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# STATE COLLEGE OF TEACHER EDUCATION KOHIMA : NAGALAND



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**Bi-Monthly Bulletin**  
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Dear Readers

Welcome to the July and August Edition of our college Bi-monthly Bulletin!

The new academic session resumed on 22th July 2024. The rigorous schedules and activities were started, the college conducted its first ever graduation day for B.Ed batch of 2022-2024 honouring and celebrating their academic success. As a trend of the institution, the new batch was warmly welcomed by celebrating Fresher's Day on 13<sup>th</sup> August 2024 embracing new beginnings.

The issue features glimpse of the report on state level workshop on educational evaluation, which have emerged as a vital platform to support, engage and enhance the learning experience. It also includes report from pre-internship/observation program and highlights of our recent activities.

Happy reading!!

## Pre-Internship/Observation Program for First Semester B.Ed. Trainees Report

The Pre-Internship/Observation Program for first semester B.Ed. trainees was successfully conducted from 28th August 2024 to 30th August 2024. It aimed to provide trainees with a comprehensive understanding of various aspects of schools such as the dynamics, teaching methodologies, classroom management, availabilities of amenities, human relationship, etc. Altogether, thirteen schools, representing a diverse mix of NBSE, CBSE, and Inclusive institutions, were selected for the program. This selection enabled trainees to observe and appreciate varied teaching approaches and school cultures. Trainees were divided into groups of 3-5 and assigned to different schools for the three-day observation period. Before departure, on 27<sup>th</sup> August, Vice-Principal Dr Runi Nakro addressed and briefed the trainees. She also outlined essential guidelines that should be followed for a smooth, productive experience. Upon returning from their school visits, trainees participated in a peer discussion session on 3rd September 2024. They were grouped according to the schools they visited. Together, they shared their experiences, insights, and observations. Thereafter, each trainee from a group, in turn was made to present the points of discussion to the whole class. The discussion facilitated an exchange of ideas, fostering a deeper understanding of teaching-learning processes. The trainees unanimously acknowledged the pre-internship as a valuable learning experience.



**Bi-Monthly Bulletin**



**Brief Report of the Administration and College Activities  
July August, 2024**

1. 11<sup>th</sup> July, Principal attended NCTE ERC meeting
2. 22<sup>nd</sup> July, Faculty meeting held
3. 2<sup>nd</sup> Aug, College's First Graduation Day held With Pro-Vice Chancellor, Nagaland University, G.T. Thong as Special Guest.
4. 2<sup>nd</sup>-5<sup>th</sup> Aug, Admission of B. Ed new batch
5. 6<sup>th</sup>-7<sup>th</sup> Aug, Principal attended NCTE ERC meetings
6. 7<sup>th</sup> Aug, Site Engineer visited Girls' hostel for verification
7. 13<sup>th</sup> Aug, Induction Program for freshers held
8. 20<sup>th</sup> Aug, principal attended DPDB meeting
9. 23<sup>rd</sup> Aug, Principal attended Principals' meeting held at Directorate of Higher Education
10. 28<sup>th</sup>-30<sup>th</sup> Aug, State Level Workshop on Educational Evaluation held

**REPORT ON STATE LEVEL WORKSHOP ON EDUCATIONAL EVALUATION IN THE CONTEXT OF NEP-2020 AND NCF-2023 FOR SECONDARY TEACHER EDUCATORS AND PERSONNEL OF SCHOOL EDUCATION. SCERT, NBSE AND SAMAGRA SHIKSHA, NECTAR**

The 3-day State Level Workshop on Educational Evaluation in the Context of NEP-2020 and NCF-2023 for Secondary Teacher Educators and personnel of school education. SCERT, NBSE and SAMAGRA SHIKSHA, NECTAR Nagaland commenced on 28<sup>th</sup> August, 2024 with Dr. Kekhrielhoulie Yhome, Hon'ble Advisor, School Education & SCERT, Govt. of Nagaland as the Special Guest. The Resource Persons for the Workshop were Devika Nadig and Vijay Gupta from Shikshangan Education Initiatives, Pune. The workshop was jointly organised by SCTE, Kohima and MCTE, Mokokchung on the theme Aligning Assessment and Evaluation to learning outcomes and pedagogical practice.

The Inaugural was led by Ms. Temsutula Longkumer Asst Prof, SCTE and Dr. Elizabeth Walling, Convenor and Principal, SCTE welcomed all dignitaries and participants to the 3-day programme. This was followed by the Key note address from the Resource Persons, where they highlighted on their 'Shikshangan Educative Initiative, Pune as a culture of learning in which the core component lies in 'inbuilding teacher capability'. They highlighted on existing gaps in our Indian Educational Context in areas of setting learning standards, understanding how our minds work and the need for aligning assessment strategies to learning standards.

