

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

NAAC ACCREDITED GRADE- B



*Prospectus*

*2024*

**GOVERNMENT OF NAGALAND**

## **STATE COLLEGE OF TEACHER EDUCATION KOHIMA**

### **PROFILE**

State College of Teacher Education, Kohima, formerly called Nagaland College of Education, was established in 1975, under the initiative of the North-Eastern Hill University (NEHU), Shillong, and the Government of Nagaland, to cater to the need for qualitative improvement of teachers and school education in the state. In addition to the B.Ed. course, the Under Graduate Teacher Training (UGTT) Course was also offered in the College from 1976-1992. The College was affiliated to NEHU since inception, until it came under Nagaland University in 1995.

Upgraded to College of Teacher Education by the Ministry of Human Resource Development, New Delhi, in March 1996, it is among the first few teacher education institutions in the North-East to have been recognized by the National Council for Teacher Education (NCTE), New Delhi. As a premier teacher education institution of the state, the College strives to prepare teachers to be competent facilitators of learning, thereby enhancing qualitative improvement of education in the state in particular and the country at large.

It is a matter of pride that the College has been assessed by the National Assessment and Accreditation Council (NAAC), Bengaluru in the year 2011 and has secured a ‘**B**’ grade with CGPA of 2.52 on a 4 point scale. In its service to the teaching community for more than four decades, the College has been taking a leading role in the development of Teacher Education especially at the Secondary level.

With the introduction of the two-year teacher education programmes, the College seeks to prepare teachers and teacher educators in becoming humane facilitators of learning, who are sensitive and responsive to educational contexts, and capable of evolving a deeper understanding of the purpose of education and its relationship with society.

### **VISION, MISSION AND OBJECTIVES**

#### **A. Vision:**

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

#### **B. Mission:**

Prepare Reflective, Humane Professionals as Catalysts of Change, Pro-actively engaged in Redefining Process and Practice of Education.

#### **C. Objectives:** To facilitate student teachers to:

- i. Develop concern and love for learners, learning and teaching with commitment to serve society and work for its reconstruction;
- ii. Understand and appreciate the multi-dimensional aspects of teaching-learning and effectively design learning experiences to address diversities;
- iii. View learners as participants in the creation of knowledge and actively engage them in meaningful learning;
- iv. View learning as a continuous and evolving process of meaning-making and knowledge generation as a process of Reflective learning;
- v. Understand pedagogy as an integration of knowledge about learner, content and context;

- vi. Develop competencies to effectively use evaluation ‘for learning’ rather than ‘of learning’, aimed at continuous and comprehensive evaluation of learners and the learning process;
- vii. Nurture values of Justice, Equality, Peace and Social Responsibility, and commitment to the cause of a Just and Peaceful society;
- viii. Develop capacities for Critical Thinking and Reflection and help develop the same in learners;
- ix. Identify and develop their potentials and strengths; realise their limitations and adopt measures to address them;
- x. Effectively prepare themselves for multiple roles both within and outside the classroom;
- xi. Develop language, communication and ICT skills as means of facilitating learning as well as life-long learning;
- xii. Develop interest and skills in Research and view it as an indispensable tool for a professional practitioner;
- xiii. Nurture artistic and creative sensibilities, with abilities to develop the same among learners.

### **PROGRAMME LEARNING OUTCOMES (PLOs) OF B.Ed.**

On successful completion of the two-year B.Ed. programme by student-teachers will acquire the below mentioned competencies under following areas.

**Teaching competency** : Student-teachers will :

- Know, select and use learner-centred teaching methods.
- Understand the paradigm shift in conceptualizing disciplinary knowledge in school curriculum.
- Develop necessary competencies for organizing learning experiences,
- Select and use appropriate assessment strategies for facilitating learning.

**Pedagogical skills** : Student-teachers will :

- Acquire knowledge on methods of teaching suitable to deal with different contents.
- Develop understanding on different pedagogical approach suitable for different school contents.
- Apply teaching skills and strategies to deal with classroom problems.

