nd Semester

Veil

I saw it
Strong and magnificent
I leaned against it
It stood still
I gave a nudge
It didn't budge
I poured over it
It didn't dampen
I tossed logs
It wasn't scathed
My eyes opened
The boulder moved
I leaned against it
It rolled over
It drenched as I spilled
It weakened with the hurl.
I perceived
More, as seasons passed by.

*-Longkoimary
B.Ed 4th Semester*



A Muse Symphony

Aching Echoes dwell in the flesh,
The soul, ready to unleash
A tempest trapped within.
Amid life's grand tapestry,
Finding Creator's serenity
Found- a soul at peace
In the gentle echo of Grace.

*- Kedukhro Thopi
B.Ed 2nd Semester*



To the Kind Souls

Thank you:
For the love and kindness shown towards this little frog out of the well;
For the constant guidance and support in times of despair and hopelessness.
Thank you for being considerate.
Thank you for the encouragement when I thought I couldn't go on.
Thank you for being an inspiration.

You will forever be:
My precious Treasure;
My Compass in the wide sea;
The soothing music in the chaos;
The breathtaking art in the world;
The imperfectly perfect art.

*- Iteuhungle Iralu
B.Ed 4th Semester*



WHISPERS OF GRACE: MY B.Ed JOURNEY OF LIGHT

After a long gap from academic halls,
I returned as student, despite the stalls.
The first day felt so strange and new,
I thought I'd just get a certificate and bid adieu.
But nothing went as I had planned,
For I met friends, a lively band.
In a class of fifty turn to forty-four,
I found joy and so much more.



From the back bench, I observed the scene,
Classmates still cautious, masks on.
Like COVID's fear lingered in the air,
Like a ninja, covered and unrecognizable, they were.
Yet my friend, at my left, a keen and bright observer,
Spotted Andrea's beauty and her charm from the back silently.
Another friend, sat up front with a smile so sweet,
Beside a girl whose laughter couldn't be beat which became her trademark.

Her eyes, sharp as a sniper's aim,
Missed nothing, her glance never tame.
An eagle in the sky, seeing all around,
Her only weakness, a helmet, she found.
Besides, at my right, a brother who turned the class to his bed,
Lectures like lullabies, soothing his head.
And at my front, a shy friend, finding her air in the month of May 2023,
Joined our flock, day by day.

I was late to join this innocent crew,
But their company, a breeze that blew.
Peace I found, and a sense of grace,
With these four humble friends who had prayer and worship in place.
Along with these three gentlemen, not to forget,
One, the humblest NSCN General.
The youngest, forgive his handsome guise,
And Triple H, happiest, a car as his prize.

To the beloved classmates of forty-five,
You're angels, beautiful, keeping spirits alive.
And as for me, once known as lover boy,
Now Love Guru, spreading love's joy.
Not a lady killer, but wise from past,
For my done became don't, heartbreaks cast.
In short, a Love Guru, lessons to show,
Join me in the mission, let love grow.

Oh SCTE-K Evangelical Union (EU), how can I forget you?
You arrived in my darkest hour, To comfort and shelter me,
To ignite the fire and warm my soul, Bringing light into my darkness.
May you ascend higher and shine brighter, Glorifying His holy name,
It became clear, it was His divine plan,
Guiding me to the State College of Teacher Education, Kohima.
Thank you so much, SCTE-K family-teachers, staff and friends.
May God's blessings abound upon you.

- Manto Konyak
B.Ed 4th Semester

A FAREWELL NOTE

- Mewete Melvin Thopi
B.Ed 4th Semester



Hello everyone,

I couldn't speak my mind there so let me put it in written words here. Maybe I ought not to have started writing those long messages back in 3rd semester because now I am experiencing a writer's block.

I think we can all agree that we had a good time today. And it's all thanks to us/ourselves (picnic goers). The result is all there to see in our vocal cords, and sweat-filled body and clothes. Sunburn for some maybe. Used every ounce of our energy but we can say that it's all worth it. What an epic end to our two year journey together. The best finale that we could all ask for.

