A STUDY ON THE INFLUENCING FACTORS OF TEACHER EFFECTIVENESS OF CATHOLIC MISSIONARY SCHOOLS IN THE STATE OF NAGALAND

Investigator: Jose Joseph   Supervisors:Dr. Jonali Chetia &
                                                                        Dr. Imtisungba

PERSONAL INFORMATION

1. Name of the Teacher: _____

2. Name of the school: _____

3. Computer/Non Computer: _____

4. Science/Arts: _____

5. Rural/Urban: _____

6. Male/Female: _____

7. Age: _____

8. Temporary/Permanent _____

9. Teaching Experience: _____

10. Educational Qualification: Academic:
                                          Professional:

<u>**APPENDIX-I (A)**</u>
<u>**KULSUM TEACHER EFFECTIVENESS SCALE (KTES)**</u>

Developed by Dr. Umme Kulsum (2006)

INSTRUCTIONS:

10
9
8
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1
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If we perceive the best and the worst effective teachers and the other categories of them in terms of the rungs of the picture of the ladder given here, we can say that the best effective teachers could be placed on the 10th (highest) rung of the ladder. If one travels from the bottom to the top of the picture of the ladder given here, one would be having teachers with higher level of effectiveness. If one travels from the top to the bottom of the picture of the ladder, one would be having teachers with lower & lower levels of effectiveness.

You have been a teacher at the School for quite some time now. Hence, by now you might have attained some level (status) in respect of your effectiveness as a teacher. Also you might have been aspiring to attain some better level (status) in the next three years in terms of your being an effective teacher.

Please read the statement given in the next page and indicate the step number on which you think you are now in the picture of the ladder in respect of your effectiveness as a teacher an the step number you aspire to reach in the picture of the ladder in respect of your effectiveness in the next three years, keeping in view the maximum possible effectiveness (BEST) of teachers and the least possible effectiveness (WORST) of teachers, as a frame of reference for your rating. There are given five roles/functions that teachers are expected to perform.

This is not an examination for you. There is no right or wrong answers in your responses. You should feel free in marking your responses. You may please start now.

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Sl. No.		Statements	Now (At Present)	After 3 years (Expected)
1.	C	I have full control over the subject I am teaching.		
2.	A	I plan my lessons well in advance.		
3.	B	I do motivate my students for learning.		
4.	D	I possess supportive behaviour.		
5.	E	I cooperate in the work of my school.		
6.	A	I adjust my teaching time judiciously.		
7.	B	I make use of audio-visual aids to make my teaching more effective.		
8.	C	I do exchange my experiences of subject-matter with my colleagues to become more knowledgeable.		
9.	D	I am fairly creative		
10	E	I am friendly with my colleagues		
11	A	I go to class on time and leave it on time.		
12	B	I resort to remedial teaching whenever necessary.		
13	D	I have good expression.		
14	C	My knowledge of subject-matter is up to date.		
15	E	I invite my students for discussion outside class hours.		
16	B	I value interaction of my students during teaching-learning sessions.		
17	C	I keep on acquiring new knowledge.		
18	D	I am emotionally balanced.		
19	E	I do not discriminate students for personal reasons.		
20	B	I am objective in evaluating my students.		

Sl. No.		Statements	Now (At Present)	After 3 years (Expected)
21	D	I am reasonably active.		
22	E	I take a great deal of interest in parent-teacher associations.		
23	A	I make my teaching interesting by giving examples and situations that are familiar to students.		
24	B	I try to stimulate the intellectual curiosity of my students during my classes.		
25	D	I go to school neatly dressed and smart.		
26	E	I do contribute in the meetings of professionals and scholarly societies.		
27	A	I am systematic in my preparation of lessons.		
28	B	I conduct tests periodically to evaluate my teaching.		
29	C	I have a substantial knowledge of human development and learning.		
30	E	I am punctual in attending my school work		
31	D	I do possess pleasing manners.		
32	E	I do help my students facing personal and educational problems.		
33	A	I organize the subject matter I teach to be in agreement with the course's objectives.		
34	D	I have a fairly good memory.		
35	D	My gestures in the classroom are pleasant and approvable.		
36	D	I have a sense of duty and responsibility.		
37	A	The tests I intend administering to my students will be reviewed and improved upon by me.		
38	B	My teaching is characterized by clarity.		
39	C	I discuss the content of the subject matter with ease and confidence.		