**Teaching through Nonconventional Modes:** Evolving a system of education which enhances the potential of every learner to acquire, retain and transform knowledge leading to vibrant society through creative, experiential and joyful modes of learning.

**Critical Thinking:** Analysis of Curriculum, construction of blue print, selecting appropriate teaching strategies according to needs of students and conducting action research to solve educational problems.

**Effective Communication:** Presenting seminar before peer students and teachers and practicing communication skills through various linguistic activities and applying it for better interpersonal communication.

**Sensitivity Towards Inclusion:** Identifying the diversities and creating an inclusive environment and organising guidance and counselling programmes for disabled students.

**Content Analysis:** Analyze the text-books, syllabus, and other learning resources.

**Effective Citizen Ethics:** Understand different values, morality, social service and accept responsibility for the society.

**Self-directed Learning:** Preparing scripts for seminars, lesson plans online content and evaluation thereof.

**Social Resilience:** To understand social entities and enable to tolerate, absorb, cope up with adverse conditions of life.

**Physical Development:** To practice Yoga, self-defence and physical fitness.

**Team Work:** To enable to work as a member or leader in diverse teams and in multidisciplinary settings by following the principles of collaborative learning, cooperative learning and team teaching.

### **COURSE LEARNING OUTCOMES (CLOs) OF B.Ed.**

Course wise learning outcomes of different semesters are elaborated in this section. For details please visit our college website (<https://sctek.online/curriculum/>)

### **ACADEMIC PROGRAMMES**

The college offers full-time regular B.Ed. programs of two years based on the National Council for Teacher Education (Recognition Norms and Procedures) Regulations, 2014. Beginning in July, the academic session is spread over four (4) semesters of six months each. The College works six (6) hours a day for five (5) days a week.

### **INTAKE CAPACITY & ADMISSION PROCESS**

The College has been granted intake capacity of one (1) unit (consisting of 50 student teachers) by the NCTE.

#### **A. Eligibility:**

The eligibility conditions for admission to the B.Ed. course is as per the guidelines and norms laid down by the NCTE, New Delhi, which states:

- i. Candidates with at least 50% marks either in the Bachelors degree and/or in the Master's degree in Sciences/ Social Sciences/ Humanities/ Bachelors in Engineering or Technology with specialization in Science and Mathematics with 55% or any other qualification equivalent thereto, are eligible to apply for the program.
- ii. There shall be relaxation of 5% marks in favor of SC/ST categories.

#### **B. Seats available & Selection Procedure:**

Total No. of seats - 50 (1 unit)

The candidates are required to undergo the Common Entrance Test (CET.B.ED) conducted by Nagaland University. They are to register in the university website portal [URL:http://admission.nagalanduniversity.ac.in/](http://admission.nagalanduniversity.ac.in/) for application and necessary verification of academic documents.

#### **C. Reservation Policy**

- One seat out of 50, reserved for Person with Disability (PWD) student.
- One seat out of 50 reserved for Economically weaker section (EWS) student.
- Five seat out of 50 reserved for Higher Education Department, Govt. of Nagaland.

## **NUMBER OF WORKING DAYS & ATTENDANCE**

The College maintains a minimum of 110 working days per semester, in line with the requirements of 220 working days per academic year, as prescribed by the UGC/NCTE, New Delhi. All student teachers are required to maintain the Nagaland University Norms of 90% attendance in Practical Activities and 80% in theory classes. Those whose attendance falls short of these requirements are debarred from appearing in the semester-end examinations. Student teachers are also to compulsorily attend all programmes and activities conducted in the college. Absence from these programmes is viewed seriously.

## **RULES & REGULATIONS/CODE OF CONDUCT**

Keeping in view the aims and aspirations of State College of Teacher Education, Kohima certain rules and regulations have been framed to be strictly followed by students. These rules have been formulated not to bind the students within the premises but to make them understand the value and standard of discipline, which, when followed meticulously, help them to emerge into more determined, matured and knowledgeable individuals. A full-hearted support from our students is thus solicited.

