



Vibrant

8th Edition 2024-2025



UNITY COLLEGE OF TEACHER EDUCATION

DIMAPUR - NAGALAND



“LEARN AND TEACH”

Vision & Mission

OUR VISION

To **impart** holistic education in order to promote fostering of **global competencies**.

To **enable** and **empower** student teachers to be **self-reliant**, and **inculcate** a value system and help in the **quest** for **excellence**.

To illuminate and guide the student teachers on the right path in order that they become responsible members of their family and society.

OUR MISSION

We **enshrine** in our vision the **ideal** of imparting **quality higher education** that adheres not only to national but international standard.

We **believe** in empowering our student teachers with an education that **hones life skills** and **employability**.

We **foster** an enduring **sense of discipline** and **single-minded dedication to work**.



Dr. Aton Mungleng
Asst. Professor, UCTE



W. Manshom
Assistant Professor, UCTE



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B.Ed 2nd Semester, UCTE



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Editorial Note

Dear Readers,

It is with great enthusiasm that we welcome you to the 8th edition of 'Vibrant', our annual magazine that continues to capture the essence of life at Unity College of Teacher Education.

As John Dewey once said, "Education is not preparation for life; education is life itself." This truth resonates deeply at UCTE, where education extends beyond the syllabus and finds meaning in interactions, activities, and community engagement. This edition stands as a reflection of yet another remarkable academic journey—brimming with events, creative expressions, shared laughter, and collective growth.

We believe that the vibrant spirit of our institution lies in the passion of our student-teachers and the dedication of our educators, both of whom have poured their hearts into every initiative, big or small. Through moments captured, poems, articles, reflections, artworks, and visuals, this magazine seeks to honour that very spirit.

We extend our heartfelt appreciation to all the contributors, mentors, and supporters who gave their time and creativity to make this edition possible. We hope that as you turn these pages, you not only relive moments but also feel inspired to keep learning, sharing, and growing.

With heartfelt wishes for joyful reading and meaningful reflection,

The Editorial Team
Vibrant 2025

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GOVERNMENT OF NAGALAND
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MESSAGE

It gives me immense pleasure to extend my warm greetings and best wishes to the Principal, Faculty, Staff and Student-teachers of Unity College of Teacher Education, Dimapur on the occasion of the publication of the 8th edition of its Annual College Magazine **VIBRANT** for the academic session 2024-25.

Over the years, the college has upheld its commitment to nurturing competent and compassionate educators, playing a key role in advancing Teacher Education in Nagaland since its inception in 2012. In its role as an institution affiliated with the Department of Higher Education, Government of Nagaland and recognized by the National Council of Teachers Education (NCTE), the college has made noteworthy contributions to the professional preparation of teachers in the State.

The Annual Magazine **VIBRANT** not only showcases the creative and academic endeavors of student-teachers but also serves as a platform to reflect the evolving landscapes of teacher education. It is heartening to witness how the institution continues to uphold academic values, encouraged innovation, and instill spirit of service in its learners.

I wish the college continued success in its mission to shape future educators with vision and integrity.

V. LOVITOLY SEMA (NCS)
Ex-Officio Director
Higher Education
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नागालैण्ड विश्वविद्यालय

NAGALAND UNIVERSITY

(संसद द्वारा पारित अधिनियम 1989, क्रमांक 35 के अंतर्गत स्थापित केंद्रीय विश्वविद्यालय)

(A Central University established by an Act of Parliament No.35 of 1989)

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DEPARTMENT OF TEACHER EDUCATION (KOHIMA CAMPUS)

डॉ ग्यानेंद्र नाथ तिवारी

Dr. Gyanendra Nath Tiwari

आचार्य एवं अध्यक्ष / Professor and Head



It is a pleasure to extend my heartfelt congratulations to Unity College of Teacher Education, Dimapur, on the publication of the 8th edition of the college magazine *VIBRANT*. This magazine serves as a platform to showcase the academic, creative, and professional aspirations of student-teachers, reflecting the institution's commitment to quality teacher education.

Education is not just about acquiring knowledge but about developing a holistic understanding of society and nurturing values that contribute to nation-building. In this regard, teacher education plays a crucial role in shaping the future of our classrooms and communities. Unity College has been steadfast in its mission of imparting quality training to aspiring educators, and this magazine stands as a testament to the dedication and excellence upheld by the institution.

I commend the faculty and students for their relentless efforts in maintaining academic rigor and fostering a spirit of inquiry. May *VIBRANT* continue to be a source of inspiration, creativity, and intellectual discourse for its readers.

Best wishes to all the contributors, and I look forward to witnessing the continued growth of Unity College of Teacher Education in the years to come.

Prof. Gyanendra Nath Tiwari

Head, Department of Teacher Education
Nagaland University, Kohima Campus



CHAIRMAN UNITY COLLEGE

NAAC ACCREDITED 'B' GRADE
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MESSAGE

Dear Readers,

It gives me immense pleasure to present the 8th edition of “Vibrant”, a testament to the relentless spirit of Unity College of Teacher Education. This magazine encapsulates the creativity, resilience, and academic excellence of our student-teachers, who continue to shine even in evolving educational landscapes.

Education is not merely the transfer of knowledge but the ignition of curiosity and innovation. At UCTE, we strive to nurture future educators who are not only skilled but also compassionate and adaptable. The past year has been a journey of growth, with new milestones achieved in pedagogy, research, and community engagement—all reflected in these pages.

I commend the editorial team for their dedication in compiling this edition. Their hard work ensures that “Vibrant” remains a beacon of inspiration, aligning with the transformative vision of NEP 2020. Let this magazine serve as a reminder that learning is a vibrant, lifelong pursuit.

To our students and readers: May Vibrant 2025 motivate you to explore, innovate, and leave your mark on the world.

Warm regards,
M. Patton,
Chairman, Unity College



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MESSAGE

It is with a deep sense of pride and delight to present the 8th edition of our college magazine, VIBRANT, reflecting the academic spirit, creativity and collective achievements of our institution, marking a significant milestone in our institution's journey.

We extend our heartiest congratulations to Ms. Oshin Gharti (16th Rank) for her meritorious achievement during the Nagaland University End Exam 2024 and to all the UCTE Alumni who have excelled in the recent Nagaland Public Service Commission examination 2024. Your perseverance and dedication have brought pride and honour not only to yourselves but to the institution. Extending our sincere appreciation to all the faculties and to the college management who have played a vital role in guiding and supporting our student-teachers throughout.

We successfully implemented and completed the new syllabus with our first batch (Batch of 2023-2025) under the Nagaland University revised syllabus. Despite the many challenges that often accompany change, our college not only adapted but smoothly implemented and completed the batch with dedication, adaptability, and enthusiasm. We proudly witnessed the first batch of student-teachers successfully completing their course, which reflects the unwavering efforts of our faculties, the resilience of our students, and the strong academic foundation that this institution upholds.

I congratulate the editorial team for bringing together the voices and talents of our institution in bringing this issue to life.

May VIBRANT continue to reflect the dynamic spirit of Unity College of Teacher Education and stand firm as a reflection of our determination to move forward with confidence and a clear vision.

Dr. Akala Longkumer
Principal, UCTE

Are you ready to be a Teacher?



Neikerheno Secu
Asst. Professor, UCTE

Teaching is considered as a noble job in every country irrespective of culture and race. It is the most widely considered profession and oldest among every profession.

Today the global report on teachers according to UNESCO suggest that there is an urgent need for 44 million primary and secondary teacher world wide by 2030. In India there has been an average decline of 1.95% out of 9.51 million teachers according to 2021-2022 census. Government schools in India has over 50% of students enrolled with 51% of teachers employed so far.

Today, the opinion about unemployment as a staggering issue has blurred out from the scenario of teaching since the privately owned stakeholders provide more job opportunities than the government stakeholders. Owing to these reasons it is hard to consider that there is no job opportunities for teachers. Along with opportunities comes dissatisfaction at work which is further amplified in the following points.

The first and foremost reason is the monthly salary or incentives provided to the teachers both in government and private educational institutes which does not suffice the basic need of the teacher concern.

The second most common reason is the work pressure which amounts to the imbalance created for a healthy life, often leading to mental breakdown. The amount of school activities and the need to provide a constructive classroom has

invited more activities in the educational field which is a benefit for the students but always remain as an extra workload for the teachers.

The third most undeniable reason is the fact that internal office politics and favoritism often drains the energy of a sincere teacher in the workspace. This applies to every type of profession and office irrespective of government or private sector.

The fourth most common reason is the management of discipline in the schools. The complete restriction of corporal punishment, which is supposed to be restricted for many reasons, came along with the problem of maintaining discipline in the everyday classroom climate. In today's scenario it has become more difficult for teachers to maintain overall discipline as it always amounts to teachers being ridiculed and blamed by parents for poor performance of students in academic field.

In every teaching profession along with the difficulties of teaching as a profession comes the responsibility to nurture the students, provide value towards what is being taught in the classroom. Teaching consumes the sincere effort, dedication without expectation, hard work and a lot of sacrifice on the part of the teachers. It is demanding in nature as it calls for high moral values to be taught and maintained at the same time.

There are a lot of inspiring stories of teachers but I would like to quote the story of Subrahmanyam

Chandrashekhara who traveled 80 miles weekly to teach a course with just two students. Two of his students won the Nobel prize in 1957 before Subrahmanyam did in 1983. It was the only class in history where everyone in the class won Nobel prize.

This story is an example of dedication of a teacher towards teaching and students. The responsibility taken by a teacher to nurture his students towards knowledge and a contribution to humanity. It is often easy to say that hard work and dedication comes naturally but it does come with a price. Hard work and dedication can be cultivated with some efforts but to bring value to the profession of teaching serving humanity with a vision intact is an achievement to be savored. It is uncommon to say that such level of dedication can be achieved.

So, the question remains, “Are we ready to be dedicated teachers?”

A small spark of fire can burn the whole forest when kept unattended but, well maintained fire can cook delicious meal. So, it depends on individuals to either mold or watch the future in despair.

Humans are Hooked, Machines are Learning: Who's in Charge?

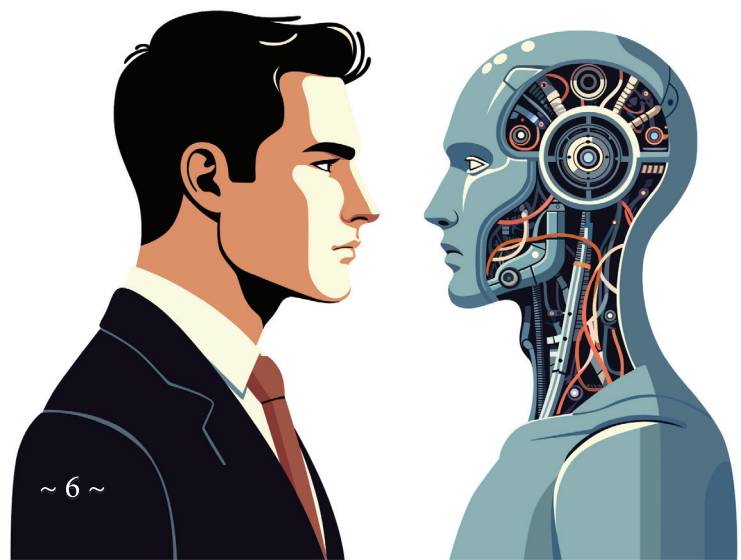


Vikrunu Sakhrie
B.Ed. 4th Semester

Imagine this: your brain, once the star player, now chilling on the sidelines while AI runs the game. Homework? AI's got it. Essays? Done in seconds. Even your deepest thoughts? Generated. Sounds convenient, right?

But here's the catch: the more we let AI think for us, the less we use our own brains. Creativity, problem-solving, curiosity—these muscles need exercise, and no machine can flex them for us. AI is a powerful tool, but it's not our replacement. Let it help you climb the mountain, but don't let it carry you to the top. Use your brain. Dream big. Think deeply. After all, machines might learn, but only humans can imagine.

The future isn't about AI taking over; it's about us staying in control. So, who's in charge—you or the machine? The choice is yours.



“EXPERIENCE GAVE ME THE PASSION TO TEACH, EDUCATION GAVE ME THE PURPOSE TO TRANSFORM.”



Kholi Sayini
B.Ed. 2nd Semester

– Some journeys in life are not just about moving forward – they are about growing deeper.