Sl. No.		Statements	Now (At Present)	After 3 years (Expected)
40	D	I have pleasant and distinct voice.		
41	D	I value my academic achievements.		
42	E	I am sufficiently adapt in maintaining cordial human relations.		
43	E	I am reasonably obedient to my headmaster.		
44	A	I plan my lessons keeping in view the individual differences among students.		
45	B	I guide my students in completing their assignments.		
46	C	I have a great deal of interest in the subject I am teaching.		
47	D	I provide a laudable example of my personal and social living to my students.		
48	D	I show understanding and sympathy in working with my students.		
49	A	I am in the habit of summarizing the lessons, I teach, in the end.		
50	B	I encourage students to be punctual in their assignments.		
51	B	I am concerned with the maintenance of discipline in the classroom within the framework of democratic atmosphere.		
52	D	I take criticisms from others as a feedback for my own self improvement.		
53	E	I support the genuine causes of teaching community.		
54	A	Whenever necessary I do consult my colleagues in the planning of my lessons.		
55	B	I help students in their reference work.		
56	B	I ask more thought provoking questions than fact finding questions while teaching.		
57	D	I have love for my students.		

Sl. No.		Statements	Now (At Present)	After 3 years (Expected)
58	A	I plan my lessons based on the techniques tested and found suitable.		
59	B	I do discuss students' performance in tests with them.		
60	E	I consider my first duty to be devoted to get a good name to my school.		

TEACHER EFFECTIVENESS RATING SCALE

Name of the School   : _____

Name of the Rater   : _____

Name of the Teacher being rated   : _____

In general under which category of the following
do you classify the teacher you are rating as   :

                          Effective Teacher   : _____

                         Ineffective Teacher   : _____

Directions

       Below are given five roles/functions that teachers are expected to perform. Against each role/function five categories of responses and their numerical equivalents are given. You have been your teacher's supervisor for quite some time now. Please rate each of your teachers on the five roles/functions defined in the ratings scales. Teachers are to be rated for their effectiveness in respect of their roles/functions defined below. Please note that you are to encircle only on numerical of each role/function or a teacher.

Sl No.	Role/Functions of Teacher	Poor	Fair	Good	Very Good	Excellent
A	**Preparation and planning for teaching** Ability of the teacher in planning lessons well in advance, to adjust teaching time judiciously, to go to class and leaving it on time, to make teaching interesting by giving examples, to be systematic in preparation of lessons, to organize subject matter in agreement with course objectives, to administer tests to the students, to plan lessons according to the individual differences, to summarize the lesson at the end of the class, to consult colleagues if necessary while planning the lessons and to plan lessons based on techniques tested and found suitable.	1	2	3	4	5

B	**Classroom Management :** Ability of the teacher to motivate students for learning, to use of audio visual aids, to resort to remedial teaching whenever necessary, to interact with students, to be objective in evaluating students, to stimulate the intellectual curiosity of students, to conduct tests periodically to evaluate teaching, to have clarity in teaching, to guide students to complete assignments, to encourage students to be punctual in their assignments, to maintain discipline in the classroom within the framework of democratic atmosphere, to ask more thought provoking questions and to discuss students' performance in tests with them.	1	2	3	4	5
C	**Knowledge of subject matter:** Ability of the teacher to have full control over the subject that he/she teaches, to exchange experiences of subject-matter with colleagues, to update the knowledge of subject matter, to keep on acquiring new knowledge, to have substantial knowledge of human development and learning, to discuss the content of the subject matter with ease and confidence and to have a great deal of interest in the subject he/she is teaching.	1	2	3	4	5
D	**Teacher characteristics :** Ability of the teacher to possess supportive behaviour, to be fairly creative, to have good expression, to be emotionally balanced, to be reasonably active, to go to school neatly dressed and smart, to be punctual in attending school work, to possess pleasing manners, to have fairly good memory, to have pleasant and approvable gestures in the classroom, to have sense of duty and responsibility, to have pleasant and distinct voice, to value academic achievements, to provide laudable example of his/her personal and social living to students, to show understanding and sympathy in working with students, to take criticisms from others as a feedback for his/her own self-improvement and to love students.	1	2	3	4	5
	Interpersonal Relations : Ability of the teacher to cooperate in the work of the school, to be friendly with colleagues, to	1	2	3	4	5