A very big thank you to everyone who made this picnic possible. Our constant cancellations have finally been overcome and now I can breathe easy knowing that it was organised in the best possible way with everyone's inputs, contributions and support. Thank you once again.

I will call myself the reluctant CR. You see I didn't want anything that has to do with me standing alone and speaking in front of others. I rather dread that feeling. So when you guys elected me as your CR, I wanted to run away and hide because that has always been my comfort zone. Being in my own comfort zone and not doing anything that makes me stand out has been a safety first approach theme of mine. Electing me as your CR was just so out of the blue, I still remember those shuddering moments during the election day. But knowing that there was no escape in sight, I had no choice but to accept it. I cannot run any longer I guess. It has been quite a journey for me. A journey that has been made smoothly by all of you guys/ladies. The best supporting cast that I could have asked for. As we end our journey together, I thank each and every one of you for your unfailing love and support.

Like I said earlier in the day, I just came to SCTE to get my B. Ed certificate. But instead I am leaving with lots of memories and having made friends for life. I know I won't be getting a good grade but at least I have made friends with good quality grades. And getting good quality grade friends is rare. So to all those who have made my stay in SCTE special, I pour out my heart for you. I want you to know that as one of the three champion eaters of our class, I will surely be coming on your big day to eat a big chunk of your wedding feast.

My MTB partner, *Manto*. The most eligible bachelor out there and the one ever ready to get married. I pray that 2025 be your year. I love you man.

Nikiye. The quiet of the quietest. EAC in the making. You are already halfway through. May victory and achievement be yours soon.

Aboto. The young one. DJ cum sound operator. Shining bright even with lots of responsibilities. You can do it.

Two chotus- *Imlong* and *Thungchibemo*. The two featherweights. One roasts and the other gets roasted more often than not. Smart people. Both of you have gemstones right by your side so don't go looking for quartz.

Pur. Would have been a K-pop star in a different country. Tell me your charms (the ones that Wochum fell for). Good cook= lucky Wochum. Will miss your appropriate touches ☺ (IYKYK).

Imsu. Is he booked or not is the one that begs the question. One of the older ones of the class that I can always turn to for any advice. He likes dancing but always wants me to initiate first so that he won't be ridiculed. Cool, calm and always good with words.

Keleseto. Take comfort knowing that I won't be pinching your stomach anymore. Will miss your insults. Another one who we can all turn to. Stay the same always.

Ruokuovituo. Wannabe 1995 kid. Wrestling champion. Knows good pickup lines. Humble, matured for his age and well mannered. Does not like losing (remember our sports week). His favourite words - Khushi Khushi naki. Will miss your hugs.

Keneisevor. Mr. Reliable. Dependable. Bighearted. Multitalented. Needs no introduction. Continue doing what you do and what you love.

As for the girls. I don't have anything to say. Just kidding. I have so many things to say but my double tag is holding me back ☺. I am glad to have met beautiful, wonderful and extraordinary girls. I don't know why the other guys in our class have not made a move. But girls, their loss is someone else's gain so don't mind. Our girls are single-handedly making the class look good with good grades. Not just grades but also good looks. I notice many of you to be strong willed and spiritually strong. I quite like it. Please know that women are also no less. You are our equals so don't expect anything less from anyone. You deserve to be treated like queens.

Now as I end this short farewell write-up I hope and pray that down the line, all of us will be humble, sincere and hardworking in whichever calling God has made for us.

Thank you everyone!

THE GREAT INTERNSHIP ODYSSEY: FROM CHALKBOARDS TO COWBELLS

- Heiriagumle Liegise
B.Ed 4th Semester



Buckle up, folks! I'm about to regale you with stories of my teaching internship adventures where I danced my way through teaching in both the urban jungle and rural ranch. Get ready for a laughter-filled journey of lesson plans, sleepless nights, and a few rogue cows. Which one stole my heart? Read on to find out!

Chapter 1: The Urban Jungle

Ah, the city! Where the Wi-Fi is strong, the coffee is stronger, and the students are more tech-savvy than the IT department ... well, they're a different breed altogether. I taught in the city, where the only wildlife was the students' energy levels!