### **A. Attendance:**

- A student must maintain minimum 80% attendance for Theory classes and 90% for all Practical activities as per Nagaland University Rules. Attendance of students will be assessed every month.
- Attendance and participation in all the Practical Activities and Workshops is compulsory, failing which will entail discontinuance of the course.
- All leave applications should be submitted to the Vice Principal. Students who are found absent for 3 consecutive working days without prior permission/information, will be reported to the concerned authority for disciplinary action.
- Unauthorised absence for more than 15 consecutive working days renders a student liable to be removed from the rolls and the usual admission fee will be charged if he/she is to be readmitted.
- Except in cases of emergency casual leave should be submitted, personally to the VP at least two days in advance.
- All are expected to attend all classes on the closing day before and opening day after each of the vacations and short breaks. Those absent without prior leave will be called for explanation.

### **B. Conduct Inside Classroom:**

- All students are to occupy their respective seats before the teacher enters the class.
- Response to the roll call can be made by using appropriate expressions only.
- In no case proxy attendance is to be given. If proxy is done, 3 days attendance of the concerned students will be cancelled.
- Punctuality in attendance is encouraged. Attendance of student who come late shall not be counted. They will be treated as absent for the day.
- While the teacher-educator is inside the class, any student who wants to enter class or leave the class should take permission from the concerned teacher.
- All mobile phones must be kept in SILENT MODE and no calls are to be entertained during class hours.
- Use of Mobile Phones during class, unless asked to, is strictly prohibited

### C. Discipline within the Campus & Dress Code:

- Chewing pan, smoking and consumption of alcohol or any other intoxicants within the college premises is strictly prohibited. College premise is TOBACCO FREE ZONE.
- Every student and faculty member of the college should maintain modesty in dress, language, behaviour and conduct inside the college campus.
- Every student has to develop the habit of seeing the General Notice Board for collection of day-to-day information.
- Every member of the college shall use the property of the college with care and preserve the cleanliness of the campus, furniture, equipments in the Laboratories, Library and all other property of the college.
- Damage caused to the property of the college shall be replaced /cost borne by the whole class.
- Discourtesy and disrespect to the members of the college staff in any form will be viewed seriously and student responsible for such behavior are liable to be dismissed.
- No outside commitment should be undertaken during the regular timing of the College classes and activities.
- All students are to compulsorily wear the College **Blazer every Tuesday and Thursday**.
- All the student must wear at least one item of **Traditional Attire on every Wednesday**.
- Every student is to wear the College ID card while in the College Premises.
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- Every student is to wear the college ID card while in the college premises.

### D. Role of Student Body:

- A Student Body is constituted through an election process for assisting the college in the organization of various activities and programmes and for the welfare of the student-teachers. All activities of this body shall be carried out strictly in consultation with the college authority/faculty-in-charge of Student Activities.
- The Student Body will, under no circumstances, participate in any activities beyond the college except with the permission of the college authority under exceptional circumstances.
- The Student Body shall not use any official writing pad/seal, both within and outside the college.
- Any grievances that may arise among students will be brought to the notice of the Student Body, who will in turn take up the matter with the faculty-in-charge or the Grievance Redressal Cell.

### E. General:

- It shall be the bounden duty of every student to abide by the Rules & Regulations of the college to conduct himself/herself with discipline and decorum in all places within and beyond the College campus and under all circumstances.
- The Principal shall have the right to suspend or expel any student whose conduct is not satisfactory. Irregular attendance, disobedience or defiance of authority, malpractice in Examinations/Tests/Academic and practical activities, conduct of injuries to the moral tone of the college are sufficient reasons for the dismissal of a student.
- The Institution holds the right to introduce, alter, amend or change any or all of the rules from time to time if deemed necessary.