E	invite students to discuss outside the class, not to discriminate students for personal reasons, to take a great deal of interest in parent-teacher association, to contribute in the meetings of professionals and scholarly societies, to help students to face personal and educational problems, to maintain cordial human relations, to be reasonably obedient to the principal, to support the genuine causes of teaching community and to consider the duty to be devoted to get a good name to the school.					

ATTITUDE OF TEACHERS TOWARDS COMPUTER EDUCATION SCALE

Instructions:

You as a teacher must have formed some opinions about Computer Education (Computer Science) in the school. We would like to know about your opinion in this regard with the help of some statements given below. These statements cover the areas (i) Objectives (ii) Teacher (iii) Methods of teaching (iv) Curriculum (v) Evaluation and (vi) Computer Education in General. If you strongly agree with the statement, tick (SA); if you Agree, tick (A); if Undecided, tick (U); if Disagree, tick (D) and if Strongly Disagree, tick (SD).

Please give the first, natural answer as it comes to you. Do not spend too much time thinking about your answer. Please give response freely and frankly. There is nothing like "right" or "wrong" in the answer. Your response will be kept confidential and be used for research purpose only.

Sl. No.	Statements	SA	A	UD	D	SD
1.	Computer science is a necessary subject in the school.	[ ]	[ ]	[ ]	[ ]	[ ]
* 2.	Computer education should not be introduced from the nursery.	[ ]	[ ]	[ ]	[ ]	[ ]
3.	Computer science should be a core group subject at higher secondary level.	[ ]	[ ]	[ ]	[ ]	[ ]
4.	Computer education helps in the use of Information and Communication Technology (ICT) in the school.	[ ]	[ ]	[ ]	[ ]	[ ]
5.	Computer education makes students addicted to social media.	[ ]	[ ]	[ ]	[ ]	[ ]
6.	Students do not learn computer faster than any other subject.	[ ]	[ ]	[ ]	[ ]	[ ]
7.	Computer education helps the students to learn other subjects faster.	[ ]	[ ]	[ ]	[ ]	[ ]
8.	Computer education does not make students to lose interest in other subjects.	[ ]	[ ]	[ ]	[ ]	[ ]

Sl. No.	Statements	SA	A	UD	D	SD
9.	Computer education develops in students the habit of observation.	[ ]	[ ]	[ ]	[ ]	[ ]
10.	Computer education does not provide students habit of exploration.	[ ]	[ ]	[ ]	[ ]	[ ]
11.	Computer education helps students in proper classification.	[ ]	[ ]	[ ]	[ ]	[ ]
12.	Computer education develops systematic thinking in students.	[ ]	[ ]	[ ]	[ ]	[ ]
13.	Computer education develops child's power of manipulation.	[ ]	[ ]	[ ]	[ ]	[ ]
14.	Students do not understand the impact of computer science in society.	[ ]	[ ]	[ ]	[ ]	[ ]
15.	Computer science does not develop interest in hobbies related to computers.	[ ]	[ ]	[ ]	[ ]	[ ]
16.	Computer education makes students less sociable.	[ ]	[ ]	[ ]	[ ]	[ ]
17.	Computer education does not help in career advancement.	[ ]	[ ]	[ ]	[ ]	[ ]
18.	Students should be taught about the positive and negative effects of the use of computer and internet.	[ ]	[ ]	[ ]	[ ]	[ ]
19.	Computer education is not helpful in the future study of the students.	[ ]	[ ]	[ ]	[ ]	[ ]
20.	Computer science should not be optional subject at the secondary level.	[ ]	[ ]	[ ]	[ ]	[ ]
21.	Computer science arouses interest in students to study.	[ ]	[ ]	[ ]	[ ]	[ ]
22.	Computer science does not familiarize the students with the world in which they live.	[ ]	[ ]	[ ]	[ ]	[ ]
23.	Computer science develops in students a desire for accurate knowledge.	[ ]	[ ]	[ ]	[ ]	[ ]
24.	Computer science does not pave way to critical thinking.	[ ]	[ ]	[ ]	[ ]	[ ]