Teaching for me has been one such journey. With two years of classroom experience, I found joy in connecting with young minds, building relationships and witnessing the spark of learning. Yet, as I continued on this path, I realized that true excellence in teaching requires more than passion and practice. True teaching demands knowledge, reflection and an understanding of the art and science behind education. It demands a deeper understanding of how education can transform lives. This realization inspired me to pursue the B.Ed program – a path that is still unfolding but already having a profound impact on my identity as a teacher.

Teaching Before B.Ed – Growing through experiences

When I first began teaching, each day felt like an adventure filled with learning – not just for my students but for me as well. I taught with heart, managed challenges intuitively and learned from mistakes along the way. However, I often sensed there were deeper strategies, better tools and richer methods that I had yet to discover. I knew that a deeper foundation was necessary to become a more impactful educator. Without formal training, many of my teaching practices were based on instinct rather than structured knowledge.

Why I chose the B.Ed program: A step toward professional growth

Choosing to enroll in the B.Ed program was not simply a career move, it was a conscious decision to

grow both personally and professionally. I wanted to go beyond delivering lessons – I wanted to understand educational psychology, explore new teaching methodologies and learn how to create inclusive and engaging learning environments, effective assessment which will help me build stronger foundations for every student who would walk into my classroom.

Even with experience behind me, I recognized that formal teacher education would help me structure my skills, broaden my perspective and ground my practice in proven theory and techniques.

The impact so far – learning, unlearning and relearning

Even though my B.Ed journey is still ongoing, its impact is already profound. It has taught me that teaching is not a fixed method – it's a living, evolving practice.

The program encourages me to reflect deeply on my previous teaching methods, my actions, adapt my methods and view each classroom as a dynamic community where every child's voice matters. Concepts like lesson planning, child development, differentiated instruction, classroom management, assessment for learning and more have taken on new meaning.

Each lecture, discussion and assignment has encouraged me to question old habits, explore new strategies and become more mindful of my role as a facilitator of learning rather than just a deliverer of content – and more importantly, what it means to truly reach students.

Blending experiences with new learning: A dynamic combination

Having prior classroom experiences has given special meaning to my B.Ed journey. I can immediately connect theories to real-life teaching moments, understand practical challenges more clearly and apply new strategies with greater awareness.

Micro teaching sessions have been especially powerful – helping me fine-tune my skills, sharpen my delivery and focus on the essentials of effective teaching. This blend of experience and structured practice is not replacing what I know; it is refining, elevating and strengthening my approach to the classroom.

Looking ahead – building a stronger foundation

As I continue my academic journey, I carry with me a new sense of purpose. The B.Ed program has opened my eyes to the deep responsibility and beautiful privilege that teaching truly is. This program is laying a stronger foundation for me, while I know that learning never truly ends for a teacher, I am grateful for the structure, guidance and insight that this program is providing me as I prepare to return to the classroom with renewed purpose and greater confidence.

Though I still have much to learn, I am filled with excitement for the teacher I am becoming. And perhaps, that is what education really is – not the end of learning but the beginning of becoming.

FROM MARKS TO MINDSET: WHY FAILURE ISN'T THE END



Angel Konyak
B.Ed 4th Semester

In today's fast-paced academic world, students are often judged by numbers—grades, ranks, and percentages. A single poor performance in an exam can feel like the end of the road. But is it? The truth is, failure can be one of our greatest teachers. By shifting our focus from marks to mindset, we can turn setbacks into setups for success.

The Pressure of Performance

From an early age, students are taught that high marks are the key to success. While academic achievement is important, this mindset often creates fear of failure. Students begin to associate their self-worth with grades, making even small setbacks feel overwhelming. However, failure is not a reflection of one's potential—it's an opportunity for growth. Learning to handle failure positively can help students become more confident and resilient in the long run.

Understanding the Growth Mindset

Psychologist Carol Dweck introduced the idea of a growth mindset—the belief that abilities can be developed through effort, strategies, and feedback. In contrast, a fixed mindset assumes that intelligence and talent are unchangeable. Students with a growth mindset are more likely to embrace challenges, persist when things get tough, and learn from mistakes. This way of thinking transforms failure into a learning experience rather than a personal defeat.

What Failure Really Teaches Us

Failure teaches us valuable life lessons. First, it builds **resilience**, helping us develop the mental strength to try again. It also encourages **reflection**, pushing us to ask what went wrong and how we can improve. Through this, we learn **discipline**, understanding the importance of consistent effort. Lastly, failure can spark **innovation**, leading us to discover new and better ways of doing things. These lessons go far beyond textbooks and can shape our character and mindset for life.

Inspiring Real-Life Examples

History is full of examples where failure led to greatness. **A.P.J. Abdul Kalam**, known as India's "Missile Man," once failed an exam but didn't give up—instead, he used that failure to push harder. **Thomas Edison** failed countless times before inventing the lightbulb, famously saying, "I have not failed. I've just found 10,000 ways that won't work." Similarly, **J.K. Rowling**, author of Harry Potter, was once jobless and rejected by 12 publishers before finally achieving success. These stories remind us that even the most successful people faced failure—but they didn't let it define them.

Changing How We View Marks

Thankfully, many educational institutions are now beginning to value more than just exam scores. Skills like creativity, collaboration, and emotional intelligence are gaining importance. While marks still matter, schools are realizing that true learning includes the ability to recover from failure, reflect,

and grow. This shift encourages a more balanced and mentally healthy academic environment.

Tips for Students: Turning Failure into Growth

To use failure as a stepping stone, students can start by **reflecting** rather than regretting. Ask yourself, "What can I do better next time?" Setting **small, realistic goals** can help reduce pressure. It's also important to **accept feedback** as a chance to improve, not as criticism. **Talking about failure** with friends, mentors, or counselors can be comforting and normalizing. Most importantly, always **be kind to yourself**—progress matters more than perfection.

Failure isn't the end of your story—it's the beginning of a new chapter. Marks might open doors, but your mindset determines how far you'll go. Let's work toward creating a culture where failure is seen as a step forward, not a setback. Because true success isn't about never falling—it's about rising every time we do.

GROWING THROUGH MY B.ED JOURNEY:

When I first stepped into the world of B.Ed, I was a shy and timid soul, carrying more doubts than dreams. Even the thought of standing up for a simple presentation felt like climbing a mountain. Fear often gripped me, and I constantly questioned whether I was truly meant for this path.

But like a seed nurtured by sunshine and rain, I slowly began to grow. Thanks to the unwavering support of my educators and friends, I started noticing small but meaningful changes within myself. Each opportunity to speak, every encouraging word, and every gentle nudge helped me find little pockets of courage I never knew existed. Step by step, I began to believe — not just in the journey, but in myself.

Even today, I won't claim that I've reached the summit of confidence. I still feel those familiar butterflies at times. But when I look back, I realize how much I've blossomed. I am no longer the hesitant girl I once was; I am stronger, more grounded, and filled with a hopeful belief in my own growth.



Jongkoi

B.Ed 4th Semester

This journey has taught me something precious: progress is not about becoming perfect overnight. It's about growing a little better, a little stronger, every single day. My B.Ed experience has shaped not just my teaching skills, but also my spirit as a learner and as a person. It has been a beautiful chapter of discovering a more vibrant and resilient version of myself.

As I reflect, my heart overflows with gratitude. I am profoundly grateful to UCTE for being a nurturing ground where I could stumble, learn, rise, and thrive. This chapter of my life will forever remain one of the most special, transformative experiences — a journey I will always cherish.

TEACHING WHILE LEARNING

A Journey of Heart, Hustle and Hope



Naomi M Phom, Juhi Nath & Madulika Kumari
(B.Ed 2nd Semester)

“We rise by lifting others.” — Robert Ingersoll

In the quiet corners of three separate homes, chalk dust mingles with the sound of young voices, and the spirit of dedication fills the air. We are not just B.Ed. students — we are learners and educators, dreamers and doers. Amid class activities and lecture halls, we return home each day not to rest, but to light the lamps of learning in others.

Our journey isn’t wrapped in comfort or ease. It is painted with early mornings, chasing time to reach college, sleepless nights, and a burning desire to make a difference. While many unwind after college, we open our doors to children who wait eagerly — not just for knowledge, but for the warmth, guidance, and care we offer as tutors.

Each of us teaches from our own home, shaping young minds while we ourselves are still being shaped by the rigorous B.Ed. curriculum. There are days when our bodies ache and our minds are tired, but the spark in a child’s eyes when they finally understand a concept is enough to renew our spirits.

This isn’t just a side hustle. It’s a purpose. Yes, it helps us financially, but we teach because we believe in the power of education to transform lives. It is not about marks alone — it’s about building confidence, kindling curiosity, and planting seeds of hope in every child who walks through our doors.

The hardest part? When our exams and our students’ exams collide. The pressure doubles.

While we revise our notes, we simultaneously prepare revision sheets for our students. We study by dawn, teach by dusk, and pray for enough strength to do both well. But we never give up. Because we’ve learned that resilience grows quietly — and we are proof.

There are no medals for what we do. No audience to applaud the silent sacrifices. But that’s okay. Because our reward lies in the growth of our students, in their achievements, in their trust. We are becoming teachers not just by degree, but by heart.

To those walking a similar path — juggling college and responsibility — we want to say this: You are not alone. Your struggle is not invisible. The tears you hide, the courage you show, the efforts you make — they matter. Keep going. You are not just building a career; you are building lives.

And one day, when we stand before our own classrooms, we will teach not only from textbooks but from the truths we’ve lived. We’ll teach perseverance, empathy, strength, and service.

This journey is shaping us. It’s tough, yes — but it’s beautiful. Because we’re not just becoming teachers. We’re becoming changemakers.

So, here’s to every tired evening, every late-night revision, and every moment we chose to serve even when no one was watching. We are living proof that teaching, even while learning, is one of the noblest paths one can walk.

LEARNERS TO LEADERS



Sehochem Sangtam
B.Ed 2nd Semester



It was in the year 2022, seemingly an ordinary day, I encountered an acquaintance and during our brief exchange, the person, so casually remarked, “For time pass, I’m doing teaching.” That word stuck within me and it made me reflect on the true nature of teaching especially in our Naga context (where most of the Naga Youths go for teaching after graduation or even a +2 fail vice versa). Teaching is often misunderstood, its depth and impact, and is mostly taken for granted, an option over the tag-‘Unemployed’. However, teaching is far from being a mere pastime, it is a “Noble Profession” that shapes and creates life, a future.

The misconception of teaching as “Time pass” or an option is disheartening. Teaching at its core is not a hobby or a pastime, it is an essential and revered responsibility, where every ounce of teaching has to be scrutinized properly. I personally feel it’s about time for Naga brothers and sisters to review on teaching professionalism, its ethics and to critically analyse, a thorough study over one’s interest and capabilities before stepping in teaching profession. As learners (Students) we all have encountered many drawbacks over various subjects and teachers and having encountered we should change our mindset towards teaching profession and ensure that the trend of such mere misconception or unprofessionalism should be change.

Today, as a learner (Student-Teachers), there is a need for a paradigm shift in the way we view the profession. My brief encounter or an incident, served as a reminder of how easily we can lose sight of the real purpose of teaching. It displays irresponsible, like playing with the future of those entrusted in ones hand. Having learned/ learning

in due course of B.Ed training (introspecting and reflecting the incident) ensures and empowers the importance of teaching and its essential foundation for growth in various aspects of life (realising even the importance of teachers training as well). Making sure that teaching should never be approached casually or treated as an afterthought but to inculcate the true disciplinary of “Teaching Profession”. It is a profound profession and should never underestimate its value.

Sooner, with no time as trained we will all set out in the field as a Teacher- ‘a leader’ that inspires the next generation that thinks critically, challenge norms and contribute positively to society. As a responsible future educator let us embrace the profession and inject new ideas with forward thinking, impacting our surroundings and community unlike the incident I came across. Let us set a meaningful way, vigilant enough that teaching is more than a job that requires empathy, patience and a genuine passion for helping others grow. It is an investment in the future, empowering our Students to become future leaders.