## **QUALITY CONTROL**

### **A. IQAC**

State College of Teacher Education had its IQAC Committee of the institution established in the year 2007 to ensure quality of Academic and Administrative functioning of the institution. In August 2011 the College was assessed by NAAC and was accredited with “B” grade with a CGPA of 2.52.

The Internal Quality Assurance Cell (IQAC) plays a crucial role in the Teacher Education (B.Ed.) program. Its primary functions are centered around enhancing and ensuring the quality of education and institutional processes. Here are the key functions of the IQAC of the institution.

- Development and Application of Quality Benchmarks
- Facilitation of a Learner-Centric Environment
- Collection and Analysis of Feedback
- Organization of Workshops and Seminars
- Documentation and Reporting of API and AQAR
- Development of Quality Culture
- Enhancement of Infrastructure
- Monitoring and Evaluation of Workshop, School Internship and other academic activities
- Encouragement of Research and Innovation
- Collaboration with External Agencies & Institutions
- Student Support and Progression
- Promotion of Inclusiveness

By focusing on these functions, the IQAC aims to create an environment that fosters continuous improvement and ensures the highest standards of quality in the B.Ed. program.

### **IQAC Steering Committee**

In 2013 the IQAC was re-constituted with the following members:

- Principal: Chairperson
- Additional Secretary, H&TE: Member
- Additional Director, HE: Member
- Headmaster, Ruzhukhrie GHSS: Member
- Headmaster, Baptist High HSS: Member
- A Community member
- President, Alumni Association SCTE- Kohima: Ex-officio Member
- Co-ordinator, NAAC Committee: Member-Secretary

### **B. Extension Services**

The Nature of Extension Services carried out by the college:

- Interview Board members as subject experts for RMSA, SSA, and other selection Boards constituted by Government of Nagaland.
- Members of NBSE Curriculum Development Board.
- Members of State level Science Exhibitions and Seminars

- Curriculum Development Board of the University.
- BLO to Election Department of the state.
- Speller and Judge in state level ‘Spelling bee’ competition
- Member BOPS under Nagaland University.
- The College being a Programme Study Centre of IGNOU-M. A. in Education, the Members of the faculty functions as academic counsellors and are engaged in the numerous programmes/courses offered by it, as co-ordinators and academic counsellors. The College facility is also made use of, for the PGDHE programme, in which faculty also extend their services as Programme Director and Resource persons.
- Faculty of the College are involved in resourcing numerous training programmes for teachers, organized by the departments of both School Education and Higher Education, and also by individual institutions both at the school and college levels.
- The College regularly provides Free Extension Services to the Practicing Schools on its own initiative, or on invitation by the schools.
- Members of the faculty are also involved in the Curriculum Review, Text Book writing, Research Collaborations and other such academic exercises of the Board of School Education, S.C.E.R.T.
- The College also assists the University in the conduct of the CET-B.ED and B.Ed. Theory and Practical Examinations.
- Services are also extended to NGOs and educational institutions of different levels, for various education related Seminars, Workshops, Symposiums, Conferences, Training programmes, Competitions, etc.
- The College also annually organizes a minimum of at least one (1) State level Faculty Development Programme for Teacher Educators of the state, on different relevant themes/ topics pertaining to teacher education, where Resource Persons from national level organizations are invited.
- Peer reviewer in National & International journal
- IGNOU (M.A Edu)/M.Ed. dissertation supervision and evaluator.
- Ph.D. Guidance
- To the Community: The college carries out extension services such as,
  - Outreach programs; Community work incorporating Environment Protection, HIV & AIDS, Consumer Rights.
  - We also conduct activities like Blood Donation Drives and observe World Environment Day in the community under the banner of RRC and Eco Club.
  - In NGO’s sector, Faculty members act as resource persons in programs organized by women groups, student bodies, self-help groups and various programs organized by the church.
- *The institute develops social and citizenship values skills through –*
  - Project and practicum which are conducted in the community.
  - Collaborative and cooperative teaching-learning.
  - Exposing the students to different rural and urban set up during observation and Practice teaching programs
  - Organizing and Observation of important days and occasions like international Women’s Day, World Disabled Day, World Humanitarian Day, Consumer Right Day, Earth Day and a number of Cultural programs.
  - Conduct of awareness programme on role of a citizen on election related activities.
  - Conduct of Clean election campaign.
  - Financial management awareness programme by Securities and Exchange Board of India (SEBI).
  - Project on Traditional Knowledge.





