6. Rights of Persons with Disabilities (RPWD) Act, 2016

This act expanded the definition of disability and reinforced inclusive education measures. Main highlights included:

- Mandating inclusive education in mainstream schools with necessary accommodations.
- Provision of books, learning materials, and assistive devices free of cost.
- Strengthening of teacher training programs to improve inclusive teaching methodologies.
- Ensuring accessibility in school infrastructure, transport, and curriculum design.

7. National Education Policy (NEP), 2020

The NEP 2020 reaffirms India's commitment to inclusive education with a holistic approach. Some of the key initiatives are:

- Flexible and multidisciplinary curricula to cater to diverse learning needs.
- Early identification and intervention strategies for children with disabilities.
- Integration of technology to enhance accessibility and personalized learning.
- Emphasis on inclusive teacher training and recruitment of special educators.
- Strengthening vocational education and skill development for students with disabilities.

Conclusion

From the Kothari Commission to NEP 2020, India has continuously evolved its education policies to ensure inclusivity. While significant progress has been made, effective implementation and monitoring remain crucial to achieving true educational equity for all students, regardless of their background or abilities.

Ms. Zhavituou
Asst. Prof. SCTE

Report on International Mother Language Day 21st Feb 2025

International Mother Language Day was celebrated at State College of Teacher Education Kohima on 21st February 2025. The chairperson for the event was Ms.Imnanaro Aier of B.Ed. 2nd Semester. To add to the significance of the program, Mr. Mmhatsu Humtsoe, Ms. Eji Neangnyu, and Ms. Vanlalmalswami of B.Ed. 2nd Semester on their experiences of why they could or could not learn their mother tongue and how that impacted their understanding of the social-cultural identity. The highlight of the event was the launch of the book 'Learn Body Parts in Tenyidie' authored by Ketoriavi Sakhrie, a faculty member of the college, and launched by Dr. Runi Nakro, Vice Principal, SCTE-K.

Ms. Ketoriavi
Asst. Prof. SCTE

Programme on Substance Abuse

The State College of Teacher Education, Kohima has successfully organized a Capacity Building Programme in the college held from 27th - 28th February 2025, under the theme "Nasha Mukt Bharat Abhiyaan", focused on Substance Abuse, Prevention and Mental Health.

Faculty-in-charges
-Dr.Khriezonuo &Dr. Sibuile

STATE COLLEGE OF TEACHER EDUCATION
KOHIMA : NAGALAND

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

Email : sctekohima@gmail.com
website:http://sctek.online

Bi-Monthly Bulletin
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After the long winter vacation, the college reopened on 4th February 2025. Despite the chilling cold, regular classes resumed for both semesters. The month of February featured workshops on Educational Evaluation and Instructional Planning for student-teachers which proved fruitful for both the faculty and student-teachers.

This issue includes the administrative report and highlights activities from January to February 2025. We have also added faculty and alumni columns. As through this issue of the Bi-Monthly Bulletin, we aim to keep abreast of all the happenings of the college in the last two months, which have focused on promoting and displaying the creativity and talents that the institute upholds. The present issue will be accessible through the college website, as will all future issues.

Happy reading !

"The Student's Talent"

Up before dawn, eyes barely awake,
Chasing the clock with each step they take.
Timetables crammed, notes piled high,
Books like mountains that touch the sky.

Lectures drone in a half-heard haze,
Assignments stack in endless maze.
One's due tomorrow, three by noon,
Yet sleep whispers its lazy tune.

Teachers frown, "You can do more!"
But no one's keeping the inner score.
Marks and grades, stars and fears,
Echo loud in tender ears.

Dreams pull left, the world pulls right,
"What should I be?" haunts every night.
A doctor, a writer, an engineer?
The future's fog is never clear.

Yet in the rush, between each test,
Lies laughter shared and stolen rest.
Friendships forged in whispered schemes,
Hope stitched gently into dreams.

For student life is messy art,
A patchwork stitched from mind and heart
And though the road seems rough and steep,
These are the days the soul will keep.

-Razukhweto Rocus Tacu
2nd semester
SCTE-K

A Gratitude

It's an honour to write this message as a proud alumnus of State College of Teacher Education. The years I spent at this institution shaped not only my education but also the person I am today. The friendships, the lessons, the challenges, and the unforgettable memories continue to stay with me and guide me through life.

I'm forever grateful for the dedicated faculty, the supportive environment, and the vibrant culture that nurtured my growth. It was here that I discovered my passions, built lasting relationships, and laid the foundation for my future.