So, with assurance, trained/trainee under Unity College of Teacher Education (UCTE), where it nurtures a sense of discipline, respect and responsibility to all Student-Teachers, ensuring the future of education is in capable, passionate hands, that enshrine with our motto, “Learn and Teach”. Mahatma Gandhi also strongly quoted, “Be the Change you wish to see in the world.” Now let’s start our new venture with total newness- “it is your Call” for change (Teacher, Teacher-Students, Teacher-Teacher), for path to success and for upbringing leaders for generations to come.

The Significance of Phonetics: Beyond Language Teaching



Wanshe A Konyak & W Shanglih Konyak
(B.Ed 2nd Semester)

Phonetics, the study of sounds in human speech, is often perceived as a specialized field reserved for language or English teachers. However, its relevance extends far beyond these confines, impacting educators and society at large.

For language teachers, phonetics is an essential tool. It aids in teaching students how to articulate sounds correctly, enhancing their pronunciation and comprehension. By mastering phonetics, students can communicate more clearly and confidently, whether in academic settings or daily interactions.

The utility of phonetics isn't confined to language instruction. For teachers in mathematics, science, or social studies, clear pronunciation is vital. It ensures that complex concepts are conveyed accurately, minimizing misunderstandings and promoting a deeper understanding of the subject matter.

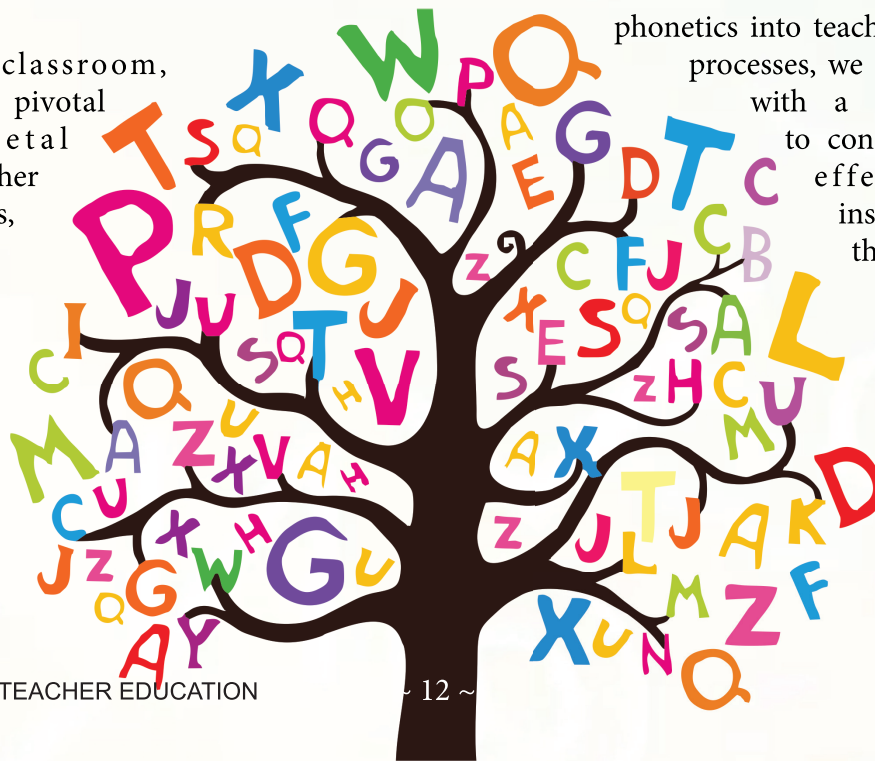
Beyond the classroom, phonetics plays a pivotal role in societal interactions. Whether in formal speeches, workplace communication,

or casual conversations, the correct use of phonetics ensures clarity, reduces miscommunication, and enhances the listener's understanding. In a multicultural society like ours, where diverse accents and dialects coexist, phonetics helps bridge communication gaps and promotes mutual respect.

In the professional world, individuals with good pronunciation and speaking skills often leave stronger impressions, especially in interviews, presentations, or leadership roles. For students, this builds confidence, boosts self-esteem, and prepares them for global interactions where clear communication is key.

Phonetics is not just an academic tool for language teachers but a foundational skill that benefits educators of all disciplines and society as a whole.

It fosters better understanding, clear expression, and confident communication. By integrating phonetics into teaching and learning processes, we equip individuals with a powerful means to connect with others effectively—both inside and outside the classroom.



Sisters of the Soul: Unveiling the Power of Female Friendship



**Yangtsala, Youngtsula, Zinglih &
Changsonlem**
(B.Ed 2nd Semester)

In a world where relationships are often defined by societal norms, it's time to rethink the dynamics of friendships. As women, we wear multiple hats – daughter, sister, mother and wife. But what about the role of a friend? Specifically, a female friend. Do we truly appreciate the impact these relationships have on our lives? Let's dive in deeper to explore the significance of female friendships and why they're essential for our well-being.

Female friendships are an oasis of understanding, empathy, and support. With a female friend, you can share your deepest secrets, laughter, and tears without fear of judgment. They're the ones who'll celebrate your successes and hold your hand through life's challenges. Female friends offer unvarnished truth, helping you navigate life's complexities with clarity and confidence. They provide a safe space to express emotions, validating your feelings and offering comfort. From motherhood to career struggles, female friends understand the nuances of womanhood, creating a bond that's hard to find elsewhere.

They also inspire and motivate you to pursue your passions, helping you become the best version of yourself.

Having close female friends can have a profound impact on your mental and emotional well-being. Sharing burdens with a trusted friend can alleviate stress and anxiety. Female friends can boost your self-esteem, encouraging you to take risks and pursue your dreams. They're a safety net during life's turbulent moments, offering a listening ear and a helping hand.

As we look at the complexities of life, female friendships are a beacon of hope and support. They're a reminder that we're not alone, that there are women out there who understand us and our flaws. Cherish female friendships, they're a treasure trove of love, laughter, and memories. Nurture them, celebrate them, and let them be the sunshine that brightens your life. Jane Austen once said "Nothing is more pleasant than to have a bosom friend who can impart her joys and sorrows with you."



PERSPECTIVE OF EXTROVERT STUDENTS INSIDE CLASSROOM



Imlikokla
B.Ed 2nd Semester

Extrovert students in the classroom often feel at ease sharing their thoughts and ideas. For them, the classroom is a place full of opportunities to speak, connect, and interact. Talking in front of others, answering questions, and joining discussions usually feel exciting rather than scary. Expressing themselves comes naturally, and they feel more involved when they can actively participate.

Extroverts enjoy group activities, teamwork, and any task where communication is needed. Working with classmates and exchanging ideas gives them energy and keeps them interested in learning. They are less worried about making mistakes while speaking and more focused on getting their points across. The lively and interactive environment of the classroom often matches their personality well. However, being an extrovert inside the classroom also has its challenges. Sometimes, being too quick to speak or overly talkative can lead to misunderstandings. They might also struggle when

they need to listen quietly or work independently for long periods. But despite these small struggles, extrovert students bring a lot of positive energy, teamwork, and enthusiasm into the classroom setting.

Being an extrovert in the classroom is a journey of learning and growing too. With the right support and guidance from teachers, extrovert students can learn to balance their energy and use it in ways that help both themselves and others. Their confidence, openness, and willingness to participate makes the classroom a more engaging and livelier place for everyone.

Therefore, extrovert students bring their own special strengths into the classroom. With proper guidance, they can use their energy to make learning more active, enjoyable, and meaningful for everyone.



PERSPECTIVE OF INTROVERT STUDENTS INSIDE CLASSROOM



N Aphas Konyak
B.Ed 2nd Semester

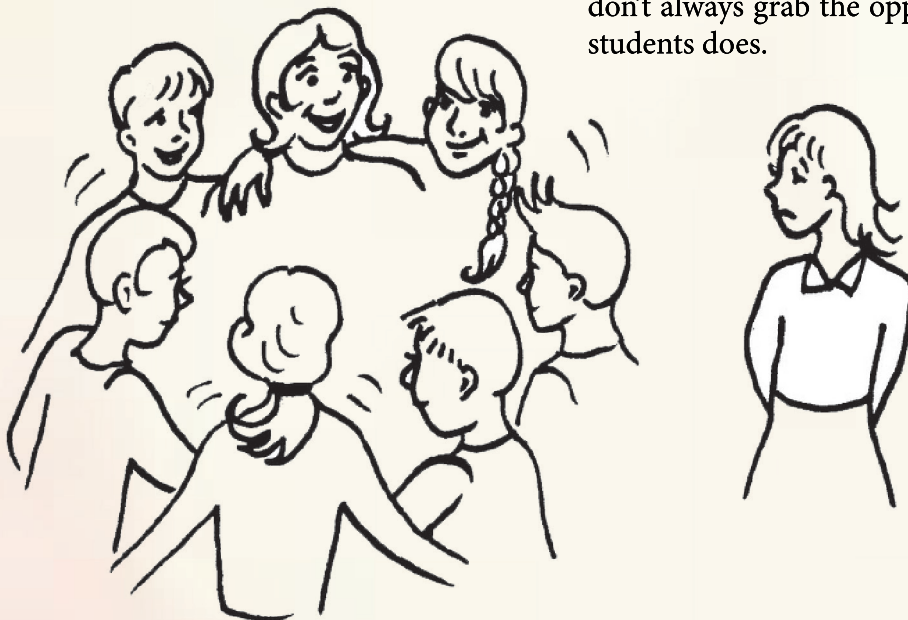
An introvert students sitting inside classroom often find themselves lost in their own thoughts. Being an introvert in a classroom feels like navigating a world that is designed only for extrovert students. Holding back with thousands of doubts in order to avoid communication inside classroom. Anxiety building up whenever there's question raising inside classroom.

Introvert prefer quiet comfort of their books, where different notion flows freely without interruption from anyone. Classroom feels uncomfortable and overwhelming most of the time. Introvert students are often conscious or fear of being judged by teachers or classmate. The dynamics of classroom often encourage active participation feels like a challenge. An introvert students feel weight of this expectation from teachers, where the thoughts of being called upon to speak in front of classmates, this thought or expectations build up anxiety and stress.

Group work, peer activities, presentation etc often feels like a pressure cooker for introvert students. Shyness is a hallmark traits of introvert students especially inside classroom, we often feel like we are under scrutiny, even if nobody is judging on us. This constant cycle of self-doubt, fear, shyness take a significant toll on emotional well-being leaving introvert students exhausted and mentally drained by the end of the day.

Being an introvert in the classroom is a complex and multi faceted experience. The challenges of social gatherings or interaction, shyness, nervousness and adjusting to classroom dynamics make learning feels like a uphill battleship. However, it is also important to recognise that introvert students also have unique strength and perspectives as extrovert students possess.

With right support and understanding introvert students can thrive in the classroom, even if they don't always grab the opportunities like extrovert students does.



BALANCING LIFE AS A MULTI- TASKER



L. Mhabeni Shitiri
B.Ed 4th Semester

Philippians 4:13

“I can do all things through Christ who strengthens me”. My life is a beautiful blend of learning, teaching, parenting and managing – a true testament of resilience and balance which I say with pride.

As a B.Ed Student, pursuing this course is not merely acquiring the degree but it's about learning the skills, knowledge and attitude that will go a long way in shaping the lives and future of learners. It's not easy for me to bear household and family responsibilities, taking on this academic challenge that requires tremendous courage and maturity. Attending classes regularly, submitting assignments punctually, preparing lesson plans and Learning Support Materials, preparing for tests and exams - everything demands a huge commitment. Studying late into the night and waking up early in the morning, completing different tasks especially after a tiring day is not easy. Yet my desire is to learn, to be a knowledgeable, trained and effective educator – someone who can bring positive changes in the lives of others.

As a teacher, even though I am on study leave I am required to prepare notes for the classes I am assigned to teach, check their examination answer scripts, attend official meetings and conduct Co-curricular activities when I am called to do so. I face lots of responsibilities and challenges.

Being a teacher, my innate desire is to teach, mentor and to be an effective facilitator. I wish to go beyond the term teacher. I feel that my role as a teacher is not just to deliver academic lessons but to evoke curiosity, foster creativity, build confidence among learners and create a learning environment where learners can explore and discover their potentialities. Being a mother also has huge contributions

in my teaching journey. It enables me to handle different children with different temperaments and needs, it helps me to understand their psychology and become keen to empathise with them. As a mentor and role – model, I aim to demonstrate that one should not stop learning but continue learning regardless of one's age or position.