Sl. No.	Statements	SA	A	UD	D	SD
25.	Computer science does not develop a thirst for more knowledge.	[ ]	[ ]	[ ]	[ ]	[ ]
26.	Computer Education does not help in proper utilization of leisure time.	[ ]	[ ]	[ ]	[ ]	[ ]
27.	Computer Education does not help the students to be self-dependent.	[ ]	[ ]	[ ]	[ ]	[ ]
28.	Learning Computer is not a burden to students.	[ ]	[ ]	[ ]	[ ]	[ ]
29.	Purpose of computer education in the school is not clear to the teacher and students.	[ ]	[ ]	[ ]	[ ]	[ ]
30.	The curriculum content should be simple and easy for the students to understand.	[ ]	[ ]	[ ]	[ ]	[ ]
31.	Access to internet is not helpful at school level.	[ ]	[ ]	[ ]	[ ]	[ ]
32.	Lower classes should have more practices with games.	[ ]	[ ]	[ ]	[ ]	[ ]
33.	Access to internet at school level causes demoralization of the society.	[ ]	[ ]	[ ]	[ ]	[ ]
34.	The syllabus of computer science in the school is not comprehensive.	[ ]	[ ]	[ ]	[ ]	[ ]
35.	All the teachers in the school should have the basic knowledge of computer.	[ ]	[ ]	[ ]	[ ]	[ ]
36.	Present curriculum does not act as an instrument for the realization of national goals.	[ ]	[ ]	[ ]	[ ]	[ ]
37.	Present curriculum is not activity-centered.	[ ]	[ ]	[ ]	[ ]	[ ]
38.	Present curriculum responds to the latest developments in the field of computer application.	[ ]	[ ]	[ ]	[ ]	[ ]
39.	Present curriculum develops appreciation for technological development	[ ]	[ ]	[ ]	[ ]	[ ]
40.	Computer education should be done through systematic and effective	[ ]	[ ]	[ ]	[ ]	[ ]

Sl. No.	Statements	SA	A	UD	D	SD
	procedure.					
41.	Audiovisual Aids do not play a vital role in computer education.	[ ]	[ ]	[ ]	[ ]	[ ]
42.	Computer education projects are not useful for students' future.	[ ]	[ ]	[ ]	[ ]	[ ]
43.	Computer Education is a not relevant subject in school curriculum.	[ ]	[ ]	[ ]	[ ]	[ ]
44.	Present curriculum provides job opportunities.	[ ]	[ ]	[ ]	[ ]	[ ]
45.	Teacher is not necessary for learning computer	[ ]	[ ]	[ ]	[ ]	[ ]
46.	Refresher courses are essential for computer teachers	[ ]	[ ]	[ ]	[ ]	[ ]
47.	Teachers with proper qualification to teach computer are easily available	[ ]	[ ]	[ ]	[ ]	[ ]
48.	A computer teacher with both theory and practical knowledge is an asset to the institution	[ ]	[ ]	[ ]	[ ]	[ ]
49.	Computer Teacher need not be a professionally qualified person.	[ ]	[ ]	[ ]	[ ]	[ ]
50.	Computer teacher is an effective communicator	[ ]	[ ]	[ ]	[ ]	[ ]
51.	Teaching of computer science is not tiresome.	[ ]	[ ]	[ ]	[ ]	[ ]
52.	Teachers appreciate the importance of computers in the field of education.	[ ]	[ ]	[ ]	[ ]	[ ]
53.	It is not easy to teach computer with the help of charts and diagrams.	[ ]	[ ]	[ ]	[ ]	[ ]
54.	The teacher need not be expert in both hardware and software.	[ ]	[ ]	[ ]	[ ]	[ ]
55.	Theory classes should be done through the power point presentation.	[ ]	[ ]	[ ]	[ ]	[ ]

