



DEPARTMENT OF TEACHER EDUCATION UNITY COLLEGE DIMAPUR - NAGALAND



Vibrant 9th Edition 2025-2026

"Nature never repeats itself; every feather is a masterpiece of its own."

Just as every feather bears the distinct imprint of the bird it belongs to, every learner brings a unique journey, talent, and perspective. Our differences make us stronger, while our shared purpose unites us—to learn with humility, teach with compassion, and grow together.

Design and Conceptualized: Mrs. W. Manshom & Mr. H. Akup Buchemhu



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**.

Vibrant

9th Edition 2025-2026

Editorial Note

It is with immense pride and joy that we present our annual magazine, the 9th Edition of **VIBRANT**. A canvas where thoughts find words, creativity finds wings, and experiences find expression.

This magazine is not merely a collection of pages, but a reflection of our college community- its creativity, its aspirations and its spirit. Each contribution, whether in words, art or ideas carries the passion of our Student Teachers and Faculty. Together, weaves a vibrant narrative of who we are. Each article, poem, sketch and thought shared here is a reminder that our voices matter, our ideas inspire, and our creativity can shape the future.

This edition celebrates each one of YOU—the dreamers, the doers, the thinkers, and the storytellers who make our college, a community of possibilities.

We hope you enjoy reading our magazine and find inspiration in the words and ideas contributed. We are proud to be a part of this VIBRANT community and look forward to sharing more stories and experiences with you.

As editors, we extend our heartfelt gratitude to all the contributors who have poured their ideas, dedication, and artistry into this magazine. We hope that this edition ignites within every reader the courage to express, the joy of learning, and the pride of belonging to our institution.

Let us continue to dream, to create, and to leave behind footprints that future editions will proudly follow.

Editorial Team
Vibrant 2026



(Left to Right) Anita Debnath (2nd Semester), Mrs. Manshom (Asst. Professor, Pedagogy of English), Orenponi Lotha (2nd Semester), Sehochem Sangtam (4th Semester)

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नागालैण्ड विश्वविद्यालय NAGALAND UNIVERSITY

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

It gives me immense pleasure to extend my warm greetings and best wishes to the students, faculty, and staff of Unity College on the publication of the 09th Edition of your annual magazine, *VIBRANT*, for the academic session 2025–26.

I commend Unity College for its continued dedication to nurturing academic excellence, character formation, and holistic development among students. In today's rapidly changing world, educational institutions play a vital role in shaping responsible citizens who are not only intellectually competent but also socially conscious and ethically grounded. I am confident that Unity College will continue to inspire its students to pursue knowledge with integrity, innovation, and purpose.

May *VIBRANT* continue to illuminate minds, celebrate achievements, and inspire future generations. I wish this edition great success and extend my heartfelt blessings to the entire Unity College family for a fruitful and inspiring academic year ahead.

With best wishes,

(Prof. JAGADISH K PATNAIK)

Vice-Chancellor
Nagaland University



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डॉ. ज्ञानेंद्र नाथ तिवारी

Dr. Gyanendra Nath Tiwari

आचार्य एवं अध्यक्ष/ Professor and Head



Message

It gives me great pleasure to extend my warm greetings to the Department of Teacher Education, Unity College, Dimapur, on the publication of its Annual Magazine *VIBRANT* for the academic session 2025–2026.

A magazine is not merely a collection of articles and photographs; it is a reflection of the spirit, creativity, achievements, and aspirations of an institution. It captures the journey of students and teachers, their collective efforts, and their commitment to excellence in education.

Teacher education holds a place of special significance in shaping the future of society, as teachers are the true nation builders. In this noble pursuit, I commend the Department for its dedication to academic growth, professional formation, and value-based education. I am confident that the magazine will serve as an inspiring platform for students to express their ideas, talents, and vision.

I congratulate the editorial team, faculty members, and students for their sincere efforts in bringing out this publication. May *VIBRANT* continue to spread knowledge, encourage creativity, and motivate young minds to strive for excellence with integrity and purpose.

I wish the Department of Teacher Education, Unity College, and all its stakeholders continued success in all their endeavors.

With Best Wishes,

Prof. Gyanendra Nath Tiwari

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MESSAGE

Dear Readers,

It gives me immense pleasure to present the 9th Edition of Vibrant, the annual magazine of the Department of Teacher Education, Unity College. This magazine reflects the creativity, achievements, and vibrant spirit of our student-teachers and faculty throughout the academic year.

Education is not merely the pursuit of knowledge but a journey of inspiring curiosity, building character, and preparing future educators. At the Department of Teacher Education, we remain committed to nurturing competent, compassionate, and responsible teachers through academic excellence and meaningful co-curricular experiences. The pages of Vibrant capture these memorable moments, accomplishments, and experiences that have shaped our students throughout the year.

I sincerely appreciate the Editorial Board for their dedication and hard work in bringing out this edition. I hope Vibrant inspires every reader to continue learning, growing, and striving for excellence.

M. Patton,
Chairman,
Unity College



PRINCIPAL UNITY COLLEGE

NAAC ACCREDITED 'B' GRADE
ESTD : 2007

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MESSAGE

It is with great privilege and honour, I take this opportunity to express my thoughts in our annual college magazine “Vibrant”. As we celebrate a successful institution that has been around for decades imparting enlightenment to many.

This magazine is a reflection of the creativity, dedication and intellectual growth of our student-teachers and faculty members that presents a vast spectrum of scholastic and non-scholastic activities. The main purpose is not only academic excellence but also the diverse talents, ideas and achievements that enrich our institution. The personality development for the young learners and achievers in different areas of their choice. It is an ideal platform to express views, experiences and literary skills so also to show their creativity.

It showcases Department of Teacher Education, Unity College, upholding the value of integrity, compassion, innovation and lifelong learning. I encourage every student to pursue knowledge with curiosity and to contribute positively to society through the noble profession of teaching. Being contented in one's past glory is to become complacent but moving forward for greater feats is the key to be successful in life.

I sincerely congratulate the editor's board, faculty members and all the contributors for their hard work and commitment in bringing out this wonderful publication. May this magazine inspire every reader and preserve the cherished memories of our college for years to come.

Warm regards

Dr. Lichumo Enie
Principal,
Unity College



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UNITY COLLEGE
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MESSAGE

It gives me immense pleasure to present the 9th Edition of VIBRANT, meaningfully reflecting the creativity, aspirations, achievements, and collective spirit of our institution. Over the years, this magazine has served as a cherished platform where ideas find expression, talents are celebrated, and memories are preserved for generations to look back on with pride.

This edition holds special significance as it marks a new chapter in our academic journey with the transition in nomenclature from Unity College of Teacher Education to the Department of Teacher Education, Unity College. While names may evolve with the growth and development of an institution, the values that define us, our passion, unity, commitment, and vibrant spirit remains unchanged and will continue to guide us forward.

Education in today's world extends far beyond classrooms and textbooks. It is about nurturing character, fostering innovation, inspiring leadership, and cultivating a sense of social responsibility. I am proud to acknowledge that our student-teachers and faculties consistently uphold these ideals through their academic pursuits, co-curricular engagements, community outreach initiatives, and creative contributions, many of which are beautifully showcased in the pages of this magazine.

I extend my heartfelt appreciation to the editorial board, faculty members, contributors, and students whose dedication, hard work, and creativity have made this publication possible. Your collective efforts truly embody the spirit of VIBRANT and enrich the legacy of our institution.

As you turn these pages, may you find inspiration in the stories, ideas, and achievements they contain. May every reader find within these pages the inspiration to Innovate, Aspire and Excel, upholding the motto and values of our institution.

Dr. Akala Longkumer
Vice Principal/HOD
Department of Teacher Education

AI vs Generative AI: What's the Difference?



Artificial Intelligence (AI) refers to the ability of machines or computer systems to perform tasks that normally require human intelligence. These tasks include learning from experience, understanding language, recognizing patterns, solving problems, and making decisions. In simple terms, AI enables computers to “think” and act in a smart way based on the data they receive. For example, when you use apps like Google Maps for directions or YouTube for video recommendations, AI is working behind the scenes to understand your preferences and provide useful suggestions. These systems continuously learn from user behaviour to become more accurate over time.

Generative AI, on the other hand, is a specialized subset of AI that focuses on creating new content rather than just analysing existing data. It uses advanced models, such as neural networks, to generate text, images, music, or even videos that resemble human-created content. Tools like ChatGPT can generate essays, answer questions, or create conversations, while platforms like Canva can produce unique images from text descriptions. Unlike traditional AI, which primarily interprets data, generative AI produces original outputs.

The key difference between AI and generative AI lies in their purpose and functionality. Traditional AI focuses on recognizing patterns, making decisions, and automating tasks based on existing data, whereas generative AI goes a step further by creating entirely new content. For instance, an AI-powered facial recognition system identifies a person in an image, while a generative AI system can create a realistic human face that does not exist in reality.

In conclusion, while all generative AI is part of the broader AI domain, not all AI is generative. AI serves as the foundation for intelligent systems that assist in analysis and decision-making, whereas generative AI represents a more creative and innovative branch that can produce new and original content. Both play significant roles in modern technology and are increasingly influencing education, media, and everyday life.

By
Dr. A. Krishnarathi
Asst. Professor, Pedagogy of Science

The Focus Factor: The Art of Doing One Thing at a Time



In today's fast paced academic environment, the ability to focus on one task at a time has become both rare and valuable. Surrounded by constant notifications and the pressure to multitask, students and teachers alike often mistake busyness for productivity. In reality, meaningful learning and effective teaching require depth, and depth comes from focus.

Multitasking may seem efficient, but it often divides attention and reduces the quality of work. Concentrating on a single task allows the mind to engage more deeply, leading to better understanding and retention. As Steve Jobs explained in an interview at the Worldwide Developers Conference (1997), *"People think focus means saying yes to the thing you've got to focus on. But that's not what it means at all... It means saying no to the hundred other good ideas."* This highlights that true focus is a deliberate choice. For students, this means creating uninterrupted time for study. For teachers, it involves clear and purposeful instruction. Even small changes, like turning off distractions or setting specific goals can significantly improve concentration.

The idea of focusing on one task is not new. A well-known proverb often attributed to Confucius states, *"He who chases two rabbits catches neither."* While its exact origin is debated and also linked to Russian folklore, its message remains clear- divided attention leads to weaker results.

Similarly, a thought commonly credited to Johann Wolfgang von Goethe reminds us, *"Things which matter most must never be at the mercy of things which matter least."* Although the wording is widely used in modern translations and interpretations, the idea reflects a timeless truth about prioritization.

In essence, the art of doing one thing at a time is about valuing quality over quantity. In an age of distraction, focus becomes a powerful academic and personal skill. By practicing it consistently, we not only improve our performance but also develop discipline and clarity that extend far beyond the classroom.

Keneiphrezo
Former Asst. Professor
Physical Education

Beyond the Lesson Plan: Teacher's Guide to the Heart of the Classroom

Dr. Aton Mungleng

Principal, Alice Christian Hr. Sec. School,

Alungtang, Ukhrul, Manipur

(former Asst. Professor, Foundations of Education)



The lesson plan is perfectly ready. You have given your 100% preparing and rechecking it over to make sure to have the best class. You added colourful visual aids, a perfectly timed group activity, and a flawless presentation. You step in front of the classroom with excitement and confidence ready to deliver.

Then, reality hits.