As I look back, I carry immense pride in being part of this legacy. I look forward to staying connected, giving back in any way I can, and supporting the next generation of student-teachers to make their own meaningful journeys.

With gratitude and warm regards,

Ms.Kelesetuo Angami
Alumni batch of 2024

Brief Report of the Administration and College Activities
January - February, 2025

1. 4th Feb, Odd Semester classes started with Course Orientation
2. 4th Feb, Faculty meeting held.
3. 11th -14th Feb Workshop on Educational Evaluation organized
4. 19th-21st Feb workshop organized for IV semester students on Instructional Planning.
5. 21st Feb, International Mother Language Day celebrated
6. 25th-27th Feb Block Teaching held
7. 27th-28th Feb Principal and Vice Principal attended National Education Conclave organized by NCTE New Delhi and NEHU at NEHU Shillong.
8. 27th Feb Awareness program on Substance abuse organized by KRIPA Foundation, Kohima

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Workshop Report

Title : Higher Education in the U.S. Workshop at Nagaland University, Meriema
Date : February 13th, 2025
Location: Nagaland University, Meriema Campus

We recently attended a workshop at Nagaland University focused on Higher Education in the U.S. The workshop provided in-depth information about pursuing higher education in the United States, with an emphasis on the admissions process, scholarships, and the academic environment in U.S. universities.
Key Highlights of the Workshop:

U.S. College Admissions Process: We learned about the detailed steps involved in applying to U.S. universities, including standardized tests like the GRE/TOEFL, application forms, recommendation letters, and personal statements.

Scholarships and Financial Aid: The workshop highlighted various financial assistance options for international students, including merit-based scholarships, need-based aid, and assistantships.

Academic Culture: Discussions covered the academic expectations in U.S. institutions, including the emphasis on research, extracurricular activities, and the flexibility of course selection.

Student Support Services: Information was provided on student support structures in U.S. universities, such as career counseling, mental health services, and international student communities.

We gained valuable insights into the practical steps required to apply for U.S. universities and the resources available for international students. The workshop also helped me understand the academic life and opportunities for growth within the U.S. higher education system. This session will be extremely helpful for anyone considering studying abroad, especially in the U.S.

Mmbatsu Humtsoe
SCTE
B. Ed 2nd semester

Inclusive Education Policies in India: From Kothari Commission to Present

India has made significant strides in promoting inclusive education over the years, ensuring equitable learning opportunities for all, including marginalized and differently-abled students. Some of the significant policies that have been implemented to promote inclusive education are:

1. Kothari Commission (1964-66)

The Kothari Commission laid the foundation for a common school system, emphasizing equal access to quality education for all, regardless of socio-economic background. Main recommendations of this commission were:

- The establishment of a common school system to reduce disparities.
- Focus on free and compulsory education for children up to 14 years.
- Special attention to education for girls, disadvantaged groups, and children with disabilities.
- Improved teacher training and curriculum reforms to enhance learning quality.

2. National Policy on Education (1986, Modified in 1992)

This policy aimed to provide equal educational opportunities, particularly for marginalized groups. Main recommendations of this policy were:

- Promotion of inclusive education for children with disabilities in regular schools.
- Establishment of special schools and resource centers for children with severe disabilities.
- Development of alternative schooling methods to cater to diverse learning needs.
- Teacher training programs to equip educators with skills for inclusive teaching.

3. Persons with Disabilities (PWD) Act, 1995

This legislation provided a legal framework to ensure the rights of persons with disabilities, including education. Some key provisions of the policy:

- Free education for children with disabilities up to 18 years in appropriate environments.
- Establishment of special educators and vocational training centers.
- Barrier-free infrastructure in schools to promote accessibility.
- Reservations in educational institutions for students with disabilities.

4. Sarva Shiksha Abhiyan (SSA) (2001)

SSA was launched to achieve universal elementary education and focused on inclusivity. Major features included:

- Special training programs for teachers to handle diverse learning needs.
- Provision of assistive devices and learning aids for differently-abled students.
- Infrastructure modifications to make schools accessible to all.
- Community involvement in promoting inclusive education.

5. Right to Education (RTE) Act, 2009

The RTE Act made education a fundamental right for all children aged 6-14. Major provisions are:

- Free and compulsory education for children, including those with disabilities.
- 25% reservation for economically weaker sections and disadvantaged groups in private schools.
- Prohibition of discrimination, corporal punishment, and expulsion of children from schools.
- Special training and bridge courses for children who have never attended school or dropped out

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