Sl. No.	Statements	SA	A	UD	D	SD
56.	Individual attention is not essential to the weaker students.	[ ]	[ ]	[ ]	[ ]	[ ]
57.	Learning by doing is the best method for computer education.	[ ]	[ ]	[ ]	[ ]	[ ]
58.	Access to computer at home does not accelerate computer learning.	[ ]	[ ]	[ ]	[ ]	[ ]
59.	Overhead projector is not proper teaching aid for teaching computer science.	[ ]	[ ]	[ ]	[ ]	[ ]
60.	Use of LCD projector is more convenient for teaching computer science.	[ ]	[ ]	[ ]	[ ]	[ ]
61.	Use of ICT (Information and Communication Technology) does not help in saving time in instruction.	[ ]	[ ]	[ ]	[ ]	[ ]
62.	Internet is not integral part of computer education.	[ ]	[ ]	[ ]	[ ]	[ ]
63.	Web-based learning saves lot of time.	[ ]	[ ]	[ ]	[ ]	[ ]
64.	Students should be able to cover the syllabus according their speed.	[ ]	[ ]	[ ]	[ ]	[ ]
65.	CAI (Computer Assisted Instruction) is more beneficial with slow learners.	[ ]	[ ]	[ ]	[ ]	[ ]
66.	Face to face interaction between teacher and student is not needed in computer education.	[ ]	[ ]	[ ]	[ ]	[ ]
67.	Computer education makes students enjoy working with computer.	[ ]	[ ]	[ ]	[ ]	[ ]
68.	Computer education doesn't require teaching aid.	[ ]	[ ]	[ ]	[ ]	[ ]
69.	Group teaching is not advisable for computer education.	[ ]	[ ]	[ ]	[ ]	[ ]
70.	Knowledge of English language is not essential for Computer Education.	[ ]	[ ]	[ ]	[ ]	[ ]
71.	Evaluation should be done for both practical and theory	[ ]	[ ]	[ ]	[ ]	[ ]

Sl. No.	Statements	SA	A	UD	D	SD
72.	Practical examination is more important than theory examination.	[ ]	[ ]	[ ]	[ ]	[ ]
73.	Semester system is preferred to the annual examination.	[ ]	[ ]	[ ]	[ ]	[ ]
74.	Internal assessment doesn't provide objectivity in evaluation.	[ ]	[ ]	[ ]	[ ]	[ ]
75.	Internal evaluation doesn't improve quality of education.	[ ]	[ ]	[ ]	[ ]	[ ]
76.	Evaluation of the students on the basis of unit tests has no objectivity.	[ ]	[ ]	[ ]	[ ]	[ ]
77.	Periodical tests are preferred to annual examination.	[ ]	[ ]	[ ]	[ ]	[ ]
78.	Class tests provide quick feedback on students' performance.	[ ]	[ ]	[ ]	[ ]	[ ]
79.	Grading system is better than awarding marks.	[ ]	[ ]	[ ]	[ ]	[ ]
80.	Computerized mark sheets prevent errors in evaluation.	[ ]	[ ]	[ ]	[ ]	[ ]
81.	Students take computer science only to get good marks in examination.	[ ]	[ ]	[ ]	[ ]	[ ]
82.	Evaluation in Computer Education does not help to diagnose Strengths and weaknesses of students' performance.	[ ]	[ ]	[ ]	[ ]	[ ]
83.	Computer science is the most important of all the subjects	[ ]	[ ]	[ ]	[ ]	[ ]
84.	Testing student's aptitude in computer is essential.	[ ]	[ ]	[ ]	[ ]	[ ]
85.	Students with high I Q (Intelligent Quotient) will not perform well in the computer education	[ ]	[ ]	[ ]	[ ]	[ ]
86.	Moral instruction should go side by side with computer education	[ ]	[ ]	[ ]	[ ]	[ ]