Two students in the back are arguing over a borrowed eraser. A student in the front row is staring blankly at the wall, completely shut down. Another is tapped out, you sense restless energy. In an instant, the beautifully structured academic world you built on paper collides with the messy, unpredictable, and unexpected reality of a living classroom.

As a student-teacher, you have been prepared well for the *what* and the *how* of teaching. You know your subject matter, and you know the pedagogy. But there is a silent partner in every successful classroom that textbooks rarely capture in a grading rubric: **Social and Emotional Learning (SEL)**.

Integrating SEL isn't about adding another subject to an already overcrowded timetable. It is a fundamental shift in perspective. It is the practice of teaching the heart before you teach the mind, recognizing that a child who feels unsafe, invisible, or overwhelmed cannot absorb your brilliant lesson.

The Teacher as the Thermostat

When you first enter a classroom as an educator, it is easy to act like a thermometer. A thermometer simply reads the temperature of the room. If the students are chaotic, the thermometer rises, mirroring the anxiety and frustration of the crowd. If the students are cold and unresponsive, the teacher shuts down.

SEL calls you to be a **thermostat** instead. A thermostat doesn't just reflect the temperature—it sets it. Children are intuitive mirrors. They read your body language, your tone of voice, and the pacing of your breath long before they process the instructions on the whiteboard. If you walk into the room carrying the stress of your own assignments, your students will catch that anxiety like a cold.

Modeling SEL starts with the courage to be vulnerable and human in front of your students. If your laptop crashes mid-lesson, or just before you start your lesson, don't mask your frustration. Use it as a teachable

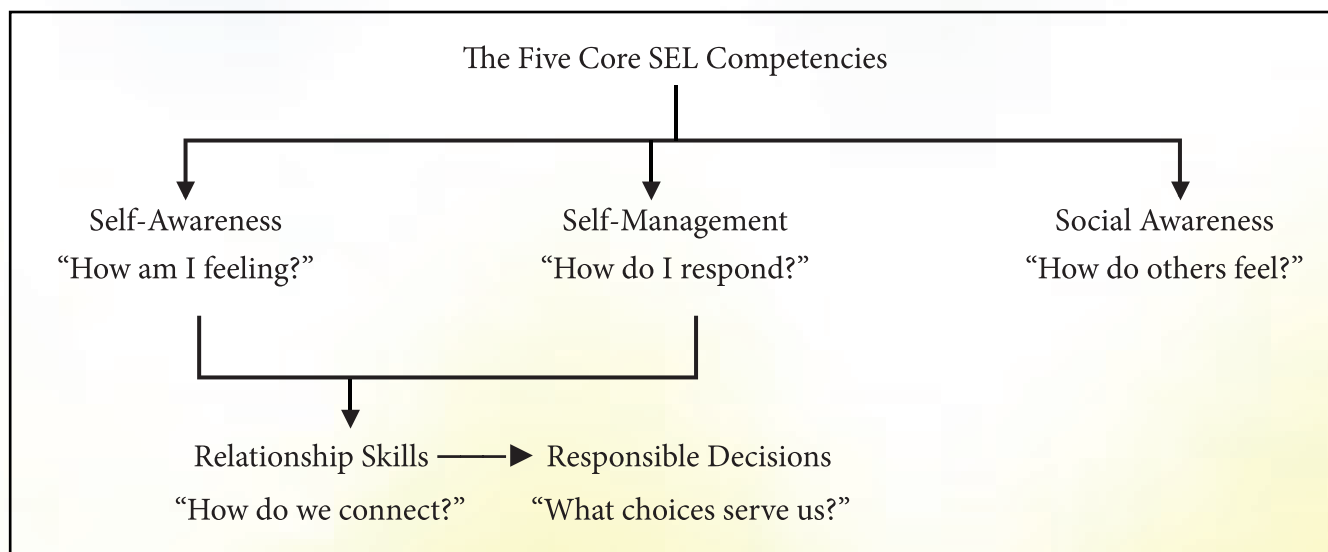
moment. It's okay to let your students know that things are not working out as planned and allow them to be a part of the process. You may express it out, *"My computer isn't working. Let me take a moment, reset, and we'll figure this out together."* Being real and genuine with your students extends a connection that is very pure.

By doing this, you aren't failing to be professional; you are giving your students a masterclass in **self-management** and **resilience**. You are showing them that it is okay to feel big emotions, but it is how we navigate them that matters.

Mapping the Five Competencies into Small Moments

Looking at the official frameworks for SEL—such as the five core competencies outlined by CASEL—the terminology can feel academic and daunting. For a teacher just trying to survive the week, it can feel like one more thing to learn.

Instead of viewing students as systemic benchmarks, look at them as small, intentional moments woven into the fabric of your day.



1. Self-Awareness: Checking the Internal Weather

It is important to be mindful of the emotional state of the students before the class is started. You can build this into a simple morning routine. Instead of just taking attendance, ask students to hold up fingers from one to five to show their energy or mood level, or use a color-coded chart. This teaches them to pause and identify their emotions. It also gives you an instant map of who might need an extra encouraging word during and after the class hours.

2. Self-Management: The Power of the Pause

When a lesson gets loud or frustration runs high, don't default to shouting over the noise. Introduce micro-moments of regulation. Teach your students "box breathing" (inhale for four counts, hold for four, exhale for four, hold for four) before an activity or lesson. When a student is struggling with a concept, praise their stamina rather than their correctness. Say, *"I love how hard you tried to work on this problem, or would you like to try it again from this angle"* to build a growth mindset.

3. Social Awareness: Cultivating the Perspective Lens

As a teacher we need to exercise empathy on a regular basis. This can be built into an academic content. For instance, asking students to step into a character's shoes: *"Why do you think he reacted that way? How would you feel if you were in her position?"* Such exercise can be integrated in the form of multiple perspective in all subjects. This helps students look past their own immediate experiences.

4. Relationship Skills: Intentional Collaboration

Group work is often a flashpoint for conflict in the classroom. Instead of just putting students into random groups and hoping for the best, explicitly teach them how to collaborate. Assign clear roles, such as the active listener, the timekeeper, or the encourager. Give them sentence starters for disagreements, such as: *"I hear your point, but have we considered..."* Such exercise help students to build and respect interpersonal communication.

5. Responsible Decision-Making: Navigating the Crossroads

When a student breaks a classroom rule, our instinct as teachers is often to issue a swift, punitive consequence to maintain control. However, SEL asks us to shift from punishment to restoration. Ask guiding questions that prompt reflection: *"What was the goal of that choice? Who did it impact? How can we make it right?"* This shifts the focus from blind compliance to active responsibility.

Building a Safe Container

The most effective SEL strategy you will ever deploy is the physical and emotional safety of your classroom environment. Children cannot learn if their brains are stuck in a fight-or-flight stress response.

Therefore, consider creating a physical space in your room dedicated entirely to emotional regulation—a quiet, comfortable corner (space) with a few sensory tools, drawing paper, or breathing prompt cards. It sends a powerful message to your students: *Your emotions are welcome here, and we have tools to help you process them.*

As you enter teaching profession, it is important to know that children need this holistic approach more than ever. The academic gaps can always be closed, but the emotional foundation must be poured first. The point is, with time, you won't remember the exact TLMs, or PPTs you created and for your class but you will remember the students who finally looked up and smiled because you noticed them when none did. You understood when they were having a hard day. You will remember the classroom culture you built from scratch – where every student felt seen, heard and valued.

So, trust your preparation, but lead with your humanity. The hearts in your classroom are ready for you.

A checklist for teachers in practicing SEL model

- Have I greeted every student by name at the door today?
- Do my students have a clear way to tell me how they are feeling?
- Am I focusing my praise on effort and process rather than perfection?
- Did I model healthy emotional regulation when something went wrong today?

SOME THINGS BLOOM ONLY AFTER THE RAIN

Have you ever stared at your pile of assignments, Journals at midnight and wondered, “Will all of this really matter one day?”

As a B.Ed student, I know that feeling all too well. Behind the confident presentations, neatly submitted records, lesson plans and classroom smiles, there are sleepless nights, mental exhaustion, pressure and silent battles that nobody really sees. There were days when the assignments never seemed to end, presentations kept repeating, exams came one after another and rest slowly became a luxury. Sometimes, I felt tired before the day even began. And honestly? There were moments when I questioned myself.

“Am I really strong enough for this journey?”

But somewhere between the stress, the deadlines and the endless responsibilities, I began to realize something important — this journey was never meant to break me. It was preparing me.

Teaching is more than standing in front of a classroom with a textbook in hand. A teacher carries responsibility, patience, emotional strength, leadership and the ability to continue showing up even on difficult days. Maybe that is why this journey is not easy. Every repeated assignment taught discipline. Every presentation built confidence. Every stressful day strengthened endurance. Slowly, the process that once exhausted me began shaping me into the person I am becoming today.

One thing this journey taught me is that motivation is not about feeling inspired every single day. Sometimes motivation simply means continuing despite feeling tired. It means showing up when your mind says “rest” but your dreams say “keep going” It means believing that your hard work has purpose even before you can see the results. More importantly, this journey strengthened my faith and reminded me how important it is to keep God at the center of our lives.

In today’s world, it is easy to give our hearts completely to temporary things — relationships, social media, popularity or the need for validation from others. While these things may bring temporary happiness, they should never take the place of God in our hearts. Human love may

fail, people may change and seasons may become difficult BUT God’s love remains constant. And truthfully, there were many days when prayer became the only thing keeping me going. There were moments when I felt mentally drained and emotionally exhausted, yet even the simplest prayer brought peace to my heart. Prayer may not immediately remove every storm, but it gives us strength to walk through it. We do not pray because we are good people; we pray because God remains faithful, loving and constant through every season of our lives. Through every failure, every fear, every silent cry and every uncertain moment, God remained present and sometimes, that quiet strength was enough to keep moving forward one more day.

I am also deeply grateful to my teachers who continuously supported, encouraged, corrected and guided me throughout this journey. Their patience, wisdom and dedication helped shape not only my academic life but also the person I am becoming today. Some lessons they taught went far beyond textbooks and classrooms and for that I will always remain thankful.

Life has a beautiful way of teaching us through difficult seasons. Just as storms are followed by sunshine and every rainfall brings the possibility of a rainbow, our struggles will not last forever. The pressure we face today is not meant to destroy us — it is shaping us, strengthening us and preparing us for something greater.

So to every tired student reading this:

Keep going.

Keep praying.

Keep believing.

One day the sleepless nights, the stress, the tears, the repeated assignments, the rejected lesson plans and the moments you thought you could not continue anymore — all of it will finally make sense.

And when that day comes, you will realize that this journey was never just about surviving college.

It was about becoming STRONGER, WISER, FAITHFUL and ready for your PURPOSE.

YOU CAN DO IT!

Racheal
B.Ed. 4th Semester

Borrowed Time

The first time I feared time was the day my father handed me his phone and said, “Read it for me.” He adjusted his glasses again and again, struggling to see the screen clearly.

He was the same man who once held my tiny fingers and patiently taught me how to write my name. That day, as I read the message aloud, I felt something shift inside me. Time had quietly reversed our roles without asking permission.

I never feared ageing before. Birthdays once meant laughter, photographs, and celebration. Now, they feel like quiet reminders that while I grow older, the people I love grow fragile.