Day one: My urban teaching internship began with me confidently strolling into the classroom, armed with my lesson plan, optimism and a newly bought blazer (because, you know, urban chic). I felt like a knight entering a dragon's lair, I was ready to conquer ... until I realized the students were the dragons.

The urban students were sharp, quick, and had a knack for turning any lesson into a meme-worthy moment. Teaching them about ancient civilizations felt like explaining a pre-Instagram era. I learned to:

- Tame the savage beast (aka, a classroom of rowdy students)
- Perfect my 'teacher swag' (still a work in progress)

Chapter 2: The Rural Wilderness

Just when I thought I had mastered the urban classroom, it was time for the next phase: rural teaching. Goodbye, cappuccinos and high-speed internet; hello, fresh air and roosters as alarm clocks. I traded sky high buildings for haystacks and taught in a rural school where the only traffic jam was a herd of cows blocking the road!

Day one in the village: I was welcomed with wide-eyed curious children and the sound of roosters. The students here did not care about the latest Tik Tok trend; they only wanted to know whether we would be teaching in their school permanently. The rural students were more comfortable with cows than classrooms. They showed me that even in a quiet village, minds can be loud and curious.

Teaching in the village was a different ball game. No projectors, no fancy gadgets, just me, a whiteboard, and my immaculate (sometimes questionable) drawing skills. Ever tried drawing the map of India with an overused marker whose ink needs to be refilled every two minutes? It's an art form.

Chapter 3: The Food Chronicles

Let's talk food. In the city, lunch breaks involved hurried bites of oily fried buns and sometimes baked biscuits with tea. In the village, lunch meant home-cooked meals that students' parents would generously bring. Not forgetting the generous gifts consisting of vegetables, local chickens and fresh as well as smoked meats from neighbours, friends and relatives and even the school who had made it their sole mission to keep us well fed at all times. Ever had piping hot Mid Day Meal Galho with alu chutney while explaining the Causes of Revolt of 1857, during lunch? Highly recommended.

Chapter 4: The Return

Returning to college, I felt like a seasoned traveller with stories to tell. I had navigated the urban jungle and the rural wilderness, and I had come out of it with a newfound appreciation for educators everywhere. Stepping into this role, I anticipated challenges and growth, but the experience has been far more profound than I ever imagined.

Epilogue: Lessons Learned

These two internships have taught me that teaching is less about where you are and more about connecting with your students. Whether it is a classroom with AC and smart board or a thatched hut with a blackboard, the essence of teaching remains the same. Also, I discovered that cows make surprisingly good listeners when practicing lectures.

In the end, both internships taught me that teaching is all about adaptability, creativity, and a sense of humor. I learned that whether it's rural or urban, it's all about the people, the experiences, and the laughs. Both the experiences were unique and rewarding, where the urban students showed me the future, while the rural students reminded me of the beauty of simplicity. Together, they made my internship unforgettable. So here's to teaching, in all its chaotic, hilarious glory. Whether it's the city lights or village nights, the journey is always worth it. So, if you ever get the chance to teach in both settings, grab it with both hands. Just remember, cowbells are optional, but laughter is mandatory.

HUMILITY- ESSENCE OF TEACHING

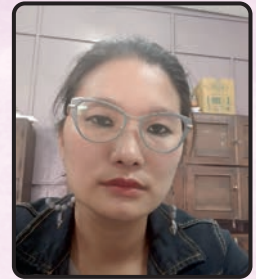
What if humility is the first required quality to be an educator ?

What if teachers are kept in probation period for test of humility? These are just two questions that hover in my mind at times.

Will I be able to get through the probation? It may not be very difficult to simulate humility in a controlled environment but how long do we simulate it?

The Oxford dictionary defines humility as “the quality of having a modest or low view of oneself or one's importance”. I personally feel that a lot of us try to behave humbly but proud at heart, in contrast to the definition. In our society and generation filled with self obsession, it is challenging to remain humble but what if we as teachers, start advocating humility as a CORE concern in classrooms again? I believe this will go a long way in transforming the society. One thing to remember is that, our students can find a lot of platforms where they can learn their syllabus without our help but humility is what we need to inculcate in them. As educators, we are going to be faced with very trying students too but as we take up this course to be a better teacher, I believe we will go out into the society as ambassadors of humility. Through this, I believe that a lot of changes can be brought about in the society as we take on this noble profession with all humility. Let's all challenge and prepare ourselves mentally to move out of this institution well equipped with humility as our armour.