As a mother, my responsibilities are limitless. Right from waking up early, getting my kids ready for school, preparing their tiffin boxes to going for parent – teacher interactions, assisting my children in their studies, handling sicknesses, meeting everyone's needs is overwhelming sometimes. Being a mother, I am the first teacher for my children, their first mentor, their first guide and their biggest support. Infact their “Go to help”. Maintaining the home, handling pressures from life's situations and social expectations become too taxing at times. It's very challenging to balance my studies and never dropping my ambitions as a mother. Yet, I want to be a role model for my children and leave a powerful lesson in their lives by instilling in them values of hard work, dedication and continued learning.

My responsibilities as a student, a mother, a teacher and a wife are eventful. Time becomes my precious asset. There are times where exhaustion and frustration creeps in, say, instances where I have to skip classes because of my health or family obligations or when I have to forego sleep in order to complete assignments. Sometimes social expectations also question my choices or decisions causing fear and anxiety but I choose to persevere. My aspirations strengthens me and the support from loved ones lends wings. My B.ED Journey is not an easy one but I believe it has rich and meaningful purposes for my life.

Let me also share few things that enables me to balance my life as a multi – tasker.

- Time Management – Scheduling my day carefully – juggling classes, family time or running errands.
- Emotional Maturity – Encouraging myself to understand and manage my emotions. This serves well in my varied roles.
- Flexibility or Adaptability – Adjusting or adapting to changes whether in family routines or societal responsibilities.
- Self-Discipline – Motivating myself everyday to commit to goals and keep my focus no matter what distractions or challenges I face.
- Reading the Bible and Praying – Keeping God above everything else, going down on my knees every time I feel tired and surrendering fully to His promises for my life.

To conclude, I strive to be a woman that embodies strength, sacrifice and success – a pillar of inspiration. I want to prove that learning is not a function of age and the personal growth and development can go hand in hand with family responsibilities. I strive to lead a purpose – driven life, a source of inspiration and blessing to many. I want to tell and retell my experiences frequently in order to inspire women to follow their dreams and never to give up on them due to family commitments and responsibilities or societal expectations. Through this article, I want to convey to every woman that no dream is too big and no role is too demanding if you are determined to achieve. To the woman reading this – *“You are capable to build and change futures with the same grace and excellence you carry. Do not let anything stop you from achieving your dreams. Strive for excellence. Let your light shine.”*

Carrying the Torch: The male student experience in UCTE



Tsentsuthung Tungoe
B.Ed 4th Semester

At UCTE, the enrollment statistics show a clear gender imbalance, with approximately 80% of the students being female and only 20% being male. This significant disparity highlights the underrepresentation of male students. Despite the numerical difference, the contributions of both male and female students are equally important and valuable to the overall functioning and spirit of the institution.

Being a male student at UCTE comes with its own unique challenges and responsibilities. With fewer of us on campus, we often find ourselves taking on a wide range of tasks—both academic and extracurricular. We play an essential role in the success of various programmes and events, often being the ones to handle tasks such as arranging chairs, managing the setup, and assisting with decorations and technical support. We also voluntarily give up our seats to our female peers during crowded events as a gesture of respect and consideration.

Our small numbers also mean that we are easily recognized by the faculty. While this can be a positive thing, it also adds pressure especially during classroom interactions. When a teacher begins asking questions, our hearts often race in high speed knowing that the chances of being called are high. Despite this, we are grateful for the opportunities we receive, both in the classroom and during institutional events, as they offer us exposure, experience, and growth.

Being a male student at UCTE is both a responsibility and an honor. We are proud to contribute to the inclusive and vibrant learning environment here, and we recognize the important role we play, not only in academic settings but also in upholding the spirit of cooperation and teamwork that defines our community.

MY EXPERIENCE AS A STUDENT



Imnassenba Ao
B.Ed. 2nd Semester

After a long gap of more than 18 years of student's life. I decided to join the B.Ed program to develop the essential knowledge, skills and disposition needed to become an effective teacher. Moreover, it was mandatory for our profession to get trained by the state government in 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 planned to pursue initially, and also about being in a class with peers of varied age groups and back--grounds. However, I knew this journey would be a valuable learning experience.

As the days passed by I got acquainted with my classmates and also learned a lot from them. The interactions, classroom discussions, and collaborative activities with peers allowed me to grow both academically and personally. I came to realise how much I was missing and lacking during my teaching profession.

Above all, the professors were so supportive and co-operative in teaching me how to deal with the real classroom effectively. I learned many new and modern techniques to handle the students with different backgrounds one thing which helped me a lot was during our pre--internship program

which enables me to learn many new concepts and ideas to deal with the students in the classroom. Also, the different activities that were assigned to me was really knowledge gaining and made me more confident to become a better teacher. Again, the micro teaching was also one of the best skills that I learned where the professors taught different skills to handle a classroom and also to be an efficient teacher. Not only teaching us the skills out we were also asked to present all the skills one by one. It was fun, exciting and made me more Skilled in handling a classroom. The feedbacks that I got will always be remembered to be an efficient teacher

Not Forgetting Drama and Fine art class. it helped me a-lot in expressing my emotion, feelings, thoughts, etc through drawing and also improved my handwriting. Being a teacher, standing in front of students was usual for me but acting was not my cup of tea, but with the guidance of our mentor, I learned a-lot about acting also.

Lastly, this B.Ed journey has been meaningful and transformative in all aspects. I think, I would be a better teacher in the future and will remain instrumental in any changes we hope to bring in our personal lives and future profession.



My Experience at UCTE: A Journey Beyond the Classroom



Moromi Gohain
Research Scholar

Dept. of Teacher Education, Nagaland University
(UCTE Batch 2015-17)
(B.Ed University Topper, 14 Rank)

As I recalled back in 2015, stepping into the gate of UCTE was not just the start of my academic journey but it was the start of transformation in my inner self and my goals. As I look back I realize that B.Ed was not merely about learning how to teach and getting a degree to acquire a job but it's something more worthy that it has truly brought a huge difference in my life. The initial days of the classes still remain fresh on my mind...the new faces of my classmates, new B.Ed syllabus, new classrooms at the ground floor of the new college building and oh !!!! ... How can I forget the exciting faces of my new teachers Dr Yolila, Ma'am Paulina and Ma'am Tialila.

UCTE has a unique way of ushering in us the values; self-reflection, warm faculty guidance and everyday added something new to my learning story. The teaching techniques, interaction with the teachers and peers, creating a memorable classroom story, the confidence I gained to stand in front and speak, walking into the school as a teacher trainee build my confidence in my teaching profession. I began to understand that teaching was not just about delivering content but connecting with learners, understanding

their background and responding to them with empathy. The lesson plan prepared, the classes I attended and the feedback I received have helped me shape my identity as an educator.

UCTE has given me a space to grow beyond academics. The lecture delivered by the teacher and the discussion held in the classrooms has opened my mind to broader educational landscape and issues. And perhaps, where I stand today is the result of those actions. Today, as alumni, I carry in me not only the knowledge I gained but the value and vision imbibed in me by UCTE. I pay my credentials to the faculties Ma'am Paulina, Ma'am Tialila, Ma'am Keneivi-u, Ma'am Yolila and my classmates who became my lifelong friends and to the good spirits of UCTE that continues to inspire me . My journey in UCTE may have ended officially with attaining a degree in 2017 but its impact on me carries forward every time as I walk into my classroom and also as I continue my higher study. I am proud to be a part of its legacy and hopeful about the future it continues to build, one teacher at a time.

Special Message for 4th Semester

Just as time flies faster than we know, your time here has come to an end. This journey must have been full of experiences for you and a lot of memories to carry on. The future ahead is uncertain but what you have learned should linger on in your next story.

“The wealth and future of a country depends on every stroke of a teacher”.

So, take up the responsibility to shape future with utmost care, the future depends on you. It was and will always be a pleasure to have been a part of your brief journey.



Neikerheno Secu
Asst. Professor, UCTE

DETENTION – WORTHY DEDICATIONS!



Smita Rai
B.Ed 4th Semester

Sir Bala with his Mughal beard, bright ties and stories we've all cheered. Thumbs up flying, full forms galore — “UCTE : Understanding, Commitment, Teaching, Excellence!” He's everywhere, always on the go, with examples ready, stealing the show.

Ma'am Krishnarathi? the ICT star. “Subscribe to RK!” – she sets the bar. Spot her by her bag and flask in hand, with Tamil flair, she takes a stand. Her PowerPoints glide, her lessons are smart, she clicks through slides straight into your heart.

Then there's Ma'am Paulina, Piaget's twin (blame the theories on classroom walls!). Her English flows, sharp and strong, with novels stacked and minds made long. Her sarees? A daily delight, she could open a shop—she just might! And oh, those silver strands of grace — worn with pride, lighting up her face.

Ma'am Keneivi, with a heart so wide, in Contemporary India, she's our guide. Her sunny smile, a gentle light, can melt your worries, make things right. Her voice—soft like a baby's skin, so calm, so kind, it draws you in. A motherly grace in all she'll do. A beautiful soul—outside and in too.

The king of haha huhu, drama's true flair. He owns the reading room—so handle with care. Exercises feel random, yet shape us strong. “Trust me, my champs!”—he's never wrong. With the Viru Sahastrabudhhe swag, he'll soon appear. His scooter zooms off, a silver delight. Specs on point, with wisdom shining bright, drumroll, please —

step into the light...It's Sirrr Utooo Chishhhi, what a sight!!!

Fun Fact? Miss Neiki's warmth is like the sun, so kind and bright—she's second to none. A library in motion, sharp and wise, like Rajdhani, she swiftly flies. In her pink coat and headband glow, she's cuteness and comfort head to toe. A teacher I'll cherish, more than she'll ever know.

/æ/, /ɪ/, /ʌ/ — a phonetic delight, do you need help pronouncing these? Well, head to none other than our teacher with two Ms— Ma'am Manshom, the phonetics queen! Her dedication's a dream, inspiring all, like a shining beam, she stands tall. As a teacher and mother, she truly excels, her smile, like roses, a story it tells. Sweet and steadfast, she's a model to see, of hard work and dedication, for you and me.

She's a breeze from the countryside, gentle and free, fair as a lily, soft as can be. Her outfits whisper cool, calm grace, with minimal charm in every place. She adjusts her specs with a thoughtful stare, golden highlights dancing like sunset air. “Knowledge” and “curriculum department” — her most uttered cues, that's Ma'am Melite, through and through.

Ma'am Khrolou, fair of face and full of health, her smile's a gift—true teacher's wealth. Her eyes, wide and captivating, draw you in, with understanding heart, she guides us to win. No outfit repeats—her style's true. Teaching Social Science with patient care, her gentle pace shows how much she's there.

If Baba Ramdev had a rival in class, it'd be Sir Keneiphrezo—none could surpass. He may seem fragile as a porcelain vase, yet moves like Master Shifu, with steady grace. With black shades, a handkerchief, and water in tow, the human mist machine - but cooler than any yoga baba you see on-screen!

Miss Xukhuli, lady in red lipstick bold, her laugh's as bright as the hue she holds. A teacher who lifts our burdens away, she'd break through earth to show us the way. A master explainer, patient and keen, if I could gift her one magic routine—

The power to check lesson plans in a snap unseen. Oh! Wait—I forgot to introduce her best friend! Yes, you guessed it right—it's Miss Ghukali, to the end. If I'd been born before the alphabet's creation, I would've placed G right next to X.

Miss Ghukali, fresh as morning dew, by Miss X she's loyal—always in view. Her classes swift, with knowledge she'll stock, no needless chatter—she gets straight to the talk. With trusty handkerchief ever in reach, her ear piercing's cool—a stylish speech. Together they rule—dynamic, bright duo each.

Sir Akup, dressed in black like a true art knight, master of sculpting, brush strokes just right. A storehouse of talent, calm and bright, with art in his veins, his vision takes flight. Friendly, fun, with skills that amaze, he turns every class into a creative blaze. A mentor, an artist—no need to add, he's got the talent we all wish we had.

Dr. Sathish, a cool teacher through and through, an explorer at heart with a logical view. Blends with students like he's one of the gang, always calm, never boastful or slang. Talks with reason, steady and sly, chill to the core—just that kind of guy.