One evening, while helping my mother comb her hair, I noticed more grey strands than black. She laughed softly and said, “That’s what happens when children grow up.”

I smiled with her.

But later that night, sleep refused to come. I kept thinking about how every year that adds to my life also takes something away from theirs.

Death always felt distant until my physically challenged uncle passed away. He used to sit outside his house every morning and evening, greeting everyone who walked by. His voice was part of our daily routine, as familiar as sunset.

For days, I couldn’t stop looking at his pictures on my phone. It frightened me how someone could exist so normally in our lives and then suddenly become someone we spoke about in past tense.

Fear does not always arrive loudly. Sometimes, it hides in ordinary moments.

It hides in the stories my grandmother used to repeat again and again, forgetting she had already told them. Back then, we laughed and teased her gently. Now, I find myself wishing I could hear those same stories just once more.

It hides in the old voice messages and photographs I still keep, even when I have no reason to.

Tekatemsu Lusang
B.Ed. 2nd Semester
Section A

Our Journey: A Story of Growth, Friendship, and Becoming

When we first stepped into our B.Ed. journey, we carried more than just books. We carried nervous hearts, silent doubts, and a curiosity about what was waiting for us. Everything felt new, unfamiliar, and a little overwhelming. Some of us were excited, while others were quietly wondering if we truly belonged here. The beginning wasn’t easy. Deadlines seemed endless, assignments piled up, and lesson plans tested our patience. There were moments when we felt exhausted, confused, and even questioned ourselves. But slowly, in between those hectic days, something beautiful began to happen. We found our people. From simple conversations to shared laughter, from helping each other complete work to last-minute submissions, friendships started to grow. Those classmates who were once strangers became our support system. Together, we faced the pressure, encouraged one another, and turned stressful days into memories worth cherishing. The experiences we gained went beyond textbooks. Classroom observations, teaching practices, and interactions with students taught us lessons no book ever could. We learned to be patient, to understand, and to see the world through the eyes of a learner. Looking back, the journey that once felt overwhelming now feels meaningful. Every deadline we rushed to meet, every challenge we overcame, and every moment we shared has shaped us into who we are today. We entered this journey as individuals, unsure and hesitant but we leave as a family, stronger, more confident, and ready to step into the world as educators. And perhaps, this is the most beautiful part of our journey where we not only learnt, but also became who we are, step by step, along the way.

B.Ed., Batch of 2024-2026

YOU ARE LIVING SOMEBODY'S DREAM

We often hear the phrase “focus on your blessings, not your problems,” but rarely do we truly pause to understand it. One rainy day, as I sat inside a car stuck in traffic, feeling restless and irritated, I glanced outside and saw a man standing still in the rain beside his wooden cart, trying to protect a few cardboard boxes and in that moment, something shifted within me. I realised that while I was complaining about being stuck, I was actually living a life that someone else might be dreaming of. That thought stayed with me - you are living somebody's dream. We get so caught up in our struggles and bad day that we forget how much we already have, what feels ordinary to us could be everything to someone else. Sometimes I reflect on myself and notice how easily I complain, stressing over small things while I wake up each day with the ability to move, to see, to think and to Live freely. I can read, I can write and I am healthy, yet I let a “bad day” take away my peace. There are people who wish to see these words but cannot, people who wish for safety, comfort or even the simplest necessities we take for granted. This doesn't mean our problems are not real but it reminds us that whatever we are going through is just a chapter, not the whole story. So breathe, life may not be perfect but it is still a gift and today I choose to be grateful, to appreciate what I have and to trust that things will get better. So tell me, when you already have what someone else is dreaming of, what are you choosing to focus on?

Bilgah T
B.Ed. 4th Semester

Cozy Club- Unfiltered Moment's Unforgettable Memories

It all began with a simple “hi, what's your name?” —just a casual introduction that soon turned into a friendship filled with the same chaotic energy. And just like that, Cozy Club was born.

People might assume the name perfectly defines us, but the story behind it is something you would understand only if you read till the end. We are forever grateful to Sir Satish, the founder of our group name, for giving us an identity that we proudly carry.

Interestingly, our group was formed over something very simple—food! Yes, food was the real reason we came together. But what kept us together was much more than that. It was the shared brain cells, the nonsensical humour, the endless laughter, the random conversations, and the comfort we found in each other.

We all had our own stories—different versions of ourselves, different habits, different kinds of beauty. Yet, we were bonded with so much love and respect for one another. That is the true beauty of our friendship. We laughed together, we cried together, we celebrated, we argued, and we grew. As we prepare to leave moments. these are memories we will cherish forever.

Cozy Club was never just a name. It was a feeling.



Manying, Medongunuo, Shelih, Tajenyula & Vivi
B.Ed. 4th Semester

BENCH-MATE CHRONICLES: FIVE PARTNERS IN CRIME



At the beginning of the semester, we didn't know each other at all. We didn't even sit on the same bench. Everyone was busy looking serious, acting like perfect B.Ed. students. No talking, no smiling—just “Yes ma'am” and “Noted ma'am.”

But slowly, things changed. Group work, random talks, and shared struggles brought us together. One day we sat on the same bench... then again... and soon the five of us unofficially “booked” that bench like it was our personal property.

We started sharing everything—notes, snacks, jokes, and even our little secrets. Sometimes we studied; sometimes we just tried to survive long lectures together. And of course, birthdays were celebrated with full excitement (and maximum disturbance).

And then came that legendary day.

It was the last period, and the lecture was... let's just say... extremely peaceful (a.k.a. boring). So we quietly took out one friend's phone and started playing Ludo. At first, we were very careful—no noise, serious faces, pretending to write notes, and

suddenly—

Ma'am appeared. Right in front of us.

We froze, completely. Not a single person moved.

We all thought, “Someone hide the phone!”

But no one took the initiative. Not one brave soul.

And just like that... we were caught red-handed.

The phone was still there. The game was still open.

And we were sitting like five innocent statues who had clearly been not innocent at all.

We felt so embarrassed and guilty. After the class, we went to ma'am and sincerely apologized, promising we wouldn't repeat it again (at least not during her class).

Looking back, it was one of the funniest moments of our B.Ed. journey. From strangers to friends, from friends to bench mates, and from bench mates to five official “partners in crime,” we created memories that no textbook can ever teach.

“We came to learn how to teach... but ended up learning how to hide a phone (unsuccessfully) and build friendships successfully.

“Some lessons are taught by teachers... the best ones are created on the bench.”

**Tsujang, Alemienla, Imyatetla,
Shongita and Malbo**
B.Ed. 4th Semester

Not There Yet, But Learning

When I first joined B.Ed, I had a simple idea that I would learn how to teach and eventually feel confident in a classroom. But as the course began, I realized that this journey is not as quick or as easy as I once thought. It is slower, sometimes confusing, and very real.

So far, I haven't taught in a real classroom yet. Most of my experience comes from microteaching and pre-internship activities. Even then, standing in front of my own classmates was enough to make me nervous. It made me realize that teaching is not just about knowing a topic- it is about how you present yourself, how you communicate, and how you handle that moment.

There have been times when I forgot what to say or when things didn't go as planned. At first, it felt uncomfortable. But slowly, I began to understand that these small mistakes are part of the process. They are helping me improve in ways I didn't expect.

Through this journey, I've also started noticing changes in myself. I am becoming more aware of how I speak, how I explain things, and how I respond to others. Even simple classroom activities, like discussions and presentations, are helping me build confidence step by step.

Another part of this journey that I value is the people around me. Preparing for microteaching, sharing ideas, and even feeling nervous together before presenting, it all becomes easier when everyone is going through the same experience. We are learning together, not alone.

Sometimes, I do feel unsure about the future, especially when I think about standing in a real classroom one day. But at the same time, I remind myself that I am still learning, and I don't have to be perfect right now.

B.Ed is not just teaching me how to become a teacher. It is teaching me how to be patient with myself, how to accept mistakes, and how to keep improving little by little.

I may not be there yet, but I am learning, and for now that feels enough.

Orenponi Lotha
B.Ed. 2nd semester, Section B

Shaping Minds, Not Just Grades!

"Education is not the filling of a pail, but the lighting of a fire."

School life is one of the most influential phases in a person's journey, laying the foundation for both intellectual growth and character development. Yet, in many cases, education continues to revolve around textbooks and examinations, often overlooking the deeper purpose of learning.

A truly effective school environment should inspire curiosity and active participation. Classrooms must go beyond one-way teaching and become spaces where students feel encouraged to ask questions, share ideas, and think independently. When learning becomes interactive, it not only enhances understanding but also builds confidence and self-reliance.

Equally significant is the need for a respectful and supportive atmosphere. Students thrive in environments where they feel valued rather than judged. Simple acts of encouragement can make a lasting difference, while negative behaviours such as teasing or criticism can hinder a student's confidence and willingness to participate.

Education must also extend beyond academics. Co-curricular activities such as sports, music, dance, and the arts play a vital role in nurturing creativity, teamwork, and leadership. Providing students with opportunities to explore and showcase their talents allows them to grow into well-rounded individuals. At the same time, it is essential to maintain a balance. Excessive academic pressure can overwhelm students, leaving little room for personal growth or relaxation. A healthy balance between studies and personal interests ensures that students enjoy the process of learning while developing essential life skills.

In conclusion, the true aim of education is not merely to produce high achievers, but to shape thoughtful, confident, and capable individuals. By fostering an engaging, supportive, and balanced learning environment, we can transform school life into a meaningful and enriching experience.

Tiajungla Aier
B.Ed. 4th Semester

WHY DO YOU WANT TO BECOME A TEACHER?

When I was framing my resume alongside application, my friend asked me- “Why do you want to become a Teacher? What’s your purpose for Applying in this field?”

My respond came as fast as lightening, honestly! For salary, and a stable job.

We chuckled together. We then recall and started a deep talks.

Well., I said, I used to think teachers were supposed to be feared; of course it even applies today. I grew up in classrooms where silence meant discipline. Teachers shouting with big eyes and there we are, obeyed in fear with our heartbeat almost exploding. Punishment was all means as if learning was happening for sure, unlike me who was always scared to face oral test and getting punished was my biggest trophy. If our teacher smiles gosh, she becomes our most favourite.

Ha-ha, he nodded in agreement.

But yes, I’m confused... maybe in a good way, I suppose. After joining B. Ed I’ve learn to reflect, retrospect, resolve..... And yeah! My internship journey, that hour has changed those old ideas.

Of course the first day was not inspiring. It was terrifying and I seriously wanted to give up the course itself.

Trying to stand firmly while rocking deep inside with chaos. Uff! Lesson plans suddenly looked off guard. Students whispered some ignored instructions, and one or the other student in the last bench also middle and even first bench underneath my nose kept disturbing the class. Just as tradition my subconscious target was the last benches...

One student... there he is, the virus! And my big mouth of thunderstorm rushed and the class went pin drop silent. Hallelujah! For a second. As you thought, I was thinking I did right.

Something was tickling after class, I sat alone thinking, maybe I’m not meant for this profession and that feeling stayed for days.

Then one morning, the same student who always

interrupted the class came late and was standing with other late comers. There and then my old mindset immediately returned:

Shall I Scold him, my another passion.

Yaah bhir usmaan me ura dunka ga?

If not make an example so on.

Meanwhile another intern quietly asked the student- “Are you okay?”.....