### 3. Department of Language Education :

- **Dr. Bendangyapangla** - M.A (Eng. Lit) M.Ed., Ph.D - Asso. Prof.
- **Ms. Rose Mary Achumi,** - M.A (Linguistics), B.Ed., M.Phil., NET. - Asst. Prof.
- **Ms. Temsutula Longkumer** - M.A (Eng. Lit), LLB. NET - Asst. Prof.  
- M.Ed. Top 9  
- *Area specialization – Child Development, Language Edu.*
- **Ms. Anisha Himb** - M.A (Eng. Lit.) - Top 1 (2005) - Asst. Prof.  
- B.Ed Top 8 (2008)  
- M.Phil Indian Literature (Drama), NET
- **Ketoriavi Sakhrie** - M.A (Psy) - Asst. Prof.

### 4. Department of Science Education :

- **Ms. Dzüvimenuo I. Yaden** - M.Sc. (Chem), B.Ed. - Asst. Prof.
- **Mr. Megosielie Khate** - M.Sc. (Zoo) M.Ed. NET - Asst. Prof.  
- (Entomology, Gold Medalist 2008, Bangalore University)  
- *Area of specialization – ICT, Vocational Edu. Mushroom Cultivation*

### 5. Department of Mathematics Education:

- **Dr. Sandip Ratna** - M.Sc. (Maths), M.Ed., DIT., NET. Ph. D - Asso. Prof.  
- *Application of ICT, Research Methodology*
- **Mr. Tepusa Kiso** - M.Sc (Maths), M. Ed., NET - Asst. Prof.

### 6. Department of Library & Information Science:

- **Dr. Sashilemla** - M.Lib., Ph.D., NET - Librarian

## FACILITIES AVAILABLE

**A. Library:** The College has a library of about 10,000 volumes catering to the needs of the trainees and the faculty. There is a separate Reference section catering to a wide range of education related subjects. Besides, journals are also subscribed. Separate library hours are provided in the college time-table. INFLIBNET facility is provided to all student teachers and faculty, for access to e-libraries and e-resources. The process of Library automation is underway.

**B. Laboratories:** The College has the following laboratories:

1. Technology Laboratory - The Technology Lab is facilitated with 20 PCs with LAN connection and Printing and reprographic facilities. Broadband Internet connections (wireless and LAN) through Y-MAX, Symbios and BSNL are provided.
2. Language Laboratory – The College has Language Lab since 2010, with necessary Software installed in about 15 computers for use by the student teachers.
3. Science Laboratory - The Science Laboratory has an adequate number of scientific equipment, glasswares, chemicals and consumables relevant for conducting content-related practical for Secondary and Higher Secondary Levels. An LCD Projector and TV are also provided.
4. Psychology Laboratory – A good number of Psychological Tests, along with other relevant charts and materials are provided.

**C. ICT Facilities:** The College campus is WiFi enabled with sufficient Desktops as well as individual laptops in all sections of the office (administrative, accounts and academic) with printing and reprographic facilities. All faculty rooms are provided with desktops, in addition to a good number of personal laptops. Dedicated Reprographic facility is provided for the use of student teachers at a nominal cost. All classrooms are provided with LCD Projectors with internet facilities.