She came with grace, so calm, so new, yet taught with depth and wisdom too. With charm and

charisma, pure and bright, she turns each class into a light. Her smile is warm, her words sincere, she brings both knowledge and good cheer. A soul so rare, we all agree—Ma'am Pratima, the “Nungshiba” of UCTE.

If Dermicool needed a brand face, I'd sign her up fast like a blast! Her classes? They light us up like kindergarteners on craft day—glue sticks, glitter, and a thousand “YAY!” She rolls in with four wheels and fire, Keys jingling like coins in a dryer. Shades on, laptop doing Olympic flips—even gadgets respect her, no slips! Boring chapters? Not in her show, she flips the script with that glow. Crack the shell, the fun's turned on, all hail the one and only...Miss Aton!

She's got the flow, she's got the style, her speeches make you think, and smile. A leader so sharp, yet sweet, you see, she'll charm you with a “Yes, but maybe...” Her words can sting, but always fair, like a mother with a touch of flair. Her smile wins battles, no doubt, it's true—our dearest principal, Dr. Akala, the Noah of UCTE, guiding us through!

Now head to the 5th floor, and you shall find, two gems who truly ease the mind. They don't teach class, but here's the hook—you'd ever survive without their books! No shushing frowns or glares that scare, just kindness, warmth, and utmost care. The heart of UCTE's quiet lore—Sir Orenthung and Miss Wapangkumla, we adore!

Last but not least, let's shout hooray, for the ones who save our every day! Sir Ngolu clicks us, come shine or rain—making us handsome and pretty (bless his brain). Sir Krishna's the counter boss supreme. Cash, info, updates—he runs the team! And Brother Rangliba, short with a royal 'stache, like a Chinese king with superhero dash. Don't judge his height, he's got that zoom—rides bike like it's straight out of Dhoom!

POEM

THE WEIGHT OF THE CLOCK



Ngaugia
B.Ed 4th Semester

(Winner of Slam Poetry Competition during Unifest 4.0)

They ask me with eyes, with words, and sigh-
“When will you?” “Why haven’t you?”
What happened? You know, “Time flies.”
As though my worth, my life, my name
Is all tied to theirs.

They say, “marriage is a true goal of life.”
A partner’s hand to hold to make you feel whole.
But I am whole,
I’m whole.
Yet they can’t see
The quiet strength that lives in me.

They worship the clock that ticks and hums,
Their judgment as sharp as thorns,
And their scornful advice slices dreams and hopes.
Yet, hearts don’t bloom by their measured time,
Nor by the bells or ticks of the clock.

So, let me wander, let me grow
Beyond the paths they claim to know.
For joy is mine,
I tell myself,
Darling! no race, no race-
No frantic chase, no panic,
No finish line.

When love arrives, if love should call,
I’ll greet it with open arms, unbound by all the
rules and claims they have written in the air.
For life is mine, and love is rare.

So silence the clock, and dim the voices that bent
on walls,
Let me walk this earth with grace,
And find my home at my own pace
Without the weight of the clock.

Because of you, Daddy

Ngaugia
B.Ed 4th Semester

When I chose the path of learning anew,
Voices rose like roaming winds:
“Aren’t you fed up with studying?”
“Will you spend your whole life behind books?”
“Isn’t a graduate degree enough especially for a
woman?”

They laughed, saying,
“Maybe it’s all just fun - the selfies, smiles, friends
and wasted hours.”

But Daddy, with no doubts, no second thoughts,
You stood beside me.
Your belief in me silenced every loud doubt.

Daddy, you taught me that a mind rich in learning
Is richer than gold.
You never counted the costs,
You only counted the dreams.

Because of you, I walk this journey
With pride in my heart,
Among mentors who inspire and shape me,
And friends who encourage and motivate me.

With every lesson learned,
I whisper a silent “Thank you” to you.

Smurfs

At the struck of half past nine
The college swarms with endless tales
Each head buzzing the tale of the night before.
The room devours the heads leaving it empty
when it’s time to learn.

Kick off the summer with curious strangers,
Now the class swarms with known melodies.

A little timid at first, yet beautifully sprout over
time.
Each soul hums a unique note but strums into a
melodious chord.

Knitted each day with desperation and sigh
Finally, digging the treasure we have been hunting
for the two years.
May life treat you with gold and silver.

Our voyage has come to an end.
Farewell for now, but remember to remember me.

B.Ed 4th Sem., Section B (CR)

FIVE MINUTES BEFORE I SET MY PEN DOWN



Smita Rai
B.Ed 4th Sem.

Five minutes before I set my pen down...

I looked around the room.

And I didn't just see classmates.

No.

I saw souls who brought light to my darkest days.

I saw people who gave me warmth—

like a hearth...

like home.

I was lucky.

I sailed with the right ones.

My friends.

My hearth.

My humans.

Thank you—

for making me feel like I belonged.

For giving me another shot at life.

Not just surviving—but laughing, feeling, living.

Thank you—

for the little acts of love.

For the warm food shared like family.

For helping me in classes when my mind was all over the place.

For clapping when I had something to celebrate.

For sitting with me when I had nothing to say.

Thank you—

for your stories,

your life hacks,

your advice—

like an older sibling looking out for me.

Thank you—

for covering for me when I was broke.

For never making me feel small for it.

Thank you—

for your smiles,

for listening to my rants,

for making me feel heard, when I thought no one cared.

Thank you—

for saving me a seat.

That simple thing...meant the world to me.

Your kindness—

was like hands around a flame,

protecting something small and soft from the wind.

Your words—

they reached a fragile part of me.

And brought it back to life.

Like warmth to a newborn heart,

learning how to beat again.

Thank you—

for calling out my name in a crowd.

You didn't know it then...

but that simple thing sparked a quiet joy inside me.

Thank you—

for inviting me in.

For making me feel like I belonged.

For reminding me just how beautiful,

how powerful, a friendship can be.

Thank you—

for wrapping me in your love and care

when I needed it the most.

Thank you—

for walking me home

again and again,

in the rain,

in the laughter,

in the silence.

Thank you.

But this time,

I walk home alone.

I walk home alone...

But I'm not empty,

I carry a heart full of life—

a life you helped fill.

And a bag full of memories

I'll never put down.

Thank you,

Batch of 2023–25.

For everything.

Walls, Doors and Pillars



Hangmei L Konyak
B.Ed 4th Semester

Three men worked side by side,
Each with his hammer, his voice, his pride.
One laid the walls, one carved the door,
One raised a pillar from the floor.
As they built, they shared their hearts—
Of daughters and sisters, their deepest parts.

The first, a father, laid bricks with care,
His eyes filled with worry, his hands with fear.
He said: "I build these walls high and tight,
To keep her safe from the world's bite.
News stories cut like broken glass,
And men still stare as women pass.
My daughter's small—she won't survive
The harsh streets where shadows thrive.
Look at us, strong with tools in hand—
She can't build, she won't withstand.
So I keep her close, locked inside—
That's the only way I can provide."

The second, also a father, shaped the door,
But his voice was filled with something more.
He said: "I love my daughter, more than I show,
But I know one day she'll have to go.
She'll take his name, forget this place,

Her childhood gone without a trace.
I raise her well, I teach her right,
But daughters leave, that's just their plight.
A woman's life is tied to men—
She leaves her past and won't return again."

The third, a young man, single and free,
Lifted a pillar so it stood tall and steady.
He calmly said: "I don't have a daughter, no ring or vow,
But I've seen the strength in women somehow.
My mother taught me how to stand,
My sister led with heart and hand.
You build to trap her or let her stray,
But I build so she can find her way.
This pillar is more than wood and stone—
It's a place she can call her own.
Not behind walls, not through a door—
But with strong roots and room to soar."

He paused, the sun warm on his face,
And smiled with quiet hope and grace:
"I build for her—but also for me.
A better world is what I want to see.
Not one of fear or narrow roles,
But one where women can reach their goals."

WHAT MAKES YOU BEAUTIFUL?



Shongna Konyak
B.Ed 4th Semester (A)

What makes you beautiful?
Is it your hair, your hand, your face or your body type?
Or is it the outfits you wear?
What makes you beautiful?
I think you are beautiful beyond those external factors.
I think the way you view the world is beautiful.
The way you show compassion is beautiful.
Your warm smile, your kind gestures, your helping nature,
your caring thoughts and
The way you have fun with people around you,
The way you handle things,
Your love for your family and friends,
Your devotion to God...
I think these are what makes you beautiful!
You are beautiful for your qualities,
And not by the hourglass standards.
You are beautiful just the way God made you.

REPORT ON UCTE EVENTS

TEACHERS' DAY

5th September, 2024

On 5th September 2024, UCTE celebrated Teacher's Day in the Seminar Hall with the theme "Empowering Educators for a Sustainable Future." The celebration aimed to recognize, honour, and appreciate the invaluable role that teachers play in shaping not only individual lives but also the future of society through the promotion of sustainable educational values and lifelong learning.

The event commenced with student-teachers rising to their feet and extending a warm and respectful welcome to the esteemed faculty members through heartfelt rounds of applause, setting a tone of admiration and gratitude for the day. A series of thoughtfully planned activities followed, including speeches, role-play performances, cultural dances, and melodious musical tributes by student-teachers. These presentations highlighted the immense respect and appreciation the students hold for their mentors.

Teachers were sincerely commended for their unwavering dedication, guidance, and mentorship, as well as for their significant efforts in nurturing critical thinking, innovation, and responsible citizenship among learners. The program not only celebrated the professional commitment of educators but also served as a reminder of the enduring bond between students and teachers. The event successfully reinforced UCTE's commitment to cultivating an inspiring academic environment rooted in growth, respect, and sustainable development.



13TH FRESHERS' DAY CUM FELICITATION PROGRAMME

7th September, 2024

The Unity College of Teacher Education hosted its 13th Freshers' Day cum Felicitation Programme on the 7th of September, 2024, to warmly welcome the new batch of student-teachers (2024–2026) and to celebrate academic excellence. The event was held under the theme "Transcend" and took place in the college premises at 1:30 PM. The formal programme was chaired by Ms. Mushim, a student of the B.Ed 3rd Semester, who conducted the session with grace and enthusiasm.



The programme commenced with an invocation by Dr. Toreiphi Mungleng, followed by a heartfelt welcome address delivered by the Principal, Dr. Akala Longkumer. The audience was then treated to a special musical number by students of the B.Ed 3rd Semester (Section B). The event also featured speeches by Ms. Moitreyi Bhattacharjee and Ms. Wanshe A Konyak, representing the senior and fresher batches respectively, both expressing gratitude and aspirations for the journey ahead. A special felicitation was given to NU toppers in recognition of their academic accomplishments. A highlight of the event was the inspiring address by the special guest, Dr. C. Teeya Imsong, Managing Director of Mount Mary Group of Institutions, Chümoukedima. The formal session concluded with a blessing by Mr. Tsentsuthung E Tungoe and a vote of thanks by Mr. Meningwangbo Newmai.

Following the formal session, the celebration transitioned into a vibrant informal session, led energetically by Mr. E. Zuben Shitiri and Ms. Abigail. The occasion was filled with laughter, performances, games, and cultural displays that brought students together in a spirit of camaraderie. The day concluded with the much-anticipated crowning of Mr. Sehochem Sangtam as Mr. Fresher 2024 and Ms. Bensuliu N Chawang as Miss Fresher 2024 respectively — marking a joyous end to a memorable event.

SWACHHTA HI SEVA ABHIYAN 2024

1st October, 2024

Unity College of Teacher Education (UCTE), Dimapur, observed the Swachhta Hi Seva Abhiyan 2024 on 1st October at 11:00 AM in the Seminar Hall. The theme for the event was “Cleanliness of Nature, Cleanliness of Culture,” emphasizing the importance of environmental hygiene and its connection to cultural values.

The programme was graced by Mr. Thungchanbemo Tungoe, CEO, Dimapur Municipal Council, as the Special Guest. In his address, he highlighted the need for sustainable living and active civic participation.

The event began with an Invocation by a 1st semester student-teacher, followed by a Welcome Note by the Principal of UCTE. A 3rd semester student-teacher spoke on the theme, drawing attention to how cleanliness is deeply rooted in cultural practices. The segment titled “The Clean Revolution” was presented by student-teachers, creatively showcasing ideas for a cleaner society. The Special Guest delivered an Exhortation, inspiring attendees to adopt cleanliness as a lifestyle. A Pledge led by a 3rd semester student-



teacher reaffirmed the commitment of all present. The programme concluded with a Vote of Thanks by a 1st semester student-teacher.