Later I discovered through her (intern) that he travelled a long distance every morning after helping his mother at home. He was not rude, not at all. He was simply tired, unnoticed, and used to being labelled as a ‘problem student’ and hardly anyone tried to understand him, nor teachers and friends.

There my real journey started, I should say another tickling happen again. The approach slowly changed.

“Less shouting. More listening.

Less fear. More understanding.”

And surprisingly, the classroom changed too.

The students who once felt distant slowly started greeting even outside class. Some stayed back just to say bye Sir. Some waited after school to ask their curiosity about me, that they were once afraid to ask.

One day, when my internship was nearing, while leaving the classroom, a student casually said:

“Sir, tomorrow you’re coming again, right? Please come ok”. That strike me though such a small sentence yet it stayed in my heart with the best heart-warming smile within. God I’m grateful!

The noisy, annoying, irritating classroom slowly stopped feeling like internship pressure cooker or an agonising burden. Instead I started longing- what if there was a month’s more to go.

Slowly and steadily they won my heart and they helped me to discover much more than words could describe the Purpose in my Application.

My friend smiled and gave- end note from Teacher Man written by Sentilong Ozukum, “It begins to feel like home.”

Sehochem Sangtam
B.Ed. 4th Semester



The Brothers' Trial

Aor Tar Nung'er Otsü (An Ao Naga Folktale)

Retold by **Akumniksung Amer**, B.Ed. 2nd Semester (2025–2027 Batch),
based on an Ao Naga folktale preserved through oral tradition.

Within the cultural landscape of an Ao Naga village, there once lived two brothers whose lives stood in stark contrast. The elder brother struggled in persistent poverty, while the younger brother enjoyed immense wealth. Despite their kinship, their relationship was strained. Driven by a disdain for his brother's low status, the younger brother offered him no support. Instead, he cultivated deep ties with the other villagers, frequently hosting them and sharing his riches, while remaining cold and distant toward his own flesh and blood.

One day, the younger brother decided to test the true intentions of those he called friends. During the peak of the jhum cultivation season, he claimed a piece of land as his own field along a busy communal footpath—a common resting place for villagers travelling to and from their fields. There, he selected a vantage point and devised a clever ruse: he partially severed a high branch, climbed up and staged a dramatic fall. He then lay motionless on the ground, feigning a fatal injury.

As the villagers passed by and discovered him, their supposed loyalty vanished. In those days, strict cultural sanctity-driven restrictions—Anempong—dictated that touching a corpse was forbidden if certain events had occurred at home, such as the birth of piglets or the hatching of chicks,

as it was believed to bring spiritual impurity. Using these customs as convenient excuses, his “friends” abandoned him.

“I truly wish I could help,” one remarked, “but my sow has just farrowed.”

“Forgive me, friend,” another said, “but chicks have just hatched in my house.”

One by one, the very people who had feasted at his table turned their backs and continued on their way.

Finally, the elder brother—the man who had been neglected and mistreated for years—approached the scene. Upon seeing his younger brother lying lifeless, he dropped his spear in anguish and rushed to his side. Cradling him with genuine grief, he cried out, “This is my dearest younger brother!”

At that moment, the younger brother sat up, much to the elder's shock. “I am unharmed,” he explained. “I was merely testing the hearts of the villagers—those with whom I shared my wealth and happiness—to see who would stand by me in my darkest hour.”

Deeply moved, the younger brother looked at his elder sibling and confessed, “Today, I have learned the true nature of people. I see now that there is no bond more resilient than that of brotherhood. I have witnessed your unconditional love, even after how I treated you.”



POEM

The Butterfly Effect

Every cause has an effect—Spinoza said centuries ago.
Nothing happens without a reason.
The world works like a chain where one event leads to another.
That is the butterfly effect.

They say when a butterfly flaps its wings,
It could lead to a storm far away.
And storms it is—
Storms that are burning our world today.

But no one asks—
What was the first cause?
Where did we all go wrong?

The cause—
Maybe it began somewhere in this world
Where a little girl was told to
“Speak softer,”
To shrink herself.

The cause—
Maybe it began within the four walls of a room
Where her dignity was stripped away.

Or maybe when her body was used as a wager in warfare,
And the world called it victory.

The cause—
Maybe it was when half of humanity was conditioned,
silenced,
To suffer quietly in the shadows.

Or maybe it began
When her dreams were trampled.

With each passing generation,
The silence grew louder.

Now,
The effect that follows
Is the world we see today—
The ripples, the cracks,
Wars waged, cities burning, forests destroyed, humanity
ashamed.
And for what?

All because we decided that ambition was greater than
humanity.

So oppression might have been the cause.
But the effect was destruction.

Today we stand on the ruins of consequences
We pretend not to see.

But remember—
The world is a chamber of echoes.
Everything that goes around comes back.
Every action has an equal and opposite reaction.

And the consequences are already here.

So break those chains that history tried to make
permanent.
Break those traditions that limit your worldview.
Break those identities the world imposed on you.
Break those laws that created this broken world.
Not with aggression,
But with compassion.

And maybe the future will remember us
As the generation that did not know how to adjust,
Because we kept asking the right questions.

Questions like:
Where did we all go wrong?

Did it all go wrong because we silenced the voices
meant to guide us?
Or when we decided to ignore half of humanity?

Maybe.

But maybe the story does not have to end here.

Maybe this generation does not have to inherit
those silences,
But stand together as equals—
To break those barriers,
To slowly heal together.

And as they say, one thing leads to another...
Maybe we can finally see our world healing itself.

And that, my friends,
Will be our butterfly effect.

Anita Debnath
B.Ed. 2nd Semester, Section A

"Poetry through Line Breaks"

The following poems are creative adaptations of excerpts from
The Unhappy Sun (*in Myths of the Hills by Chubato! Aier and Talitemjen Imchen*)
and **There Once Lived a Host of Sparrows in a Neighbourhood**

The Sun's Silent Reply

When seasons changed, the Sun burned bright,
Its blazing heat caused great distress and fright.
The creatures grumbled day and day,
And spoke against its warming ray.

Their endless complaints brought sorrow deep,
The saddened sun, refused to peep.
Darkness covered earth around,
No light or hope could then be found.

They could not search for food to eat,
Nor walk the paths beneath their feet.
They soon perceived a timeless truth-
The Sun sustain both age and youth.

With humble hearts and voices one,
They pleaded, "**Please return, dear Sun.**"

Imanuken Jamir
B.Ed 3rd Semester
Section A

A GARDEN OF KINDNESS

A hushed neighbourhood cradles
A flock of sparrows,
Living together in perfect,
Unbroken peace.
Under an old couple's eaves,
a garden becomes their heaven.

Every dawn, she brings grain
And rain to her feather
guests.

Wary at first, the birds
Soon learn her gentle
heart is safe.

Day by day, they return
With trust, drawn
by quite care.
Her kindness blooms, like
flowers in a gardener's hands.

Kimngailhing Hangsing
B.Ed 3rd Semester
Section A

COSMOS

The universe is infinite - or so they say
Filled with 2 trillion galaxies,
Each galaxy with billions of stars,
But nothing amazes me more than a soul;
A soul that carries another soul:

If I were the Milky Way,
Maybe Andromeda is what you are;
2.5M light years away but still clear to these eyes;
Awaits the collision , when that happens
Those 4 billion years will be worthwhile:

Majestic like a Nebula,
Mysterious like dark matter,
Fueling my core like dark energy;
You're my Sagittarius A*
For nothing escapes through your gravity:

G Pukivi Swu
B.Ed. 2nd Semester, Section A

Keep Growing

Trust in the vision you have built for yourself.
Guard it with confidence and never let anyone diminish it.
It was shaped not by appearance but from the deepest corner
of your heart, mind, and soul.
Settle for growth over comfort, and courage over familiarity.
Continue to explore, to strive, and to learn.
NEVER STOP GROWING

M. Sangkhumlemla Chang
*B.Ed. 2nd Semester
Section A*



The Kingdom of God is at Hand

Look at our generation.
A generation starving for meaning
but full of distractions.

A generation chasing pleasure
but running from truth.

A generation that knows every trend,
every celebrity,
every viral song—
but barely knows
the voice of God.

And today, heaven is questioning—
Why are you feeding your soul
with things that were never meant
to satisfy?

Because we have become experts
at renaming sin.
We call lust love.
We call pride confidence.
We call rebellion freedom.
But freedom without truth
is just another form
of slavery.

And the scary part?
Some of us are not running away from God.
We are running around Him.

Church on Sunday.
Sin on Monday.
Prayers on our lips,
but idols in our hearts.

And heaven is asking—
Do you really know Me?

Because one day
we will all stand before God.
Not our Instagram lives.
Not our reputation.
Not our religious appearance.
But our hearts.

And on that day
no filters will hide us.
No excuses will defend us.
Only truth.

But listen carefully.
If you can still hear this message,
it means mercy
is still breathing.

It means grace
has not given up on you.
It means heaven's door
is still open.

So come back.
Come back from the lies.
Come back from the darkness.
Come back from the things
that promised life
but delivered death.

Come back to Jesus.

Not tomorrow.
Not when life is easier.
Now.

Because the Kingdom of God
is not a distant promise.
It is a present invitation.

And the Kingdom of God...
is at hand.

Alen K
B.Ed. 2nd Semester
Section A

REFLECTIONS AND I

What dwells within me that I fail to know?
I stand before my own reflection,
yet in my eyes there flickers a light that feels borrowed,
as though it belongs to someone I have not agreed to become.

At twenty-four, I believed certainty would have found me by now;
certainty of my goodness,
certainty of the way my heart inclines
when touched by envy, by anger,
by the secret sweetness of being right.

Two currents move beneath my ribs:
one bends easily, gentled by apology, swift to forgive,
eager to choose kindness even at the expense of pride;
the other rises composed and unyielding,
arms folded in quiet judgment, counting every wound,
murmuring that softness is folly and kindness a frailty.

At times my thoughts scatter like birds startled into sudden flight;
a cruel word forms, if only in silence,
and I scarcely recognize the mouth from which it rises,
the voice sounding older than I am, worn, impatient,
edged in ways I never meant to inherit.

I long to be good, not merely when goodness is seen,
but in obscurity, in injury,
when misunderstanding presses close
and pride stands waiting for applause.

Yet cynicism gathers quietly within me;
it studies the world with sharp attention, observes hypocrisy,
and begins to excuse its own reflection.
It counsels caution,
whispers, 'protect yourself,'
insists, 'they would do the same.'

Is this the first taste of adulthood,
this bitterness settling at the back of the tongue?
Has age arrived too soon;
will time render me steadier, more gracious in my own skin,
less inclined to cross-examine my integrity
before surrendering to sleep?

I fear becoming hardened;
I fear confusing indifference with wisdom;
I fear the day I name my sharpness strength and believe it.

Perhaps becoming better is no revelation, but a discipline of return:
the daily choosing of the gentler voice,
the deliberate silencing of the darker one.

I am twenty-four,
between softness and steel;
if I must carry both,
then let my hands learn which one to lift.

Jinenle Kath

B.Ed. 2nd Semester, Section B

It's Time

It's time to say our goodbyes.
Though the days were few and the months were small
We didn't realize how time flew away.
Now, we are here, sharing this moment with you.

It feels so soon, like a fading rainbow during the monsoon.
Goodbyes are so cruel; they arrive steadily, yet leave the loudest silence.
But goodbyes are also beautiful
As they leave proof that something meaningful existed.