Sl. No.	Statements	SA	A	UD	D	SD
87.	Computer science today has revolutionized our life.	[ ]	[ ]	[ ]	[ ]	[ ]
88.	Computer Education will not promote the welfare of mankind.	[ ]	[ ]	[ ]	[ ]	[ ]
89.	The knowledge of computer does not offer students scope for wider experiences.	[ ]	[ ]	[ ]	[ ]	[ ]
90.	Computer Education should be made compulsory for all the students.	[ ]	[ ]	[ ]	[ ]	[ ]
91.	Computer Education is not essential for developing countries.	[ ]	[ ]	[ ]	[ ]	[ ]
92.	Computer Education is not a theory oriented but a practical oriented subject.	[ ]	[ ]	[ ]	[ ]	[ ]
93.	Computer Education cannot help in improving the rural economy.	[ ]	[ ]	[ ]	[ ]	[ ]
94.	Computer Education can bridge the gap between the middle and intellectual classes.	[ ]	[ ]	[ ]	[ ]	[ ]
95.	Every student should have one computer each in the computer lab.	[ ]	[ ]	[ ]	[ ]	[ ]
96.	Providing computer education in lower class is not beneficial.	[ ]	[ ]	[ ]	[ ]	[ ]
97.	Internet connection is essential for teaching computer in the higher classes.	[ ]	[ ]	[ ]	[ ]	[ ]
98.	Poor network connection hampers computer education in the schools.	[ ]	[ ]	[ ]	[ ]	[ ]
99.	Setting up a computer lab is not very expensive.	[ ]	[ ]	[ ]	[ ]	[ ]
100.	Smart class rooms are necessary for Computer education.	[ ]	[ ]	[ ]	[ ]	[ ]

ATTITUDE TOWARDS USING NEW TECHNOLOGY SCALE (ATUNTS)
Developed by Dr. S. Rajesekar

Instructions:

This scale consists of 30 statements and it provides five columns bearing the headings Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (DA) and Strongly Disagree (SD) against the statements. Read each statement carefully and place a tick mark (✓) in the cell of each item as per choice of any of the five alternatives. You are requested to give responses to all the statements. There is no time limit but you have to give the answer immediately.

Sl. No.	Statements	SA	A	UD	DA	SD
1	Application of more teaching aids makes teaching mechanical	[ ]	[ ]	[ ]	[ ]	[ ]
2	Language laboratory facilitates the students to develop their communication skill.	[ ]	[ ]	[ ]	[ ]	[ ]
3	Using virtual albums in classroom teaching captures the interest of the pupils.	[ ]	[ ]	[ ]	[ ]	[ ]
4	Application of the web technology in teaching facilitates poor learning.	[ ]	[ ]	[ ]	[ ]	[ ]
5	In teaching, using LCD projector provides better understanding.	[ ]	[ ]	[ ]	[ ]	[ ]
6	It is very difficult for me to use projectors in teaching.	[ ]	[ ]	[ ]	[ ]	[ ]
7	The use of technological devices in teaching is time consuming.	[ ]	[ ]	[ ]	[ ]	[ ]
8	LCD projectors are not the effective means to teach the subject.	[ ]	[ ]	[ ]	[ ]	[ ]
99	Computers can teach better than teachers.	[ ]	[ ]	[ ]	[ ]	[ ]
10	Teaching through High Definition Television will develop interest in	[ ]	[ ]	[ ]	[ ]	[ ]