As part of the observance, the Community Engagement Cell organized competitions in essay writing, poetry, painting, and photography under the event theme. Winners were announced and acknowledged during the programme.

The event effectively instilled environmental awareness and a strong sense of responsibility among student-teachers, in line with UCTE’s vision of nurturing socially conscious educators.

LANNA-THAILAND & NAGALAND WOOD CARVING EXCHANGING WORKSHOP

7th November 2024 | NEZCC, Dimapur, Nagaland

The Lanna-Thailand & Nagaland Wood Carving Exchanging Workshop was a remarkable cultural and artistic event held at the North East Zone Cultural Center (NEZCC), Dimapur. This unique workshop, which took place from 24th October to 6th November 2024, brought together five skilled Thai artists and eleven talented Naga artists in a collaborative exchange of traditional wood carving techniques.



The highlight of the event was the grand opening ceremony held on 7th November 2024, which saw the participation of various universities including Unity College of Teacher Education, St. Joseph University, and Nagaland University. The ceremony began with registration followed by welcome speeches, artist exchanges, and a vote of thanks, concluding with a community lunch. From Unity College of Teacher Education, thirty student-teachers from the 3rd semester were given the opportunity to attend this event, with participation based on a first-come-first-serve basis. The workshop not only fostered cultural understanding and artistic collaboration between Thailand and Nagaland but also provided a valuable learning experience for the student-teachers, who witnessed first-hand the beauty of traditional craftsmanship and intercultural exchange.

TLM PREPARATION ORIENTATION

3rd – 4th February, 2025

A TLM Preparation Orientation and hands-on practice session was held on 3rd and 4th February, 2025 for the 4th semester student-teachers of Unity College of Teacher Education. The orientation began in the Seminar Hall, where student-teachers were guided on the significance, construction, and usage of Teaching-Learning Materials (TLMs) specific to their respective pedagogy subjects. This was followed by hands-on practice sessions conducted in their respective pedagogy classrooms, providing a platform for creative exploration and practical application. The schedule served as a vital preparation for their upcoming internship, helping them to enhance teaching effectiveness through well-designed instructional aids.

ANNUAL SPORTS MEET 2025

6th – 8th February, 2025

The Unity College of Teacher Education organized its Annual Sports Meet 2025 from 6th to 8th February. The three-day event was held across two venues. The opening ceremony and the first two days of competitions were conducted at Dimapur Government College Ground, while the final day, including the closing ceremony, took place on the college campus.



A variety of events were held, including futsal, basketball, volleyball, tug of war, relay race, sprint, obstacle race, carrom, arm wrestling, shot put, long jump, and high jump. One of the major highlights of the meet was a special cricket exhibition match that saw enthusiastic participation from both student-teachers and faculty members, promoting unity and fun beyond competition.

The event was led by Sports Secretary Phenyang Chang and Assistant Sports Secretary Longaro Ezung, both from the 4th semester. Dr. Sathish K served as the overall in-charge of the meet, ensuring smooth coordination throughout.

The Annual Sports Meet 2025 was a great success, fostering sportsmanship, teamwork, and camaraderie. The spirited participation of student-teachers, coupled with the encouraging involvement of faculty, made the event truly memorable.

Blue house emerged as the overall champion of the Sports Meet 2025.



UNIFEST 4.0

12th – 13th March, 2025

Unifest 4.0 was successfully organised by Unity College, Dimapur on the 12th and 13th of March 2025 under the theme “Invigorating Young Minds”. Staying true to its vibrant spirit, the event served as a platform to celebrate unity, creativity, and the dynamic potential of the student community.

B.Ed student-teachers from UCTE actively participated and showcased their talents across a wide range of competitions such as art, indigenous cooking, slam poetry, extempore speech, food challenge, cosplay, unity dancing star, photography, and digital content creation.

The celebration was further amplified by mesmerizing performances from renowned artists such as Abdon Mech, Keneisenuo Sorhie, Coffee & Zayie, Anonymous Jamir, Savizo, and DJ CJ, who added star power and electrifying energy to the festival.

Winners in Various Categories:

Cosplay:

2nd - Ms. Smita Rai (B.Ed 4th Sem) &
Ms. Masanghei Nidang (B.Ed 2nd Sem)

Slam Poetry:

1st - Ms. Ngaugia Ekak (B.Ed 4th Sem)



Photography Competition:

1st - Ms. Naomi M Phom (B.Ed 2nd Sem)
2nd - Mr. T. Vikaho Chophy (B.Ed 4th Sem)

Indigenous Food Cooking Competition:

2nd - Ms. Longaro Ezung &
Ms. Mushim (B.Ed 4th Sem)

IG Reels Competition (Best Content Creation):

Winner - Mr. T. Vikaho Chophy (B.Ed 4th Sem)
Ms. Longaro Ezung (B.Ed 4th Sem)

Unifest 4.0 stood out as a celebration of youthful energy, cultural heritage, and creativity, leaving lasting memories for everyone involved and continuing the legacy of fostering unity through festivity.



WORKSHOP ON ACHIEVEMENT TEST

3rd – 5th March, 2025

Unity College of Teacher Education (UCTE), Dimapur, organized a three-day workshop on Achievement Test from 3rd to 5th March 2025 for the 4th semester B.Ed student-teachers (Batch 2023–2024). The workshop was conducted as per the revised B.Ed syllabus under Nagaland University, which includes the Achievement Test-externally (25 marks) and internally assessed-as part of Course 12 along with the Internship programme.

The workshop commenced with a session on the background and importance of Achievement Tests by Dr. Kotra Balayogi. This was followed by detailed sessions on preparing assessment designs and blueprints by Mrs. Keneivi-u, Dr. Aribam Pratima Devi and Dr. Krishnarathi A. respectively. Ms. N. Ghukali Chophy provided practical insights on question writing based on pedagogy.

Day 2 featured Ms. Xukhuli Ayemi, who trained

the student-teachers on developing balanced questions. Dr. Sathish K. elaborated on preparing scoring keys and marking schemes. Mrs. Khrolo-Ū Letou led an engaging session on question paper analysis with a pedagogical focus.

On the final day, Ms. Melite-u Chirhah conducted a session on the moderation of question papers, emphasizing the importance of refining assessment tools for fairness and quality.

The workshop proved to be an essential orientation, equipping student-teachers with the knowledge and skills necessary to effectively design, conduct, and evaluate Achievement Tests during their Internship.

CULTURAL CUM FOOD FEST

6th May, 2025

On 6th May, 2025, Unity College of Teacher Education, Dimapur, celebrated the much-awaited Cultural Cum Food Fest with great enthusiasm and vibrancy under the theme “Blending Culture.” The event aimed at fostering unity in diversity and promoting cultural appreciation among student-teachers. The program began at 9:00 AM on the

college lawn and was graciously hosted by Miss L. Mhabeni Shitiri from B.Ed 4th Semester.

The event was graced by the presence of the Special Guest, Shri. Veswuzo Phesao, Retired Deputy Director (Project), NEZCC, who delivered an inspiring exhortation. He spoke about the value of preserving one’s cultural roots while embracing the richness of other traditions.



The programme featured a variety of vibrant and engaging performances. The highlight was a drama titled “Sumi and the Dance of the Dark Spirit – A Folklore of Sumi Naga,” which beautifully showcased the cultures of Sumi community. The



student-teachers also presented several cultural items such as Blending of Culture, Ukrūzhö küve küye süto khe by B.Ed 2nd Semester (Sec. B), and Mosaic of Cultures by B.Ed 4th Semester, each performance highlighting unique customs, attire, and traditions from different regions and communities.

The event was not only a platform for artistic expression but also an occasion to strengthen cultural awareness and unity among the college community.

The day culminated in a grand food fete where a variety of traditional and ethnic cuisines were lovingly prepared and served by the students. The food stall setup encouraged interaction and sharing, allowing everyone to savour the richness of diverse culinary traditions.



FIELD TRIP

10th May, 2025

On 10th May 2025, the student-teachers of 4th semester (2023–2025 batch), along with teacher educators from Unity College of Teacher Education, undertook a field trip to Khonoma Village and Dzüleke.

Khonoma, renowned as India's first green village, offered valuable insights into sustainable living and community-driven conservation practices. The visit to Dzüleke, known for its pristine landscapes and tranquil atmosphere, served as a refreshing escape from the pace of academic routines and modern life.

The field trip aimed to enhance environmental awareness, foster experiential learning, and encourage bonding between student-teachers and teacher educators. It proved to be both educational and enriching, leaving the participants with memorable experiences and deeper appreciation for ecological and cultural heritage.





MINDS OPEN

22nd - 30th May, 2025

Unity College of Teacher Education, Dimapur, successfully organized a week-long seminar series titled “Minds Open” from 22nd to 30th May 2025, exclusively for the 4th semester student-teachers of the 2023–2025 batch. The programme aimed to broaden the academic and professional outlook of student-teachers through a series of enriching sessions delivered by experienced educators and professionals from various fields.

The seminar was spread over six parts, with each session led by a respected speaker who brought their unique perspectives to the platform:

Part I – Dr. Orenthung Ovung, Administrator, UCTE (22nd May, 2025)

Part II – Dr. Imnarenla Aier, Mentor, PrepSchool for Civil Services, Dimapur (23rd May, 2025)

Part III – Ms. Imnasenla Jamir, Assistant Professor, Department of Education, Unity College (23rd May, 2025)

Part IV – Mrs. Paulina Whuorie, Assistant Professor, UCTE (26th May, 2025)

Part V – Mrs. Patricia Zhimomi, Vice Principal, Christian Higher Secondary School, Dimapur (27th May, 2025)

Part VI – Dr. Akala Longkumer, Principal, UCTE (30th May, 2025)



Each session provided a platform for engagement, dialogue, and learning. The programme was well-received by the student-teachers, as it helped foster critical thinking and self-reflection, which are essential qualities for any future educator.

The Minds Open initiative reflected UCTE’s ongoing commitment to holistic teacher education by offering its students opportunities to learn beyond the classroom.

SATURDAY & FRIDAY ACTIVITIES

MENTOR-MENTEE MEETING

21st September 2024, 16th November, 2024 & 14th February, 2025

Understanding the vital role of mentorship in academic and personal development, Unity College of Teacher Education (UCTE) organized Mentor-Mentee Meetings on 21st September, 2024, 16th November, 2024 and 14th February, 2025. Student-teachers were grouped and assigned to faculty mentors to facilitate meaningful interaction, guidance, and support. The meetings were conducted in designated classrooms, creating a comfortable space for open dialogue. These sessions served as valuable opportunities for student-teachers to reflect on their progress, share concerns, and receive constructive feedback from their mentors. The initiative helped in fostering trust, building rapport, and promoting a supportive learning environment.

CELEBRATING DIFFERENCES

6th July, 2024

On 6th July 2024, UCTE College organized a Saturday activity titled “Celebrating Differences”, focusing on Creating an Inclusive Education. The event began at 10:00 AM in the Seminar Hall, welcoming Ms. Lozua Kape, Member of the Child Welfare Committee, Dimapur, as the guest speaker. Ms. Kape delivered an inspiring talk on the importance of embracing diversity and building inclusive classrooms that cater to every learner. The event also featured Prodigals’ Home, Dimapur as the Special Guest, who presented a heartfelt special performance, highlighting the power of inclusion



through art and expression.

The program encouraged students and future educators to recognize the value of differences and to create learning spaces that are accepting and supportive for all.

The event concluded with a renewed sense of commitment toward inclusive education and social harmony.

MATHEMATICS EXHIBITION

10th July, 2024

On 10th July 2024, the 3rd semester student-teachers of Mathematics Pedagogy organized an engaging Mathematics Exhibition under the guidance of Dr. Balayogi. The exhibition was held in Room F1 and showcased a variety of creative and interactive mathematical models.

The event aimed to make mathematical concepts more tangible and understandable through visual and hands-on presentations. Student-teachers demonstrated their models with clarity and enthusiasm, fostering a deeper appreciation for the subject.

The exhibition was well-attended by faculty members and student-teachers from other pedagogies, who showed keen interest and appreciation for the innovative efforts. It served as a platform to promote collaborative learning and cross-disciplinary inspiration within the teacher education community.