Meaningful it was, indeed.
What began as quick, boiling questions, stumbled across anger and awkwardness
Blossomed into a classroom full of fun and laughter.
Our minds awakened, and our hearts felt like we were back to school days.

There is a universal truth:
Everything eventually comes to an end.
As much as everybody dislikes this part
Endings are inevitable.

But endings are also beginnings to something new—
A fresh page, a new chapter.
And we hope this fresh page in your life
Brings great adventure, fun, laughter, and new memories.

So, as you walk towards something new
Please know our hearts are filled with gratitude.
The shared time we had will be cherished.
So, this is not a goodbye, just new paths crossing under the same sky,
As we all walk in this journey called life.

Dedicated to Dr. Aton Mungleng

With love,
B.Ed. 2nd Semester
Batch of 2025-2027



Almost Noticed

Sometimes, in the middle of nothing,
she feels a glance coming her way—
like a quiet question
that doesn't ask to stay.

She doesn't look up at once,
just lets the moment sit and pass,
counting the seconds softly
like dust floating in class.

But once, she looks up like it's nothing,
and yes—their glances stayed,
as if two thoughts had met mid-air,
just long enough to wonder
if a feeling had been made.

Since then, it's all small maybes:
a glance that lingers, then goes,
a silence that feels different
from the silence she knows—
a silence filled with meaning
only the two might know.

It could be nothing at all,
just light playing tricks again—
still, she carries that "almost"
like a secret she won't name.

Khumla
B.Ed. 2nd Semester
Section B

JAVAB

Chal pada hoon is zindagi ke safar mein
Isi safar ka naam zindagi hai kya?
In sitaron bhari duniya mein
Tum bhi yahin ho kya?

Thak gaya hoon main, chalte chalte
Kya rukne ko harna kehte hain kya?
Khamoshi se apna hosh sambhala
Kya khamoshi ka naam kayar hai kya?

Uthakar chalna toh sikha diya
Aadhe mein hi chhodne ka irada hai kya?
Matlabi si is duniya mein
Kisi ka dil itna pavitra hota hai kya?

Kya maa hi sab kuch hota hai?
Iska bhi koi jawab hota hai kya?
Padh liya maine sabhi dharmik granth
Kya dharm bas itna hi hai kya?

Safalta ke liye mehnat karo
Har mehnat ke peeche safalta hi hai kya?
Guzara hua pal hai woh anmol
Mujhko bhi guzarna padega kya?

Ye bimari hai insaniyat ki
Iska bhi koi dawa hota hai kya?
Sab kuch naseeb mein hai likha hua, Puki
Main bhi kalam utha sakta hoon kya?

G Pukivi Swu
B.Ed. 2nd Semester
Section A

RUN TO WIN

Run, not to outrun another,
But to outgrow yesterday.
In classrooms, books, and quiet hours,
Knowledge blooms where effort stays.

Run, not for grades alone,
But for wisdoms gentle flame.
Each mistake, a stepping stone.
Each lesson, more than a name.

Run, not for applause or fame,
But for the soul that seeks the light.
In kindness, truth and mindful aim,
Your inner strength takes flight.

Run with purpose, run with grace,
Let discipline and heart align.
In education and spirit's space,
The race is yours, the prize divine.
Run with purpose.
Run with discipline.
Run with integrity.
RUN TO WIN.

Sangyangtola T. Chang
B.Ed. 4th Semester

Recollections of B.Ed



Toshimenba Imchen
(Batch of 2022-2024)
Ph.D Research Scholar,
Nagaland University, Meriema.

William Wordsworth famously described the process of writing poetry as “*the spontaneous overflow of powerful feeling...recollected in tranquility*”. And though writing poetry and doing my B.Ed were wildly different activities, especially in length, this quote by Wordsworth is the closest I have come to articulating my experience at Unity College: a spontaneous overflow of activities, studies and emotions that I now look back at in tranquility and realize how amazing and impactful they were to me.

My short two year stay at Unity was the most academically eventful period of my life, not just due to the amount of new subjects and pedagogies we had to study but, more importantly, due to the various dramas, assignments, lesson plans, programmes, and the myriad activities that our lovely teachers would come up with. There was something new every day, and when there wasn't, we were probably busy preparing for the next new thing. We even had a popular joke among my batch: we would tell one another that we couldn't remember what we did the week before because we had done so much that it was difficult to recall what it was we actually did. Because of all this, I couldn't really appreciate what it was we were actually accomplishing, which was our growth and development as both educators and as people. I knew our teachers were doing their best but it is only now that I realize how good they were and how much they dedicated themselves to us, I knew we were developing as teachers but only now do I appreciate the skills and techniques we acquired, I knew that our college had a good learning environment but only now do I appreciate the effort and planning that went into fostering that environment, and I knew that my peers were good but only now do I appreciate the camaraderie we all developed and bonded over.

Like all thing in life, we can only truly appreciate something when it is over. It is only now, as I recollect my B.Ed experiences in tranquility, that I can appreciate it for what it was: a wonderful time in my life where the college, the teachers and my peers taught me what it means to be a true educator.

My Journey at Unity College of Teacher Education: *A B.Ed Adventure!*



Bendangtula Jamir
(Batch of 2021-2023)
Teacher, Delhi Public School, Dimapur

When I first stepped into Unity College of Teacher Education as a B.Ed student, I imagined a calm, peaceful journey filled with books, lectures, and the occasional assignment. Little did I know that I had signed up for an exciting roller coaster ride of lesson plans, micro-teaching, observations, sleepless nights, and memories that would last a lifetime!

The first few days were a mixture of excitement and confusion. New faces, new teachers, new classrooms—and, of course, the never-ending question: “Have you completed your assignment?” It didn’t take long for me to realize that the real B.Ed syllabus wasn’t just in the textbooks, it was in teamwork, patience, creativity, and surviving deadlines.

One of the funniest parts of my journey was micro-teaching. Imagine teaching your classmates as if they were tiny children while they tried their best not to laugh! We all became professional actors overnight, pretending to be curious students, naughty students, and sometimes even sleepy students. Looking back, those awkward moments became some of my favourite memories.

Then came lesson planning. If there were an Olympic event for making lesson plans, every B.Ed student would surely win a medal! We spent hours selecting teaching aids, designing activities, and wondering whether our objectives were “specific enough.” It was exhausting, but it taught us that great teaching begins long before entering the classroom.

Teaching practice was another unforgettable chapter. Standing in front of real students for

the first time was both thrilling and terrifying. We quickly discovered that children could ask questions no textbook had ever prepared us for! Somehow, every day in the classroom made us more confident, more patient, and more passionate about becoming teachers.

Of course, no college life is complete without friends. Between sharing notes, borrowing chart papers, rushing to print assignments at the last minute, and laughing over our classroom blunders, we built friendships that made even the busiest days enjoyable. Together, we celebrated small victories and survived big deadlines.

Our lecturers were more than just teachers. They guided us, corrected us, encouraged us, and reminded us that teaching is not just a profession, it is a responsibility. Their constructive feedback often felt tough in the moment, but it helped shape us into better educators.

Life at UCTE was not all about academics. There were cultural programmes, celebrations, group activities, seminars, and countless opportunities to showcase our talents. These moments added colour to our college life and reminded us that learning can also be joyful.

Looking back, my B.Ed journey at UCTE was more than earning a degree. It was a journey of growth, laughter, learning, friendship, and self-discovery. It transformed me from someone who wanted to become a teacher into someone who truly understands what it means to inspire, guide, and nurture young minds.

Thank you, UCTE for the lessons beyond the classroom, the friendships beyond expectations, and the memories beyond words.

REPORT ON UCTE EVENTS

WORKSHOP ON CAREER OPPORTUNITIES IN THE CONTEXT OF NEP 2020

4th July 2025

Unity College of Teacher Education (UCTE), Dimapur, participated in a one-day workshop on ***Career Opportunities in the Context of NEP 2020*** on 4th July 2025 at Livingstone Foundation International School, Dimapur. Organised by the University of Science and Technology Meghalaya (USTM) in collaboration with Nagaland University and North East Christian University, the programme was attended by Dr. Akala Longkumer, Principal of UCTE, faculty members, and student-teachers.

The workshop featured insightful addresses on the vision of NEP 2020, highlighting its focus on holistic development, multidisciplinary learning, skill-based education, and diverse career opportunities. Speakers emphasized the policy's role in preparing students for the evolving demands of the 21st-century job market. The event also included a felicitation ceremony for NBSE HSSLC 2025 toppers and concluded with a vote of thanks and lunch hosted by the organisers.



ORIENTATION PROGRAMME FOR B.ED 1ST SEMESTER STUDENT-TEACHERS (BATCH 2025–2027)

11th August 2025

Unity College of Teacher Education, Dimapur,

conducted an Orientation Programme for the newly admitted B.Ed 1st Semester student-teachers on 11th August 2025 in the Seminar Hall. The programme began with an invocation by Mr. Uto Chishi, followed by a welcome address by the Principal, Dr. Akala Longkumer. Highlights included a special song by 3rd Semester students, a college overview video, and a student experience-sharing session.

Ms. Ashumi Kikon, Principal of Eden Higher Secondary School, delivered an inspiring exhortation encouraging the new batch in their journey as future educators. The technical session introduced students to key aspects of college life, including academics, library facilities, clubs and cells, discipline, and the management of UCTE. The programme created a welcoming environment and helped the student-teachers begin their academic journey with confidence and a sense of belonging.



AUGUST ECHOES – AN INTERACTIVE SESSION TO EXPLORE AND CELEBRATE UNIQUE ABILITIES

12th August 2025

On 12th August 2025, Unity College of Teacher Education (UCTE) organized an interactive session titled “***Amplifying Abilities, Embracing Differences***” for faculty, staff, and 3rd Semester student-teachers. The resource person, Mr. Mesenipong Pongen (Apong), Managing Director



of Haven Dimapur, shared his inspiring journey of living with Cerebral Palsy and emphasized perseverance, inclusion, and the importance of recognizing each learner's unique abilities.

The programme featured a welcome address by Dr. Akala Longkumer, a special song, and interactive discussions. Mr. Pongen encouraged future teachers to embrace diversity and adopt learner-centered approaches in education. The session concluded with a vote of thanks, leaving participants with valuable insights on empathy, inclusion, and resilience.

14th FRESHER'S DAY

30th August 2025

Unity College of Teacher Education, Dimapur, celebrated its 14th Fresher's Day on 30th August 2025 under the theme "*Odyssey: A New Journey of Becoming Educators*." Organized to welcome the B.Ed. Batch of 2025–2027, the programme featured an invocation, welcome address by Principal Dr. Akala Longkumer, special performances, and an inspiring exhortation by Ms. Vilika T. Yeptomi

Sema, Principal of Honili Memorial Higher Secondary School.

A highlight of the event was the exchange of messages between seniors and freshers, fostering a spirit of friendship and encouragement. The informal session included cultural performances and the Mr. and Miss Fresher competition, where Mr. G. Pukivi Swu and Ms. Muwapila T. were crowned the winners. The celebration concluded with a grand feast, strengthening bonds of unity and togetherness among the student-teachers.