The Special Guest for the day's programme highlighted on the significance of the year 2024 for the State, being the 105<sup>th</sup> year of the first matriculate, 100 years of the first graduate and 50<sup>th</sup> year of establishment of NBSE. He placed emphasis on aligning formative assessment and assessment for learning within the regime of teaching-learning. He stressed on the need of understanding various components of assessment and the interlinkages required among various stakeholders for the success of any educational programmes. He also elaborated on the traditional educational practices of Nagas which is not woven into formal settings but rather towards more of cultivating a culture of appreciation. He appraised the gathering on the various challenges of the educational system in the context of Nagaland such as equipping teachers in line with NEP 2020 and NCF, 2023 and Multilingualism. In his concluding remark, he envisioned an educational system where evaluation standards can be made specific to the country context. The programme ended with words of gratitude from Dr. T. Alemla Lkr, Co-Convenor & Principal, MCTE. The Technical Session commenced with Vijay Gupta as the resource person, deliberating on the teaching-cycle comprising goal, plan and review which in other words relate to the what (content), the how (pedagogy) and the whether (assessment) which every teacher needs to comprehend in the teaching-learning process. The what comprises the learning goals/standards, the how refers to the learning process and the whether to check on achievement of learning goals. He further elaborated on the what/content comprising knowledge divided into declarative/concept/ideas (including values) and procedural knowledge comprising skills and competency. The how refers to organizing learning process.

The second session led by Devika Nadig focused on understanding how our brain learns and implications for teaching with special emphasis on pre-requisite knowledge (PRK) also known as prior knowledge which is largely vocabulary in nature. Throwing light on the essential steps in the learning process, she highlighted how any stimulus presented to learners is processed by the working memory drawing on PRK from the long-term memory. Special emphasis was placed on pre-requisite knowledge in the learning process, the absence of which leads to learning gaps and it is important for teachers to understand that student's failure to learn is a result of missing or weak PRK rather than students being slow learners. The afternoon session offered extensive hands-on experiences in creating powerful learning opportunities for students in the classroom and provided with valuable insight on how to enhance engagement through collaborative teaching strategy, with special emphasis on practice of reciprocal reading. This was done to help the teachers to facilitate deep learning and promote interaction among their students.



The 2<sup>nd</sup> day of the workshop started with a recap of the first day and address was made on the importance of creating a risk-free environment in relation to learning and functions of old brain and new brain. The Resource Persons introduced the idea of accelerated learning/differentiated instruction and how it is different from Remedial Teaching/Learning. Emphasis was placed on 3 significant differences in students, their readiness, interest and learning style and how each difference can be addressed by the teacher. They also highlighted on scaffolding and strategies that can be adopted in addressing issues of readiness. They stressed on the importance of understanding the Multiple Intelligence theory put forward by Howard Gardner in addressing issues related to interest and learning style, and the importance of having differentiated assessment in the learning process.

The later sessions delve into strategies for vocabulary development with suggested strategies like Visual Typography, Word Art, Tip Charts, Word Map, Interacting with Words, Multiple Meaning, Morphemes and creating poetry with words. A session of hands-on practice on vocabulary development strategies was initiated in groups followed by discussions and feedback. The day ended with talks and discussions on using graphic organisers for effective teaching and participants were highlighted on certain graphic organizer namely: Venn Diagram, Tree Diagram, Flowchart, Fishbone, Mind Map and Timeline.

The third day began with a recap of day two. The participants were introduced to the concept of authentic assessment and differentiation of formative and summative assessment. They also underlined the importance of using rubrics as a powerful tool for authentic assessment and threw light on the various components involved in developing rubrics. In the process of formative assessment, diagnosis stands as an essential component to ensure successful learning outcome. Further, they also highlighted the history on the development of Bloom's Taxonomy and stressed on its revised version in framing learning outcomes and mapping assessment to objectives. The next session on the designing of blueprint for assessment and hands on practice in groups followed by discussions and feedback.

The workshop recorded 59 participants from Secondary Teacher Education Institutions, NBSE, School Education, SCERT, SAMAGRA SHIKSHA Nagaland and NECTAR.





## *Report on Graduation Day*

The State College of Teacher Education, Kohima conducted its 1<sup>st</sup> Graduation Day on 2<sup>nd</sup> August 2024. The program was graced by Prof. Glenn T Thong as the graduation guest, Pro-Vice Chancellor, Nagaland University, Kohima Campus, Meriema. Other special guests included Prof. Gyanendra Nath Tiwari, HOD Teacher Education Dept. Nagaland University and Smt. Keviraleü Kerhuo, Director, SCERT, Nagaland.



There was a total of 45 graduates from the batch of 2024. Following the graduation day address from the graduation guest, conferring of the degrees and certificate distribution ceremony commenced. Special awards were given from the college to the University topper Ms.

Vepaneilu Khamo and Testimonials to Ms. Thungchibeni T Erui, Mr. Manto Konyak and Mr. Keleseto Angami. The Principal, Dr. Elizabeth Walling delivered a heartfelt congratulatory note to the graduates and Annual college magazine Edmax (Vol 48) was released by the Special guest, Director of SCERT, Nagaland. The convocation day ended with a vote of thanks by, Dr. Neizekhonuo Liezietsu Convenor of the Graduation day Committee.

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## *Freshers Day Celebration*

The State College of Teacher Education Kohima celebrated Freshers' Day on 13th August, 2024 under the theme "To Learn, Light, Lead".



The new Batch of selected B.Ed Trainees 9(2024-2026) were warmly welcomed by the College. Highlights of the Day included words of advice from the Principal followed by a comprehensive orientation of Code of Conduct by the Vice-Principal. SCTE wishes all the Freshers a memorable and enriching learning experience.

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## *Har Ghar Tiranga: A Celebration of Unity and Patriotism*



Teacher trainees hoisted the national flag and set off the celebration of Independence Day with colour of courage, peace and growth. "The Har Ghar Tiranga" campaign encourages citizens to proudly display the national flag as a gesture of patriotism and connection to the nation.