- D. Power Back-up:** For Power Back-up, the college has two generators (12KV & 6KV).
- E. Teaching-Learning Aids:** The College is equipped with a number of Audio-visual and multimedia Teaching-learning Aids, such as desk-top computers, laptops, LCD Projectors in all classrooms, Video and Still Cameras, TV and a good number of course-related educational CDs, printed materials, etc.
- F. Physical Education :** Recognising the need and demand for Health and Physical Education Teachers in every school, the college has undertaken to offer the 6-Month Certificate Course in Physical Education under the Rashtriya Uchchar Shiksha Abhiyan (RUSA) Project on Vacationisation of Higher Education, of the Ministry of Human Resource Development, Government of India. At present, the course is being offered only to the student teachers undergoing the B.Ed. Programme, as an additional qualification, to develop in them, certain basic knowledge and skills for assistance in schools where no qualified teachers in Health and Physical Education are available. This programme is set up in January, 2018.
- G. First Aid:** Basic First-Aid facility for common minor ailments is provided for all members of the College.
- H. IGNOU:** The College is the Programme Study Centre M.A. (Edn) courses of the Indira Gandhi National Open University.
- I. Hostel:** The College runs a Women's Hostel, having a capacity of 24, with minimal fees. It is facilitated with Indoor Games, TV and Generator (6KV) for power back-up. Female student teachers desirous of availing hostel seats may apply for the same at the time of admission.

## **STUDENT SUPPORT**

- A. Student Body:** A Student Body is constituted every new Academic year with members selected/elected into different posts, giving representation to both men and women, covering all batches and programmes. This body looks into welfare aspects of the student teachers as well as organization of different activities of the college. Different members of the Student Body are also ex-officio members of the IQAC, and other Committees and Cells of the College, constituted for student support and welfare of the college.
- B. Grievance Redressal:** The College has a Grievance Redressal Cell to help the members of the College in any difficulty. Student teachers are encouraged to provide feedback pertaining to any aspect concerned with improving teaching-learning, nature and organization of curricular and co-curricular programmes, facilities available, etc. The different committees and cells are assigned responsibilities to redress the grievances.
- C. Anti-Discrimination Cell :** The Cell is constituted to safeguard the interest of student-teachers without any prejudice to their caste, creed, religion, language, ethnicity, gender, disability and to eliminate discrimination or harassment against of any student-teacher in State College of Teacher Education, Kohima, by providing preventive measures to facilitate equality, democracy and promote equality among the student-teachers.

The Cell will look into matters related to depriving a student-teacher and group student-teachers on a particular caste, creed, religion, language, ethnicity, gender, disability or any type and matters of imposing conditions of any student-teacher which is incompatible with the dignity of human beings.

The Committee will receive complaints from the affected student-teachers in terms of discrimination of caste, creed, religion, language, ethnicity, gender, disability and conduct a proper enquiry, and submit a detailed report to the undersigned for suitable action.

**D. Mentorship:** The mentoring programme as old as the institution itself which acts as an important organ of the students support system.

Mentorship for B.Ed. (Bachelor of Education) students is a valuable support system that involves an experienced educator guiding and assisting students as they navigate their academic and professional journey. Here are some key aspects of mentorship for B.Ed. students:

i) Academic Guidance, ii) Study Strategies, iii) Professional Development, iv) Teaching Techniques, v) Lesson Planning, v) Career Counselling, vi) Pathways in Education, vii) Resume Building, viii) Classroom Experience, viii) Observation and Feedback, ix) Co-Teaching x) Personal Support, xi) Emotional Support, xii) Work-Life Balance, xiii) Networking Opportunities xiv) Professional Connections, xv) Alumni Connections xv) Reflective Practice xvi) Critical Reflection, xvi) Professional Ethics, xvii) Continued Learning, xvii) Professional Development Opportunities etc.

Effective mentorship fosters a supportive learning environment and contributes significantly to the development of competent and confident educators. It helps B.Ed. students bridge the gap between theory and practice, ensuring a smooth transition into their teaching careers.

**E. Guidance & Counselling:** The College has a Guidance & Counselling Cell to guide and counsel the student teachers whenever necessary.