PAINTING COMPETITION AND ONE-DAY ART WORKSHOP - "VIKSIT BHARAT KE RANG KALA KE SANG"

30th September 2025

The Painting Competition and One-Day Art Workshop under the theme "*SEWA-PARV: Viksit Bharat Ke Rang Kala Ke Sang*" was successfully held on 30th September 2025 at the Stone Sculpture Garden, NEZCC, Dimapur. The programme was jointly organised by the North East Zone Cultural Centre (NEZCC), Ministry of Culture, Government of India, in collaboration with the Department of Art & Culture, Government of Nagaland.

The event aimed to promote creativity, artistic expression, and cultural awareness in line with the vision of Viksit Bharat@2047. More than 300 participants from different districts of Nagaland

took part in three categories: Professional, College, and School.

The programme included an inaugural session, painting competition, evaluation, and prize distribution ceremony. The event was inaugurated by Shri Teisovikuolie Therie, Deputy Director of Art & Culture, Nagaland, while Shri Zasevizo Lhousa, Deputy Director, NEZCC, delivered the keynote address. The closing ceremony was graced by Shri K. Therie, Former Minister of Nagaland, as Guest of Honour.

A panel of experienced artists and professors judged the artworks, ensuring a fair evaluation process. Participants appreciated the well-organised event and the opportunity to showcase their talent and engage in cultural exchange.

The programme successfully fostered creativity, cultural appreciation, and community engagement through art. The organisers expressed gratitude to the Ministry of Culture, Government of India, for its continued support in promoting art and culture across the North Eastern region.



REPORT ON FELICITATION PROGRAM

9th October 2025

The Research & Development Cell, UCTE felicitated Dr. Keneivi-u Rhatsu on 9th October 2025 at the UCTE Seminar Hall for successfully completing her Ph.D., titled “*Teaching Effectiveness in Relation to Professional Commitment and Sense of Responsibility among Higher Education Teachers in Nagaland*” from Nagaland University. The program, themed “Celebrating Scholarly Success,” featured words of appreciation from Principal Dr. Akala Longkumer. Dr. Keneivi

shared her experiences and challenges in balancing research with professional responsibilities, highlighting the support of her supervisor, family, and friends. Dr. Sathish K emphasized the importance of research and higher education in the teaching profession and encouraged student-teachers to pursue lifelong learning.

The event inspired faculty and student-teachers, showcasing the value of dedication, perseverance, and passion in achieving academic success.



VIGILANCE AWARENESS PROGRAM

31st October 2025

The Red Ribbon Club and Community Engagement Cell of Unity College of Teacher Education (UCTE), in accordance with NCTE norms and guidelines from the Central Vigilance Commission, organized a Vigilance Awareness Week program on 31st October 2025 at the college seminar hall under the theme “*Our Shared Responsibility*.”

The program was hosted by Shikna M (3rd Semester) and began with a prayer by Vinivi Achumi (3rd Semester), followed by a welcome



address by Dr. Akala Longkumer, Principal, UCTE. A special song by C. Baumai and Thondinaro (1st Semester) enriched the occasion.

The keynote address was delivered by Y. Ruth Muru, NPS, DCP (HQ), Dimapur, who emphasized vigilance, integrity, and ethical values, highlighting the vital role of teachers in nurturing responsible and ethical citizens. A vigilance pledge was led by Tajenyula Longchar (3rd Semester), reaffirming commitment to honesty and integrity. The program concluded with a vote of thanks by Ms. Meliteu Chirhah, Assistant Professor, UCTE.

PLAY ON MENTAL HEALTH AWARENESS PROGRAMME

4th November 2025

As part of the Ministry of Health and Family Welfare's National Tele Mental Health Programme (Tele-MANAS), Unity College of Teacher Education organized a play titled ***"Together We Can Live with Love"*** on 4th November 2025 at the college lawn. Performed by B.Ed. 3rd Semester student teachers and written and directed by Mr. Uto Chishi, Assistant Professor, the play promoted mental health awareness, reduced stigma, and encouraged open conversations among youth. A brief introduction to Tele-MANAS was delivered by Dr. Aribam Pratima Devi, Assistant Professor, and awareness materials were displayed across the campus. The programme emphasized the importance of empathy, support, and seeking help for mental well-being.



VISIT TO SILAS CARE CENTRE

6th November 2025

The B.Ed. 1st Semester student-teachers of Unity College of Teacher Education, Dimapur visited Silas Care Centre, Nahorjan, Karbi Anglong on 6th November 2025 as part of their community outreach programme. The visit aimed to help students understand the centre's role in the welfare and rehabilitation of its residents.

The students were warmly welcomed by the Director, Mrs. Moarenla Amer, and participated in a short programme featuring prayers, readings, testimonies, and cultural performances. A game session with the residents brought joy and interaction, with gifts distributed to the winners. The visit concluded with a group photograph and farewell, leaving the students with valuable lessons on compassion, kindness, and community service.



BOOK RELEASE PROGRAMME

21st January 2026

The Research and Development Cell, UCTE successfully organized the release of the book ***"Teacher Education: Perspectives and Practices"*** on 21st January 2026. The programme was chaired by Dr. Keneivi-u Rhatsu, member of the R&D Cell, along with Co-ordinator Dr. Toreiphi Mungleng, who presented the background of the book and appreciated the faculty for their valuable contributions despite academic commitments.

The Principal of UCTE, Dr. Akala Longkumer, expressed gratitude to the Board for their moral and financial support in the publication. Special appreciation was also extended to Prof. T. G.

Amuthavalli for her contribution, which enriched the book's quality. The programme was attended by the Chairman of UCTE, Administrator, Principal of Unity College, faculty members, and 4th semester student-teachers.



ANNUAL SPORTS WEEK

29th – 30th January 2026

Unity College Dimapur organised its Annual Sports Week on 29th–30th January 2026 at DDSC Stadium, with enthusiastic participation from Undergraduate, Postgraduate, and B.Ed. students representing the Bourbon, Dover, Panama, Phoenix, and Windsor teams. The programme began with an invocation by Ms. Avibo Chishi, followed by the College Pledge and an address by Dr. Akala Longkumer, Vice Principal, who highlighted the importance of sports in building



confidence and resilience. A special dance performance by Nongam Konyak, winner of the Unifest Dance Competition 2025, added colour to the opening ceremony. Students competed in basketball, football, cricket, volleyball, athletics, table tennis, tug of war, and other events, while student-run food stalls enhanced the festive spirit. The programme concluded with prize distribution, a flash mob, a vote of thanks by Thungjanthung Khenchung, Sports Secretary, UCSC, and a thanksgiving prayer by Mrs. Paulina Whuorie, Assistant Professor. Team Dover emerged as the Overall Champion, while Team Phoenix finished as Runners-up and also received the Best Disciplined Team award.

MEET THE NUTRIENTS ON YOUR PLATE; THE RIGHT TAKE WITH BALANCED DIET

2nd February 2026

A value-added programme on “*Meet the Nutrients on Your Plate; The Right Take with Balanced Diet*” was conducted on 2nd February 2026 for 4th Semester student-teachers. The resource person, Ms. Narsen Yanthan of Government Higher Secondary School, Lengrijan, Dimapur, under the project Honda Ki Patshala–Bal Raksha Bharat, highlighted the importance of a balanced diet and the need for dietary diversity to support overall health and well-being.

Dr. Akala Longkumer, Principal, delivered the introductory note, and Dr. Keneivie Rhatsu, Assistant Professor, proposed the vote of thanks.



THE TRAGEDY OF LUNCH PACK – ANAGHO

3rd February 2026

As part of the EPC-3 programme, the 2nd Semester B.Ed. students of Unity College of Teacher Education (UCTE) attended the play '*The Tragedy of Lunch Pack – ANAGHO*', performed by Zoe Theatre and Art Association, Niuland District. The play was written and directed by V. Uto Chishi.

The programme was attended by Dr. Akala Longkumer, Principal of UCTE, as the Special Guest, along with Dr. Kashito Kiba as the Guest of Honour and other distinguished guests. The performance provided the students with a meaningful and enriching theatrical experience.



CULTURAL DAY

14th February 2026

The 9th Cultural Day was celebrated on 14th February 2026 under the theme "*Cultural Resonance*." Hosted by Kholi Sayini and Sentimongba Jamir, the programme commenced with the College Pledge, an invocation by L. Changsan, Assistant Professor, and a welcome address by Dr. Lichumo Enie, Principal, who emphasised the importance of cultural identity and unity. Highlights included a traditional war cry, a skit on Naga identity, demonstrations of fire-making and winnowing,

and vibrant folk dances and songs representing Sangtam, Konyak, Punjabi, Tenyimia, Ao, Arunachal traditions, and Lotha folklore. The programme concluded with a vote of thanks by Lumvila Sangtam, Cultural Secretary, UCSC, followed by refreshments, leaving students with a deeper appreciation of cultural diversity and heritage.



UNIFEST 5.0 – ANNUAL YOUTH FEST

13th – 14th March 2026

Unity College Dimapur hosted UNIFEST 5.0 under the theme "*Invigorating Young Minds*," bringing together students from the B.A., M.A., and B.Ed. programmes. The festival featured competitions in extempore speech, poetry slam, creative writing, art, photography, cosplay, indigenous cooking, dance, and other events. Special performances by Sentein Kichu, Kekhrie Thepa, DJ Nick Leo, Abdon Mech, Shau Evans, and Elizabeth Khing added excitement to the celebration. The B.Ed. Department achieved remarkable success, with



Anita Debnath (2nd Semester) winning first prize in Poetry Slam, Tingthuile and Livino (2nd Semester) securing first place in the Indigenous Cooking Competition, and Meilem M. (4th Semester) winning Unity Dancing Star. Their achievements reflected the creativity, talent, and dedication of the department.



DRAMA & ART PERFORMANCE

8th May 2026

The B.Ed. 2nd Semester student-teachers, in collaboration with the Women Cell, organised a Drama & Art Performance under the theme ***“Beauty of Drama and Art: Where Logic Ends.”*** Moderated by Ms. Neikerheno Secü, Assistant Professor, the programme opened with “Drama as the Beauty of Strength” by Chubarenla. It featured performances such as “Back to Roots,” “Savitri Bai,” and the showstopper “Ghar Bakri Toofan,” along with Theatre of Cruelty and a lively flash mob. Benito L. Shohe presented “Art: The Power of Unlocking Imagination,” while an art exhibition at the basketball court showcased the creative works of student-teachers. The programme celebrated the transformative role of drama and art in education through creativity, imagination, and cultural expression.

The Peace Education student-teachers of 4th Semester had a poster-making activity on the theme ‘Mindfulness’ on 19th May, 2026.

The main objective of organizing the activity was to sensitize the importance of peace building and also enable student-teachers to develop the ability to use various strategies for promotion of peace education.



MINDS OPEN

14th – 22nd May 2026

The Department of Teacher Education, Unity College, Dimapur successfully conducted Minds Open- Series II from 14th to 22nd May 2026, exclusively for 4th Semester student teachers of batch 2024-2026. A series of interactive sessions designed to enhance the professional, academic and personal development of Student teachers. The programme feature six enriching sessions conducted by faculty members and invited resource persons.