The event concluded successfully, reinforcing the importance of practical approaches in teaching mathematics.



MATHMANIA

30th January, 2025

The Department of Mathematics under the guidance of Dr. Balayogi, Unity College of Teacher Education, Dimapur, organized an engaging event titled Mathmania – where creativity meets logic on 30th January 2025 at 11:30 AM in Seminar Hall-I. The program aimed to blend logic with creativity through a variety of interactive and educational sessions.

Chaired by 4th Semester student-teachers, the event began with an invocation and a presentation on a renowned mathematical icon. Student teachers presented topics on Algebra and participated in a thrilling “Brainium Blitz” quiz. A unique highlight was a rap performance titled “Maths is Life,” celebrating the role of mathematics in everyday experiences. “Brainy Battle” challenged participants’ critical thinking, while model presentations by both 2nd and 4th semester Student teachers showcased creative mathematical concepts and applications.

The event concluded with a vote of thanks and a benediction. Mathmania successfully ignited interest and enthusiasm for mathematics, reflecting the vibrant fusion of logic, creativity, and innovation.



SCIENCE EXHIBITION

28th February, 2025

The Department of Science, UCTE, organized a Science Exhibition on 28th February, 2025 at the Seminar Hall under the theme “Exploring the Wonders of Science.” The event was a collaborative effort by the Science and Mathematics pedagogy student-teachers of both the 2nd and 4th semesters. A wide array of creative and thought-provoking models were displayed, highlighting scientific principles and innovative solutions. In addition to the exhibits, performances related to science added an interactive and engaging element to the programme. The exhibition provided a meaningful platform for student-teachers to explore, express, and expand their scientific understanding in an experiential learning environment.



INTERNATIONAL WOMEN’S DAY

7th March 2025

The Women’s Cell of Unity College of Teacher Education (UCTE), Dimapur, organized a meaningful celebration of International Women’s Day on 7th March 2025 at the Seminar Hall. The event commenced at 2:20 PM and was themed “Accelerate Action” under the broader objective of Income Acceleration Action, highlighting the importance of gender equality and women’s economic empowerment.

The programme featured Ms. Repabenia Longkumer, Advocate and Case Worker (Legal) at



Sakhi One Stop Centre, Dimapur, as the esteemed resource person. She delivered an insightful and empowering talk, emphasizing the significance of women taking proactive steps towards their rights. The celebration aimed to inspire student-teachers

to become advocates for gender equality in their future classrooms and communities. The event served as a platform to reflect on the achievements of women, discuss ongoing challenges, and encourage collective responsibility in accelerating progress toward women's empowerment. The Women's Cell of UCTE successfully organized a thought-provoking and inspiring programme, reaffirming its commitment to promoting awareness, equity, and action among its students and faculty.

INTERNATIONAL WORLD THEATRE DAY CUM PAINTING EXHIBITION

27th - 28th March, 2025

The Drama and Fine Art Club of Unity College of Teacher Education organized a two-day event on 27th and 28th March 2025 to commemorate International World Theatre Day under the theme "Theatre and a Culture of Peace."

The celebration featured a Painting Exhibition held at the College Lawn, showcasing creative works by student-teachers reflecting themes of peace and cultural harmony. On 28th March, engaging drama sessions were staged at the Seminar Hall by student-teachers (2024-26 batch), providing





a platform for student expression and artistic performance. The event not only highlighted the power of theatre as a tool for social reflection but also fostered an appreciation for the arts in promoting peace and unity.

POSTER EXHIBITION

30th May, 2025

A Poster Exhibition on the theme “Peace Counts: Peace builders Around the World” was organized on 30th May 2025 at the Reading Room, UCTE, under the aegis of C-11 Peace Education. The exhibition was an insightful and meaningful initiative where the Peace Education student-teachers presented and re-told stories of peace through visually engaging posters. The event highlighted inspiring life testimonies of

individuals who have worked tirelessly to build peace in diverse contexts across the globe. The exhibition served as a platform to reflect on the significance of peacebuilding and the vital role educators and citizens play in nurturing a culture of harmony and compassion.



REPORT ON INTERNSHIP 2025

An internship is a professional learning experience that offers meaningful, practical work related to a student's field of study or career interest. A Bachelor of Education(B.Ed.) internship typically involves practical teaching experience under the supervision of a qualified teacher or mentors. An internship program plays a vital role in the field of teacher training program as it is designed to provide students with practical experience and knowledge related to the field of education. It provides the students an opportunity to understand different aspects of school program and improve their skills and abilities in teaching profession.

Objectives:

- To enable the student- teacher to understand the school environment.
- To develop teaching competences through guided teaching experience.
- To integrate the theoretical understanding of the student- teacher develop through various perspective and pedagogic courses into practice.
- To provide an opportunity to put theories into practice.
- To develop skills in the use of fundamental procedures, techniques and methods of teaching.
- To develop skills for planning an effective classroom management.

In partial fulfilment of the two years B.Ed. curriculum as per the objectives of NCTE, the student- teachers of Unity College of Teacher Education was given an opportunity to carry out internship programme from 17th of March to 17th April, 2025.

Altogether the student-teachers were allotted 12 schools for the internship.

They are as follows:

1. PM Shri GMS Zeliangrong
2. Little Star Hr. Sec. School
3. GMS Indisen





4. St. Clare Hr. Sec. School, Dimapur
5. Mother Mary School, Zeliangrong
6. Eden Hr. Sec. School
7. Honili Memorial Hr. Sec. School
8. Holy Cross School
9. Liz Woodland School
10. GMS Notun Bosti (Ao)
11. Christian Hr. Sec. School
12. St. Edmund's School

The supervisors of the internship 2025 are as follows.

1. Dr. Kotra Balayogi (Pedagogy of Maths)
2. Ms. Ghukali Choppy (Pedagogy of Social Science)
3. Ms. Melite-u Chirhah (Pedagogy of Social Science)
4. Ms. Xukhuli Ayemi (Pedagogy of English)
5. Dr. A Krishnarathi (Pedagogy of Science)

During internship program student-teachers work as a regular teacher and participate in all the school activities, scholastic including planning teaching and assessment interacting with teachers and parents. A total of 50 learning plans were

executed during the internship. After completion of a month time internship programme, as part of their post learning experience student-teachers carry out the following activities:

1. Student-teachers wrote reflective journals on the whole internship programme.
2. Extended discussion among the student-teachers.
3. Presentation on different aspects of teaching experiences after internship by student-teachers.

One month of internship in different schools has been one of the most enriching and productive phases in the educational cycle. It gives an in-depth knowledge and insights on the roles, responsibilities and duties of a facilitator in an educational setting. It also helps the learners to gain an understanding of the pivotal role such field experiences play in bridging the gap between theory and practice in shaping future teaching professionals.

Ms. N. Ghukali Choppy,
Asst. Professor, UCTE
&
Dr. Sathish K,
Asst. Professor, UCTE

EXTENSION SERVICE

AKUP BUCHEM

1. Resource person to teach clay modelling workshop at Mordern College, Phephima , Nagaland 17th July, 2024.
2. Acted as a Judge for Fine Arts Competition organised by Chitrakala School of Fine Arts Dimapur: Nagaland on 7th July, 2024.
3. A Low Relief Sculpture done at Unity College Entrance on the theme: Educate, Aspire and Innovate, Excel from 29th July-6th August 2024
4. Invited as a Judge organised by all Nagaland, Eklavya Model Residential School Diphupar, Dimapur 13th September, 2024.
5. Selected as one of the Sculptor- Artist from Nagaland at the International WOOD CARVING EXCHANGE WORKSHOP held at NEZCC in collaboration with LANNA-THAILAND with NAGALAND Sculptor Artist at Dimapur from 24th October -6th November, 2024.



6. Invited as a Resource person to teach Art and Craft at Children Education and Training Centre for three months (July, August, September – 2024), Chekiye- Nagaland.
7. Resource person to teach Indigenous Toy Making/ Sculpting) at JNV Nihokhu Niuland. 3rd-7th March, 2025.

KENEIVI -U RHATSU

1. Resource Person at 5 Days Faculty Development Program (FDP) organized by Internal Quality Assurance Cell (IQAC), Sao Chang College Tuensang on the topic “Teaching Skills and Methodologies” on 15/11/2024.
2. Resource Person at Teachers Workshop on “Early Childhood and Primary Education” for Teachers of Dhansiri Modern Academy, Sarupathar, Assam on 12/04/2025.



UTO CHISHI

1. Coordinator in AUDITION and INTRODUCE for actors based in North- East India. Which was a casting call by Mukesh Chhabra casting co. Mumbai for the Web series The Family Man Season 3. Dated 21st and 22nd June 2024.
2. Resource person for a week-long production-oriented Theatre Workshop for children from 10th - 17th August 2024. Organised by Zoe

Theatre and Art Association in collaboration with Children Education Ministry Nihkekhu Village Baptist Church, powered by NEZCC. On the culmination day 17/08/2024 the play “The Tragedy of Lunch Pack” (Anagho) Concept, Designed & Directed V. Uto Chishi. The play which is adapted from the tale of AXONE was performed at Nihkekhu Village.

3. Resource person for a 2 hrs long workshop on Theatre In Education (TIE) was conducted on account of Theatre awareness campaign for children from 08- 16 yrs of age at Nihoto Village Football ground Niuland District on 10/12/2024 and at New Life Bible College Dimapur District on 11/12/2024. Also acted in the play “Tichi Tita Toto Turu” Directed by Jayanta Rabha who is also the chief coordinator TIE. Co. National School of Drama (NSD) New Delhi was performed at Hope Academy, Chumukedima, Niuland and Dimapur District on 09 to 11th December 2024
4. Resource Person for 10 days of Theatre workshop at Salt Christian College of Teacher Education. 5 (five) Naga folktales were showcase on the culmination day. 24th to 26th of April 2025.



5. Appeared in the short film “Storm to Stillness” by R&N Studios with New Life Bible College Dimapur Drama Team. Story & Concept by V. Uto Chishi & Vito Sumi. Acting Coach by V. Uto Chishi.
6. A Discussant for the play “The Wonder Circus” on behalf of Nagaland Theatre In Education workshop on 31st May 2025 at

Indian Air Force Western Air Command New Delhi Air Force Auditorium directed by Rilli Ngomle Theatre In Education (TIE) Company in collaboration with AFFWA (Regional)

7. Selected as a participant and facilitator for 6 (six) days of internal Workshop on Theatre In Education (TIE) at National School of Drama New- Delhi and conducted the same workshop for 30 days at Dev Samaj Modern School Nehru Nagar, Vinobhapuri New- Delhi. From 16th May to 24th June, 2025.



DR. TOREIPHI MUNGLENG

1. Resource Person for a 3 Days Teacher’s Training on Capacity Building Development Program (CBDP) from 4th to 6th July 2024 at Assam Rifles Public School (ARPS) Dimapur and Shukhovi, Dimapur Nagaland
2. Resource Person for One Day Teachers Training Workshop on Constructivist Approach to Teaching Learning in Classrooms and Parents Involvement in Education for the Principals, Headmaster and Teachers of Elim School, Hill View English School, Shimin Primary School, Tushen High School and parents of the aforementioned schools on 27th July 2024 organised by Tashar Student’s Union, Ukhrul District Manipur
3. Resource Person for Training of Teachers on Growth mindset for teaching faculties and staff of Little Angels English School, Ukhrul Manipur on 2nd August 2024
4. Resource Person for One Day teachers Training on Integrating 21st Century Skills in



Classroom Environment on 3rd August 2024 attended by the teachers of Simple Solution School, Reichumhao Memorial Residential Academy (Somdal), Nga Nga Pre School Hungdung and The Higher Themzan Academy organised by Meiphung Productions, Ukhul District- Manipur.

5. Resource person for two days Teacher Training Workshop on Developing Lesson Plan and Creating Creative Classroom on 10th & 11th January 2025 at Simple Solution School, Ukhul District Manipur.
6. Officer on Special Duty (OSD) for NIOS October-November 2024 & April-May 2025, High School and Higher Secondary School examination.
7. Resource Person for 4 days Workshop on Understanding North East: Its Culture and Education at Mounam Nature Learning Centre, Tirupur-Tamil Nadu.