**F. Grievance Redressal:** The College has a Grievance Redressal Cell to help the members of the College in any difficulty. Student teachers are encouraged to provide feedback pertaining to any aspect concerned with improving teaching-learning, nature and organization of curricular and co-curricular programmes, facilities available, etc. The different committees and cells are assigned responsibilities to redress the grievances.

Feedback is constantly sought from student-teachers, especially pertaining to the core components of the course and the manner of their transaction. This is done through Feedback Sessions conducted after every important activity of the course, both verbally as well as in writing. Records of Feedback are maintained for future reference and necessary improvements. A Suggestion Box is also placed in the campus for submission of any kind of feedback by the student teachers.

## CO-CURRICULAR ACTIVITIES

A variety of co-curricular programmes for sensitisation and awareness on numerous issues and concerns of modern society are organized throughout the duration of the courses, focusing on the roles of teachers. Some important programmes conducted regularly include- HIV/AIDS Awareness, Disaster Management, RTI, Consumer Rights, and observance of important days such as International Women's Day, World Disability Day, International Mother Language Day, etc.

**A. Clubs & Houses:** The different clubs of the institution conduct different co-curricular activities to cater to the varying abilities of the students. Students are distributed into the clubs according to the area of interest. A good number of Clubs are formed based on the interests and suggestions of the student teachers, such as literary, Aesthetic, Cultural, Current Events, Technology, Science, Music, Gastronomes, to name a few. Different activities and programmes are organized throughout the course period providing student teachers opportunities to explore, discover and nurture their interests and talents.

Every teacher educator is put in-charge of one Co-curricular group. Under Co-curricular activities, various activities are undertaken by each group, and every student's performance in terms of participation, role, leadership qualities etc.

**B. Annual Sports Week:** The college maintains a culture of having its annual sports week towards the end of the year. All the student teachers are divided into three to four houses for physical games and sports. Every student teacher participates in either indoor or outdoor or both of games and sports according to their interest. The event is organised with the objective to inculcate team spirit, social skills and to foster physical well-being.

**C. Other Co-curricular Programmes:** A variety of co-curricular programmes for sensitisation and awareness on numerous issues and concerns of modern society are organized throughout the duration of the courses, focusing on the roles of teachers. Some important programmes conducted regularly include- HIV/AIDS Awareness, Disaster Management, RTI, Consumer Rights, and observance of important days such as International Women's Day, World Disability Day, International Mother Language Day, etc.

### **COLLEGE CLUBS**

The following clubs are functional currently at the college. All the faculty members are distributed across the different clubs.

1. Gastronome
2. Current Events
3. Cultural
4. Maths and Science
5. Photography
6. Music and Art
7. Eco

## COURSE STRUCTURE

The programme comprises three broad curricular areas – Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the Field, which inter-relate and provide a cohesive and broad perspective to the process of teaching-learning as well as to teaching as a profession. Engagement with the field consists of Tasks and Assignments that run through all the courses in the two-year programme, School Internship, and Courses on Enhancing Professional Competencies (EPC).

### SEMESTER I

<b>Paper Code</b>	<b>Title of the Paper</b>	<b>End Semester</b>	<b>Sessional works</b>	<b>Total</b>	<b>Credit</b>	<b>Teaching Hours</b>
<b>Course 1</b>	Childhood and Growing Up	70	30	100	4	64
<b>Course 2</b>	Contemporary India and Education	70	30	100	4	64
<b>Course 3</b>	Language across the Curriculum	35	15	50	2	32
<b>Course 4</b>	Understanding Discipline and Subjects	35	15	50	2	32
<b>EPC 1</b>	Understanding Self	35	15	50	2	32
<b>EPC 2</b>	Critical Understanding of ICT	35	15	50	2	32
	Internship (Observation)	00	50	50	2	32
<b>Total</b>		<b>280</b>	<b>170</b>	<b>450</b>	<b>18</b>	<b>288</b>