- Dr. Keneivi-u Rhatsu, Assistant Professor, Dept. of Teacher Education, Unity College
Stress Management, 14th May, 2026
- Dr. Akala Longkumer, Vice Principal/HoD, Dept. of Teacher Education, Unity College
Domains of Teaching- An Innovative Teaching Practice, 15th May, 2026
- Miss Dimpy Dey, Senior Faculty, NIELIT, Dimapur
Cyber Awareness for Future Educators, 19th May, 2026
- Mrs. W. Manshom, Assistant Professor, Dept. of Teacher Education, Unity College
Simple Tips for a Standout CV/Resume, 20th May, 2026



- Dr. Pratima Devi, Assistant Professor, Dept. of Teacher Education, Unity College
Shape Your Future: Career Avenues after B.Ed., 21st May, 2026
 - Mr. Biswa, Mr. Tushar, Mr. Tsutsamo Ezung, Mahendra's Coaching Institute, Dimapur
Professional Achievements, 22nd May, 2026
- Minds Open- series II provided valuable insights

into personal wellbeing, innovative teaching practices, digital literacy, career planning, professional preparedness and competitive examination opportunities. It thereby contributed to the holistic development of student-teachers as competent, responsible and future ready educators.

FAREWELL PROGRAMME FOR THE BATCH OF 2024–2026

27th May 2026

The Department of Teacher Education organised a farewell programme for the outgoing Batch of 2024–2026 under the theme “*Crossing the Threshold.*” Chaired by Retongsangla (2nd Semester), the programme began with an invocation by Alen K. (2nd Semester). Mrs. Paulina Whourie, Assistant Professor, delivered the exhortation, while Lea T. Awomi (2nd Semester), Orenponi Lotha (2nd Semester), Dr. Akala Longkumer, Vice Principal, and Bilgah T. (4th Semester) addressed the gathering. A special prayer was offered by Dr. Keneivi-ü Rhatsu, Assistant Professor, followed by a vote of thanks by J. Ilo Ayemi (2nd Semester). The informal session featured songs, dances, cosplay, a special performance by Mr. H. Akup Buchemhu, Assistant Professor, impromptu speeches by the outgoing students, photo sessions, and lunch, making the farewell a memorable celebration.



EVENTS IN PICTURE



Dr. Sathish K farewell – 28th November, 2025



Dr. Toreiphi Mungleng farewell – 27th February, 2026



With EPC Viva External Examiner
(Dr. Sushil Kumar Singh and Mrs. Amenla Jamir) – 10th – 14th November, 2025



With EPC & Final Practice Teaching Examiner.
(Prof. Anju Verma and Dr. Neha Rawat)
– 11th – 13th May, 2026



M.Ed. Interns from Nagaland University, Dept. of Teacher Education – 19th March – 10th April, 2026



Inspection Team from Nagaland University, Kohima Campus, Meriema, visit to Unity College on the 20th of April, 2026. Prof. Tiatoshi Jamir, Dept. of History & Archaeology, Prof. P. K. Patnaik, Dept. of Teacher Education and Dr. Chenlip Yakha Konyak, Dept. of Computer Science.

REPORT ON INTERNSHIP 2026

The internship programme is a vital component of teacher education that prepares student-teachers for their future profession by providing them with practical teaching experience in schools. It helps them develop the knowledge, skills, attitudes, and professional values required to become effective and reflective teachers. It enables them to understand how schools function, develop teaching competencies, and gain practical experience under the guidance of experienced teachers. The internship also helps student-teachers build confidence, improve classroom management skills, and bridge the gap between theory and practice.

Objectives

- To enable student-teachers to understand the school environment and its functioning.
- To develop teaching competencies through guided classroom experience.
- To integrate theoretical knowledge with classroom practice.
- To provide opportunities to apply various teaching methods and pedagogical approaches.
- To develop skills in lesson planning, classroom management, assessment, and professional communication.

In partial fulfilment of the two-year B.Ed. curriculum as prescribed by the NCTE, the student-teachers of Unity College, Department of Teacher Education, Dimapur underwent a one-month internship programme from 16th March 2026 to 16th April 2026. A total of 99 student-teachers were placed in 19 schools across Dimapur to gain practical teaching experience.

The schools allotted for the internship were:

1. S.D. Jain Hr. Sec. School
2. GMS Notun Bosti
3. Mission Hr. Sec. School
4. Mother Mary School
5. GMS Zeliangrong
6. GHS Nagarjan
7. GHS Burma Camp



8. Evershine School, Notun Bosti
9. Neinguile Memorial School
10. GHS Naharbari
11. GMS Ao Duncan
12. GHS Thahekhu
13. GHS Lingrijan
14. Eden Hr. Sec. School
15. Christian Hr. Sec. School
16. GMS Ao Notun Bosti
17. GHS Sarbura
18. St. Clare Hr. Sec. School
19. Honili Memorial School

During the internship, the student-teachers worked as regular teachers under the guidance of mentor teachers. They participated in classroom teaching, lesson planning, assessment, co-curricular activities, school assemblies, and other academic and administrative responsibilities. The internship provided them with valuable opportunities to interact with students, teachers, school heads, and parents while gaining first-hand experience of the teaching profession.

At the end of the internship, the student-teachers documented their learning experiences through reflective journals, participated in group discussions, and shared their experiences through presentations. These activities encouraged reflection, peer learning, and professional growth. The internship was one of the most enriching components of the B.Ed. programme. It strengthened the professional skills and confidence of the student-teachers while providing them with a deeper understanding of the responsibilities and challenges of the teaching profession. The experience successfully bridged the gap between educational theory and classroom practice, preparing them to become competent and reflective teachers.



Co-ordinators,
Ms. Xukhuli Ayemi, Asst. Professor, Pedagogy of English
Dr. Aribam Pratima Devi, Asst. Professor, Pedagogy of Science

FACULTY DEVELOPMENT PROGRAM

TWO-DAY WORKSHOP ON EDUCATIONAL EVALUATION

18th – 19th November 2025

A Two-Day Workshop on Educational Evaluation was held on 18th-19th November 2025 at Unity College of Teacher Education (UCTE), Dimapur. Organised by Mokokchung College of Teacher Education (MCTE) and sponsored by the Department of Higher Education, Government of Nagaland, the workshop brought together principals and teacher-educators from education institutions across Nagaland.

The programme aimed to strengthen participants' skills in outcome-based assessment, formulation of learning outcomes, blueprint preparation, teacher-made tests, and effective question paper design.



FACULTY DEVELOPMENT PROGRAM

15th & 16th December 2025

The faculty member of Unity College of Teacher Education (UCTE) participated in a Faculty Development Program on “*Instructional Planning*” on 15th December 2025. The programme focused on improving instructional practices and introducing updated approaches to lesson planning.

Ms. Ghukali Chophy discussed the use of concept mapping in lesson planning and instructional objectives. Mrs. Manshom, Assistant Professor, presented an overview of instructional approaches, methods, strategies, and techniques, highlighting their interrelationship in teaching. The final session led by Ms. Xukhuli Ayemi, Assistant Professor, focused on the structure and revision of learning plans. Each session was followed by reflective discussions, enabling faculty members to clarify doubts and refine instructional planning practices.

Faculty Development Program

15th December, 2025 | 9:30 AM | Conference Room

Theme:
“*Instructional Planning*”



Ms. Xukhuli Ayemi
Asst. Professor, UCTE



Ms. Ghukali Chophy
Asst. Professor, UCTE



Ms. Manshom
Asst. Professor, UCTE

On 16th December 2025, Dr. Keneivi-u Rhatsu conducted a session on **Teaching Tools**, highlighting the importance of teaching aids and educational apps in enhancing learning. The session also included a discussion on the role of AI in education.

Ms. Melite-u Chirhah delivered a session on **NAAC accreditation**, emphasizing its role in ensuring quality education, strengthening institutional credibility, and promoting continuous improvement in higher education institutions.

Faculty Development Program

16th December, 2025 | 9:30 AM | Conference Room

Theme:
"Digital Tools for Teaching"

Dr. Keneivi-u Rhatsu
Assistant Professor
UCTE



16th December, 2025 | 12:00 PM | Conference Room

Theme:
"Review on NAAC Assessment"

Ms. Melite-u Chirhah
Assistant Professor
UCTE



TWO-DAY STATE LEVEL WORKSHOP ON 'INSTRUCTIONAL PLANNING

12th – 13th August 2025

A Two-Day State-Level Workshop on "**Instructional Planning**" was conducted from 12th–13th August 2025 at the State College of Teacher Education, Kohima. The workshop was organized to address the challenges of instructional planning in teacher education institutions across Nagaland. Representing the Department of Teacher Education, Unity College, Dimapur, Dr. Satish, Mrs. W. Manshom, Ms. Ghukali Choppy, and Ms. Xukhuli Ayemi participated in the workshop.

Following the programme, Dr. Akala Longkumer, Principal, Unity College of Teacher Education, shared a reflective presentation highlighting the key learnings, insights, and practical takeaways gained over the two-day workshop. The reflection emphasized effective instructional planning strategies and their relevance in enhancing the quality of teacher education.



12-DAYS CAPACITY BUILDING PROGRAMME (CBP)

8th – 19th September, 2025

Dr. Keneivi Rhutsu Attended the 12-Days Capacity Building Programme (CBP) organized by the Department of Teacher Education, Nagaland University held from 8th -19th September, 2025. The Capacity Building Programme sponsored by the Indian Council of Social Science and Research (ICSSR), New Delhi was conducted for Higher Education Teachers and Research Scholars under the theme '**Empowering Educators: Innovative Teaching and Advanced Research**'.



EXTENSION SERVICES

INSTITUTIONAL / PROFESSIONAL CONTRIBUTIONS

Dr. Toreiphi Mungleng, Assistant Professor, UCTE, served as a panelist at the discussion on “*Vision of NEP 2020*” organized by International University, Nagaland on 3rd October 2025. She highlighted the role of Teacher Education under NEP 2020, focusing on the challenges faced by Teacher Education Institutions (TEIs) in Nagaland. The discussion brought together academicians from various institutions to share insights and suggest measures for the effective implementation of NEP 2020.



Dr. Keneivi Rhutsu served as a Resource Person for Teachers' Training Programme on ‘*Stress Management for Teachers*’ for Teaching Faculty of Tuyitu Foundation School, Diphupar, Chumoukedima, on 21st March, 2026.



On 17th April 2026, Assistant Professor Mrs. W. Manshom and Assistant Professor Ms. Neikerheno Secu of the B.Ed. Department, Unity College, served as resource persons at an awareness programme organized by PM Shri Government Middle School, Zeliangrong Village, Dimapur. They conducted sessions on *Mental Health, Cyber Safety, and Protection of Child Rights* for the female students. The programme was highly appreciated by the school, and the feedback received reflected its relevance and positive impact.



Dr. Akala Longkumer, served as a resource person at the One-Day Workshop on “*A Beginner’s Guide to Research Writing: From Idea to Manuscript*”, organized by the Research Cell of Norman Putsure College, Chumukedima on the 18th April, 2026.

The session highlighted the importance of developing a systematic approach to research and academic writing. Emphasizing clarity, originality, and ethical practices in research, she encouraged the participants, who were the faculties of the college to cultivate critical thinking and scholarly rigor in their academic pursuits.



On 20th March 2026, Ms. Khrukhonu Mekro, a student-teacher of the 2nd Semester, served as a Resource Person at the ATMA Skill Training Programme for Rural Youth held at Tsupfume Village, Chizami Block, Phek, Nagaland.

She conducted hands-on training on Bouquet Arrangement and Pickle Making, focusing on practical skills, hygiene, value addition, and entrepreneurship. The participants actively engaged in the sessions, making the programme successful in promoting skill development and livelihood opportunities for rural youth and farmers.