Remember that there are and will be students who will try to outsmart us too and it is our duty to instill the qualities of HUMILITY in them and not to compete head to head with them. I wish all the seniors a happy teaching life .



Viwekhonuo Vielie
B. Ed. 2nd Semester

Art

Artist- Longkoimary
B.Ed 4th Semester

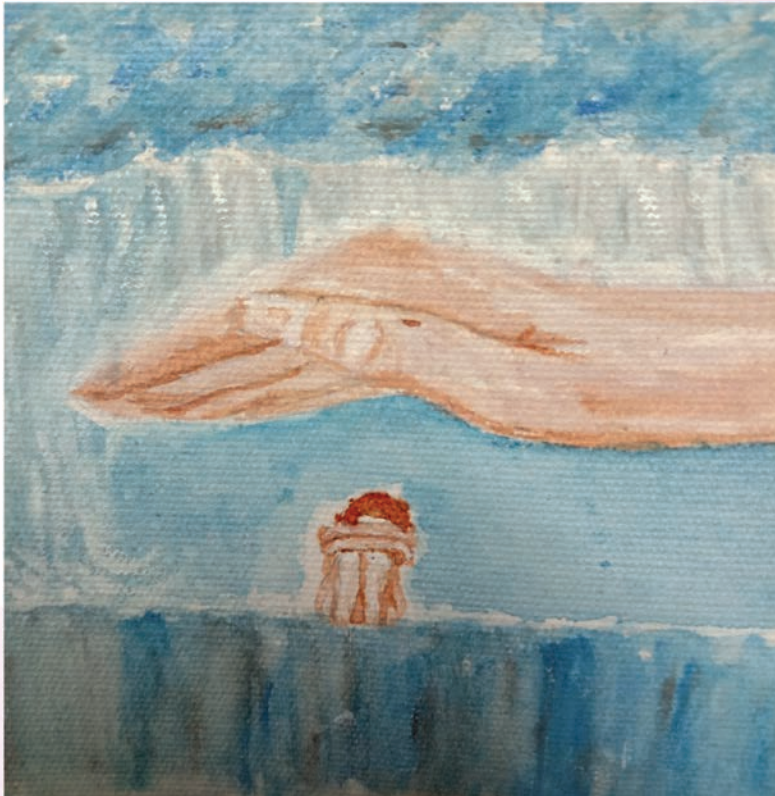




Photo Gallery



Teaching Faculty



Non Teaching Staff



B.Ed. 2nd Semester



B.Ed. 4th Semester



Students' Council



Evangelical Union Committee



Cultural Club



Gastronome Club



Music & Art Club



Photography Club



Maths & Science Club



Current Events Club



Eco Club



Dino Memorial Girl's Hostel



Commemorating World Environment Day



Honoring Independence Day



Sales Day



Our college successfully executed a fire mock drill to ensure everyone knows the evacuation process and create safety awareness.

Annual Sports Meet 2023-2024



Cultural Day



Advent Christmas



Freshers Day



Farewell



Class Outings





20 Mar 2024 2:33:59 pm
High School Colony
Kohim
Nagaland Division

Orientation Programme on “Assessment and Management of Persons with disabilities”



Student-Teachers and Faculty members of SCTE-K at Triennial Conference cum National Seminar organised by ANGCTA



Panel Discussion on NEP-2020 and Pedagogic Reforms



Faculty Development Programme on “Use of ICT tools”



A Sewing Machine Operator (Skill India) Classroom



Demonstration of Micro-Teaching Skills



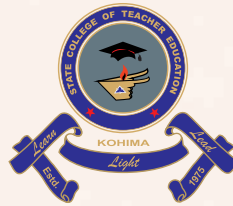
Panch Pran and Swachhta Pledges

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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Printed at
NV Press, Kohima