DR. KOTRA BALAYOGI

1. Acted as a Resource Person at the “Sunday with Social Impact Creators” organized by Chalo Kuch Niyara Karte Hai Foundation Social Welfare Development, India held on 27th April 2025.
2. Acted as a Resource Person in an International Conference on “Multidisciplinary Innovative Research in Technology & Management” organized by Sidvi Society for Research and Development, Hyderabad, Telangana, India held on 27th to 28th October 2024.
3. Acted as a Resource Person in an International Conference on “Multidisciplinary Research & Innovation” organized by St. Joseph University, Dimapur, Nagaland, India held on 25th October, 2024.



KHROLOU LETOU

1. Resource Person at Orientation Programme for Teachers’ on the topic “Redefining Teachers Role” at Baptist School, Pfutsero on 3rd February, 2025.



INTERVIEW



Imnasenla Jamir
(Batch of 2021-2023)

1. WHAT MADE YOU CHOOSE THE B.ED. COURSE, AND HOW HAS IT SHAPED YOUR LIFE?

To become a teacher, has always been my dream and in order to achieve that B.Ed was always on my list.

I am so grateful that I choose UCTE. 2 years in UCTE has played a major role in my life to become a teacher educator. The little that I am today is all because of UCTE. It has made me confident, learn and adapt various skills, to have empathy towards others and to have a sense of purpose i.e., to inspire the future generation.

2. HOW DID YOU BEGIN YOUR PREPARATION FOR THE NPSC CESE EXAM?

Being an aspirant myself, NPSC CESE was something I was very passionate about and I knew about the pros and cons of this exam but I was very determined to crack it.

I began with understanding the syllabus and structure, the requirements of the exam and just basic information about exam pattern and previous year papers. And, I started collecting study materials and books relating to it. And made a proper study plan.

3. WHAT WAS YOUR DAILY STUDY ROUTINE DURING THE PREPARATION DAYS?

I studied for atleast 5-6 hours. And made sure that I keep Saturdays and Sundays for revision.

4. WHICH SUBJECT OR SECTION DID YOU FIND MOST CHALLENGING, AND HOW DID YOU OVERCOME IT?

General knowledge and current affairs were challenging because you have to memorize them and so what I did was made notes out of it so that when I revise it will be easier for me to recollect.

5. WHAT ROLE DID YOUR COLLEGE ENVIRONMENT AND TEACHERS PLAY IN YOUR GROWTH?

I consider myself to be so blessed that I got such wonderful teachers who has been my support system throughout my academic journey. I believe that a good teacher is someone who inspires, motivates and empowers students and that is exactly what my teachers had done. I have so much love and respect for them not just as teachers but as a human beings as well.

6. HOW DID YOU AVOID DISTRACTIONS AND STAY FOCUSED WHILE PREPARING?

The art of balancing life, staying consistent and faith in God has helped me so much to avoid distractions and staying focused throughout my journey.

7. WHAT PERSONAL QUALITIES HELPED YOU THE MOST DURING THE EXAM PHASE?

I think for me qualities like time management, the ability of never giving up, having faith, embracing failures, moving forward, self-belief has really helped me.

8. DID YOU EVER FEEL DISCOURAGED DURING YOUR PREPARATION? HOW DID YOU HANDLE IT?

I cracked my NPSC CESE on my 3rd attempt and like I said, I knew about the pros and cons

of this exam. It has taken a toll on my mental and spiritual health. when you are so close and you feel like you are about to reach the goal and suddenly somebody takes it from you, it's the worst feeling and sometimes you question the whole purpose of it. But the phrase, "Everything in God's timing" has helped me a lot to continue moving forward, trusting in Gods divine plan. And now, I am living one of my answered prayers.

9. CAN YOU PLEASE RECOMMEND SOME BOOKS TO THE STUDENTS PREPARING FOR CESE?

For general English- NCERT English textbook
General knowledge and current affairs – M Laxmikanth
Indian polity, history of modern India, Indias struggle for independence- Bipan chandra,
NCERT general studies- Sheelwant singh,
Indian economy – Ramesh singh .
Other than that, a lot of video lectures found on YouTube has helped me a lot.

10. WHAT ADVICE WOULD YOU GIVE TO STUDENTS PREPARING FOR THE SAME EXAM?

Know your own self. What are your strengths and weakness and accordingly work on it. Do some research on the syllabus, previous year questions, make study plans and stay consistent. Consistency is the key. BELIEVE IN YOURSELF and have faith in God, everything is possible with God.
Best wishes to all.

11. WHAT IS YOUR NEXT GOAL AFTER ACHIEVING SUCCESS IN THE CESE EXAM?

The goal I want to achieve is to inspire the future generation to become the best version of themselves.

choices, workplace culture key for well-being, productivity: Eco Survey

mental well-being," the Survey said.

It highlights how lifestyle, work culture, family bonds, eating habits, etc., are affecting the mental health of citizens in the country.

It also laid emphasis on the impact of screen time and ultra-processed foods on mental health.

"While promoting a better workplace culture will lead to better mental well-being, lifestyle choices, and family situations also play a significant role. Results of the survey show that individuals who rarely consume ultra-processed or packaged junk food have better mental well-being than those who regularly do," the Survey said.

Similarly, people who rarely exercise, spend their free time on social media or are not close to their families have worse mental well-being.

"Lifestyle choices and workplace culture are critical for mental well-being and, hence, productivity. If India's economic ambitions are to be met, then immediate attention must

be given to lifestyle choices that are often made during childhood/ youth," it said.

The Survey also showed how "hostile work cultures and excessive hours spent working

at the desk can adversely affect mental well-being".

This, it noted, will "ultimately put the brakes on the pace of economic growth" in the country.

(IANS)



The 4th semester student-teachers, along with faculty in-charge Asst. Prof. of Drama and Arts at Unity College of Teacher Education, Dimapur Uto Chishi and members of Zoe Theatre & Art Association, Nuland, participated in the 3rd Foothills National Drama Festival held from January 27 to 29, in Jorhat, Assam, showcasing their play "The Reborn."



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THE MORUNG EXPRESS

'Cleanliness is essential for a healthy lifestyle': DM



Thungchanbemo Tungoe with the faculty and students of Unity College of Teacher Education during the the Swachhta Hi Seva Abhiyan 2024 held on October 1. (DIPR Photo)

DIMAPUR, OCTOBER 6 (MExN): Unity College of Teacher Education (UCTE), Dimapur, organised the Swachhta Hi Seva Abhiyan 2024 under the theme 'Cleanliness of Nature, Cleanliness of Culture' at college seminar hall, Dimapur on October 1.

Chief Executive Officer of Dimapur Municipal Council (DMC), Thungchanbemo Tungoe, addressing the B.Ed students, emphasised the importance of active involvement in the mission to promote cleanliness, hygiene, and environmental sustainability as part of the government's nationwide campaign.

According to a DIPR report, launched in 2014, the

Clean India program remains the largest cleanliness initiative in the country, with over 3 million participants in its first year alone. Although the original goal was to achieve a clean India by 2019, the movement has extended beyond that timeline, remaining a crucial ongoing effort.

Tungoe highlighted the annual "Swachhta Hi Seva Abhiyan" as a key feature of the clean India initiative. Held in the lead-up to Gandhi Jayanti on October 2, the campaign reinforces the message of cleanliness through national drives. However, Tungoe stressed that the focus on cleanliness must not end with the culmination of this annual event, urging students and

citizens alike to continue these efforts year-round.

"Cleanliness is essential for a healthy lifestyle," Tungoe said, exhorting students to prioritize actions such as plastic waste management and segregation of dry and wet waste at home.

He reminded the students that the campaign's reach must extend beyond cities to rural areas, where active participation is even more critical. "The youth have a significant role to play in reaching these areas, as the Dimapur Municipal Council cannot do it alone," he added.

The DMC CEO also outlined practical measures for maintaining cleanliness, including reducing plastic usage, conserving water,

planting more trees, and keeping local surroundings clean. Students were encouraged to lead by example, actively participate in government initiatives, and spread awareness about cleanliness in their communities.

Additionally, the CEO proposed incorporating cleanliness and environmental education into the B.Ed curriculum, to inculcate these values in future generations. "Each small action contributes to a larger impact, and it is vital that we educate others and keep this mission alive," he remarked.

As part of its ongoing effort to support the Swachhta Bharat Mission and to celebrate Gandhi Jayanti, the

TOPPER LIST AND THEIR WHEREABOUTS (Batch of 2022-2024)



Ms. Oshin Gharte

Batch: 2022-2024

Current Status: Science Teacher, Assisi Hr. Sec. School, Dimapur
College Ranking: 16th Rank.

FELICITATION

Selected for the post of English Language Trainers (School Level) by the Step Up International Trust, Ernakulam, Kerala, India.



Ms. Noksenkhumla
Batch of 2023-25



Ms. Keneiwenuo Semou
Batch of 2023-25



Ms. Lipoksenla Kichu
Batch of 2023-25



Ms. Tsushila S. Yim
Batch of 2023-25



Ms. Ruth Thapa
Batch of 2023-25



Ms. Ngaugia Ekak
Batch of 2023-25

FELICITATION

Heartiest congratulation to our Alumni for clearing the NPSE-CESE 2024 Examination.
Wishing you all the best in your future endeavours.



Ms. Imnasenla Jamir
Batch of 2021-23
Asst. Professor in Education
(1st Rank)



Ms. Chaanglemla
Batch of 2018-20
Lecturer in Chemistry
(1st Rank)



Ms. Sungla T
Batch of 2022-24
PGT, Physics
(2nd Rank)



Mr. Savizo Üsou
Batch of 2022-24
GT Mathematics
(5th Rank)



Ms. Shangjipen A Chang
Batch of 2021-23
GT Science
(5th Rank)



Mr. Ghokivi H Sumi
Batch of 2020-22
GT Science
(15th Rank)



Ms. Imojungla Jamir
Batch of 2018-20
GT Mathematics
(16th Rank)



Ms. Shilumenla Imsong
Batch of 2021-23
GT Mathematics
(17th Rank)



Ms. Amenla Ao
Batch of 2016-18
GT Mathematics
(21st Rank)



Ms. Topeni K Zhimo
Batch of 2020-22
GT Science
(36th Rank)



Ms. Intinula
Batch of 2020-22
GT Science
(38th Rank)



Mr. Indiatsung T Sangtam
Batch of 2021-23
GT Mathematics
(45th Rank)



Ms. Irangbuile Zeliang
Batch of 2022-24
GT Science
(57th Rank)



Ms. Phenang L
Batch of 2020-22
GT Science
(59th Rank)



Ms. Ilamzaile Hemang
Batch of 2020-22
GT Science
(64th Rank)

ARTS



Lithsajung Z Sangtam
B.Ed 4th Semester (B)



Lithsajung Z Sangtam
B.Ed 4th Semester (B)



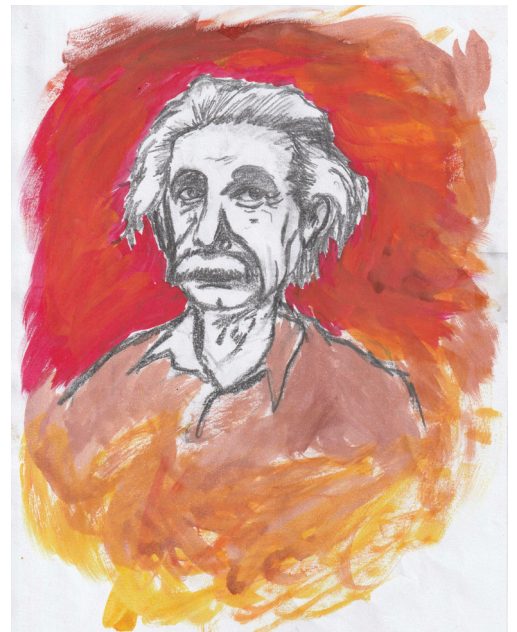
Puto
B.Ed 4th Semester (A)



Hangmei L. Konyak
B.Ed 4th Semester (A)



Lithsajung Z Sangtam
B.Ed 4th Semester (B)



C. Sangkum Choba Chang
B.Ed 2nd Semester

PHOTO GALLERY



Faculty



Non-Teaching Staff



MTS, Drivers & House Keeping Staffs



B.Ed 2nd Semester (Section A)



B.Ed 2nd Semester (Section B)



B.Ed 4th Semester (Section A)



B.Ed 4th Semester (Section B)













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