STUDENT-TEACHER ACHIEVEMENT

N-TET 2025, Government of Nagaland,
State Council of Educational Research & Training (SCERT)
No. of Student-Teachers Qualified - 27



Kerihonu Valeo
(Batch of 2024-2026)
Nagaland Police Constable (GD) Recruitment 2025



Mharhoni S Ngullie
(Batch of 2024-2026)
Miss Beautiful Eyes (Miss Dimapur 2025)



Meilem M
(Batch of 2024-2026)
Miss Multimedia (Miss Mon 2025)

Workshop on educational evaluation for Secondary Teacher Educators

DIMAPUR: A two-day workshop on Educational Evaluation for Secondary Teacher Educators of Nagaland, organized by Mokochung College of Teacher Education (MCTE) in collaboration with UCTE, and sponsored by Department of Higher Education, Government of Nagaland, was held on November 18 and 19, at Unity College of Teacher Education (UCTE), Dimapur.

The workshop was aimed to enhance competencies in outcome-based assessment, learning outcome formulation, blueprint preparation, teacher-made tests, and question paper design, addressing long-standing gaps in evaluation practices in teacher education institutions across the state.

The inaugural address-cum-orientation was delivered by programme coordinator and principal, MCTE, Dr. T. A. Longkumer, who underscored the centrality of evaluation in educational process and stressed the need for collective action

towards a more uniform and meaningful evaluation system.

She highlighted the urgency of moving away from examination-driven, rote-based practices and emphasised the shift toward higher-order thinking.

"This workshop marks the beginning of rethinking evaluation through a more meaningful, productive, and outcome-oriented lens", she stated.

Delivering the welcome address, principal, UCTE, Dr. Akala Longkumer, spoke on collaboration among sister institutions, adding that such partnerships echo the values of unity and shared responsibility in teacher education.

The release added that day one featured technical sessions on learning outcomes and assessments, teacher-made tests, and 2D blueprint development, where participants engaged in hands-on activities such as framing varied question types and drafting blueprints



MCTE and UCTE principals with secondary teachers and others.

aligned with learning objectives. A discussion hour highlighted the need for mind-set change, with Dr. Bendangyapanga describing teacher education as a "man-making profession" that demands thoughtful evaluation practices.

On day two, the session advanced into more specialized dimensions of educational evaluation with guided practices on

3D Blueprint construction, design of marking schemes and scoring keys, techniques for assembling balanced question papers, and question-wise analysis.

Participants also analysed sample question papers and created complete blueprints, applying concepts learned during the workshop.

In a reflective session led by Dr. Elizabeth

Walling, she emphasised the need for uniformity in teacher-made tests across institutions and encouraged the inclusion of application-based questions to enhance assessment quality and discourage rote learning. The valedictory session was led by Dr. Torephi Mungleng, which featured reflections from participants and resource persons.

UCTE students hold fellowship with residents of Silas Care Centre



Student-teachers of UCTE Dimapur during their visit to Silas Care Centre at Nahorjan in Karbi Anglong district, Assam.

Dimapur, Nov. 7 (EMN): As part of community outreach activity, the B.Ed. first semester student-teachers of Unity College of Teacher Education (UCTE), Dimapur, on November 6 visited Silas Care Centre at Nahorjan in Karbi Anglong district, Assam.

An update from the college stated that the purpose of the visit was to enhance their knowledge on the functioning of the centre concerning the welfare of the rehabilitated people.

It stated that the group was welcomed by the director of the Centre, Moulenia Amer, which was followed by a short programme chaired by Meangshu L. Pong, while an invocation prayer was said by Khawhen Konyak and Bible reading by Benito.

During the programme, testimony was shared by Mhombemo Ezung, while a song was presented by Imangangshi Ozukum and Hingming Shiu and concluded with a vote of thanks delivered by

V. Uto Chishi and a benediction by Orenponi Lotha.

After the programme, a lively game session was conducted, during which the residents enthusiastically participated. It stated that gifts were presented to the winners.

Report further stated that the day proved to be a heartwarming and enriching experience for the students, reminding them of the joy found in sharing time, compassion and kindness with others.

UCTE observes Vigilance Awareness Week

Dimapur, Oct. 31 (EMN): Commemorating Vigilance Awareness Week, the Red Ribbon Club and Community Engagement Cell of Unity College of Teacher Education (UCTE), Dimapur, organised a programme on Friday on the theme "Our shared responsibility".

An update from the college stated that the session began with a prayer said by Vinivi Achumi, a 3rd-semester student, which was followed by a welcome address delivered by the college's principal, Dr. Akala Longkumer, and a song presentation by C. Baumai and Thondinoro.

It stated that the resource person and Deputy Commissioner of Police, Dimapur, Y. Ruth Muri, spoke on vigilance, integrity and ethical values. She highlighted the crucial role of teachers in fostering integrity by nurturing students, who embody transparency, accountability, critical thinking, creativity, effective communication and self-awareness as responsible contributors to society.

It was followed by a pledge led by Tajenyula Longchar, a 3rd-semester student, reaffirming the commitment to uphold integrity and ethical values.

Educational institutes hold academic, cultural events

Dimapur, Nov. 4 (EMN): Educational institutions across Dimapur and Chümoukedima organised academic and cultural activities, focusing on student empowerment, cultural preservation, mental health awareness, and agricultural education.

At St. John High School, Diphugar, B. Chümoukedima, NTI (NEET) IED Academy began its 3rd Moring Scholarship test on November 1. A total of 52 students participated in the scholarship examination.

According to a press release, the event also featured a STEM seminar conducted by Ajay Sethi and Rishav Sethi, co-founders of NTI Academy.

Through the Moring Scholarship initiative, NTI Academy aims to identify and support talented students across Nagaland and neighbouring regions. It invited schools in Nagaland, Manipur, and Karbi Anglong to host the scholarship test on any Saturday in November. Top-performing students of classes 8 to 12 will be eligible for up to 100% scholarships and cash awards of up to INR 5,000.

Another event, Unity College of Teacher Education, Dimapur, organised a campus play titled "Together We Can Live with Love" on Tuesday as part of the Ministry of Health and Family Welfare's National Mental Health Programme (Tele-MANAS).

The play, written and directed by (to) Chishi, assistant professor, was performed by B.Ed. third-semester student teachers to promote mental health awareness and reduce stigma.

Dr. Aritham Pratima Devi, assistant professor, introduced Tele-MANAS before the play, which conveyed the message that no one should suffer in silence and that empathy can create a mentally healthy campus. Additionally, students of Braustank School visited Koka Vignesh Koudra (KVK), Dimapur, on Tuesday for an educational exposure programme on "Agri-entrepreneurship opportunities".

The visit aimed to inspire students towards agri-based entrepreneurship and create awareness of modern agricultural practices.

During the session, Dr. Phool Kumari, senior scientist and head of KVK Dimapur, briefed the students on the Indian Council of Agricultural Research (ICAR) and the key mandates of KVK. The students toured demonstration units on crop cultivation, vermiculture, piggy, and integrated farming systems under the ICAR Nagaland Centre.

A session led by Marneet Deyra, subject matter

specialist (Agricultural Extension), discussed emerging opportunities in agri-startups, value addition, and government support schemes for young entrepreneurs. Students were provided with vegetable seeds to encourage hands-on learning and kitchen gardening.

Meanwhile, St. Paul School, Parana Bazar, Dimapur, celebrated its cultural day on October 17 on the theme "Connecting to our roots".

The programme featured folk songs, dances, and traditional games representing the diverse tribal traditions of the region.

Unity college hosts drama and art exhibition on creative expression



Participants after the programme.

The Department of Teacher Education at Unity College conducted a Drama and Art Exhibition programme in collaboration with the Women Cell under the theme "Beauty of Drama and Art: Where Logic Ends" at the college

premises on May 8. The programme aimed to enhance students' professional competencies by encouraging them to express thoughts, emotions, intuitions and desires through artwork, while also developing imagination and self-

expression through drama. The event, organised under the supervision of assistant professors V. Uto Chishi and Akup Buchemhu, was presented as a creative initiative by the 2nd semester students of the department.

The event was chaired by assistant professor Neikhercho Secu. A reflection on "Drama as the Beauty of Strength" was delivered by Chubarenla. The programme featured the first act play titled "Back to Roots", followed by two short performances — "Theatre of Cruelty" and a Flash Mob presentation. The second act, "Saviri Bai", focused on women empowerment.

A further reflection on "Art: The Power of Unlocking Imagination" was shared by Benito L. Shobe. The programme concluded with the final act, "Ghar Bakri Toofan", which left the audience reflecting on the purpose and meaning of life.

IUN organizes panel discussion on vision of NEP 2020

DIMAPUR: The International University, Nagaland organised a panel discussion on the "Vision of the National Education Policy (NEP) 2020 in Nagaland" on October 3.

In a press release by Public Relations Office, International University Nagaland stated that the panel consisted of distinguished academicians, senior faculty members and education administrators from leading universities and colleges in Nagaland. They shared their perspectives on curriculum restructuring, vocational education, teacher training, integration of technology, and the promotion of regional languages in line with the objectives of NEP 2020.

The discussion also highlighted the practical challenges of implementing NEP 2020 in Nagaland, such as infrastructure



Panels with others during the discussion.

readiness, teacher capacity building, and balancing traditional knowledge with global best practices.

The session was moderated by Director (Vocational) Prof. Zavisie Rume, welcome address by University, Registrar, Dr. Roopam

Bachhi, keynote address by University Vice Chancellor, Dr. Dipak Kumar Shukla.

Unity College observes 9th annual cultural day



Students presenting a folk song during the annual cultural day.

Unity College Dimapur observed the 9th edition of its annual cultural day on Friday with vibrant displays of tradition, music, and dance, celebrating the rich cultural heritage of diverse communities.

According to a press release, in his address principal Dr. Lichumo Enie spoke on the theme of unity, strength, and intrinsic identity. Emphasizing the significance of cultural

heritage, she stated that it forms the foundation of individual and collective identity, shaping who we are both as individuals and as a community.

The programme featured a myriad of colourful performances and traditional demonstrations, including displays of fire-making, war cries, and winnowing. The audience was also treated to an enactment of a skit on Naga identity, alongside a series of folk

performances such as Holo Hi Holo, a Sangtam folk dance; Oh Hi Ho, a Tenyima folk song; Ramphan Mtsu, a Lotha folk tale; Yanyu Hangu, a Konyak folk dance; Bajre Da Sira, a Punjabi folk dance; Moatsu Benjongmung Washepter, an Ao folk song; and Melo Jajine, an Arunachali folk song. The celebration concluded with a vote of thanks by Cultural Secretary, Unity College Students' Council Lumvila Sangtam.

ARTS



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B.Ed 2nd Semester (A)



Anushka Mishra
B.Ed 2nd Semester (A)



Jassika Kalita
B.Ed 2nd Semester (B)



Photo Gallery



Faculty with Chairman, Administrator &
Vice Principal/HoD, Dept. of Teacher Education



Pedagogy of English



Drama and Fine Arts



Pedagogy of Social Science



Pedagogy of Science



Pedagogy of Mathematics



Foundations of Education



Non-Teaching Staff with Chairman, Administrator &
Vice Principal/HoD, Dept. of Teacher Education



MTS, Drivers & House Keeping Staffs with Chairman, Administrator &
Vice Principal/HoD, Dept. of Teacher Education



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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