**SEMESTER II**

<b>Paper Code</b>	<b>Title of the Paper</b>	<b>End Semester</b>	<b>Sessional Works</b>	<b>Total</b>	<b>Credit</b>	<b>Teaching Hours</b>
<b>Course 5</b>	Assessment for Learning	70	30	100	4	64
<b>Course 6</b>	Learning and Teaching	70	30	100	4	64
<b>Course 7(i)</b>	<b>Pedagogy of school Subject (Major-Select any one)</b> i) Pedagogy of teaching English-I ii) Pedagogy of teaching Science-I iii) Pedagogy of teaching Social Science-I iv) Pedagogy of teaching Mathematics-I	70	30	100	4	64
<b>Course 7(ii)</b>	<b>Pedagogy of school Subject (Minor-Select one other than major)</b> i) Pedagogy of teaching English-I ii) Pedagogy of teaching Science-I iii) Pedagogy of teaching Social Science-I iv) Pedagogy of teaching Mathematics-I	70	30	100	4	64
<b>EPC 3</b>	Drama and Art in Education	35	15	50	2	32
	Internship (Micro Teaching Practice)	00	50	50	2	32
<b>Total</b>		<b>315</b>	<b>185</b>	<b>500</b>	<b>20</b>	<b>320</b>

### SEMESTER III

<b>Paper Code</b>	<b>Title of the Paper</b>	<b>End Semester</b>	<b>Sessional Works</b>	<b>Total</b>	<b>Credit</b>	<b>T.hrs</b>
<b>Course 7 (iii)</b>	<b>Pedagogy of a School Subject (Major-Select one)</b> i) Pedagogy of Teaching English-II ii) Pedagogy of Teaching Science-II iii) Pedagogy of Teaching Social Science-II iv) Pedagogy of Teaching Mathematics-II	<b>70</b>	<b>30</b>	<b>100</b>	<b>4</b>	<b>64</b>
<b>Course 7 (iv)</b>	<b>Pedagogy of a School Subject (Minor-Select one other than major)</b> v) Pedagogy of Teaching English-II vi) Pedagogy of Teaching Social Science-II vii) Pedagogy of Teaching Science-II viii) Pedagogy of Teaching Mathematics-II	<b>70</b>	<b>30</b>	<b>100</b>	<b>4</b>	<b>64</b>
<b>Course 8</b>	Knowledge and Curriculum	70	30	100	4	64
<b>Course 9</b>	Gender, School and Society	35	15	50	2	32
<b>Course 10</b>	Creating an Inclusive School	35	15	50	2	32
<b>EPC 4</b>	Reading and reflecting on texts	35	15	50	2	32
<b>Total</b>		<b>315</b>	<b>135</b>	<b>450</b>	<b>18</b>	<b>288</b>



**SEMESTER IV**

<b>Paper Code</b>	<b>Title of the Paper</b>	<b>End Semester</b>	<b>Sessional Works</b>	<b>Total</b>	<b>Credit</b>	<b>T.hrs</b>
<b>Course 11</b>	<b>Optional Course (any one)</b> i) Vocational /Work Education ii) Guidance and Counseling iii) Health and Physical Education iv) Peace Education v) Fundamentals of Horticulture & Crop Production	70	30	100	4	64
<b>Course 12</b>	Internship (Teaching Practice and Achievement Test)	200	100	300	10	16 Weeks
<b>Total</b>		<b>270</b>	<b>130</b>	<b>400</b>	<b>14</b>	<b>64+16 Weeks</b>

# State College of Teacher Education Anthem

Lyrics: Faculty NCTE(SCTE)

Music: Temjen Aier

ADAGIO



S C T E, the pride of our land, Cen - tre of our ins - pi - ra - tion,  
Foun - tain from which springs love for know - ledge - and truth,  
Quench - ing each thirs - ty soul, That looks for your guid - ance, We, here,  
bow be - fore you. Path of righ - teous - ness to take. To  
ev - er scale the ut - most height, Sac - red du - ty to ful - fil. Il - lu - mi -  
nat - ing as we march on. To learn, light, lead, we sol - mnly vow.