Sl. No.	Statements	SA	A	UD	DA	SD
	learning among the students.					
11	The scope of projected aids in teaching is less.	[ ]	[ ]	[ ]	[ ]	[ ]
12	Computers will dehumanize teaching.	[ ]	[ ]	[ ]	[ ]	[ ]
13	Preparation of transparencies for teaching is a time consuming process.	[ ]	[ ]	[ ]	[ ]	[ ]
14	I feel comfortable in using CD Rom's in teaching.	[ ]	[ ]	[ ]	[ ]	[ ]
15	Preparation of power point slides is very expensive.	[ ]	[ ]	[ ]	[ ]	[ ]
16	I feel uncomfortable while using animations in power point presentation.	[ ]	[ ]	[ ]	[ ]	[ ]
17	Tape records can be useful to record educational broadcast and for replay at suitable and convenient times.	[ ]	[ ]	[ ]	[ ]	[ ]
18	I feel electronic flash cards are very helpful to learn new language.	[ ]	[ ]	[ ]	[ ]	[ ]
19	I felt that slide shows do not give continuity in the learning process.	[ ]	[ ]	[ ]	[ ]	[ ]
20	Good films can be used as the sole means of imparting information and developing performance skill.	[ ]	[ ]	[ ]	[ ]	[ ]
21	In teaching, use of educational software will reduce the interest among the students.	[ ]	[ ]	[ ]	[ ]	[ ]
22	Computer assisted instruction is very useful technique for teaching.	[ ]	[ ]	[ ]	[ ]	[ ]
23	I am afraid of using computer software in teaching.	[ ]	[ ]	[ ]	[ ]	[ ]
24	Web based learning course enable the students to understand course content effectively.	[ ]	[ ]	[ ]	[ ]	[ ]
25	Teleconferencing technique enables wider participation and interaction of a	[ ]	[ ]	[ ]	[ ]	[ ]

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Sl. No.	Statements	SA	A	UD	DA	SD
	large number of students in learning a particular subject.					
26	Use of Multimedia in teaching decreases the individuality of the teacher.	[ ]	[ ]	[ ]	[ ]	[ ]
27	I feel online journals are helpful to know the current development in education.	[ ]	[ ]	[ ]	[ ]	[ ]
28	Searching the required information through internet is a time consuming process.	[ ]	[ ]	[ ]	[ ]	[ ]
29	Use of electronic models in teaching will strengthen learning.	[ ]	[ ]	[ ]	[ ]	[ ]
30	Teaching with the help of black board is the only way to teach effectively	[ ]	[ ]	[ ]	[ ]	[ ]

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FACTORS INFLUENCING TEACHER EFFECTIVENESS

Research Scholar: Jose Joseph   Guide: Dr. Jonali Chetia
                                                                                    Co-guide: Dr. Imtisungba

Below are 30 (Thirty) questions, regarding factors influencing teacher effectiveness, for which you are kindly requested to respond by putting tick mark (√) on either 'Yes' or 'No'.

1. Do you plan your lessons well in advance?   Yes/No
2. Do you adjust your teaching time judiciously?   Yes/No
3. Do you go to class on time and leave it on time?   Yes/No
4. Do you make your teaching interesting by giving examples and
    situations that are familiar to students?   Yes/No
5. Are you systematic in your preparation of lessons?   Yes/No
6. Do you organize subject matter you teach to be in agreement with the
    course's objectives?   Yes/No
7. Do you motivate your students for learning?   Yes/No
8. Do you make use of audio-visual aids to make your teaching more effective? Yes/No
9. Do you resort to remedial teaching whenever necessary?   Yes/No
10. Do you value interaction of your students during teaching-learning sessions? Yes/No
11. Are you objective in evaluating your students?   Yes/No
12. Do you try to stimulate the intellectual curiosity of your students
    during your classes?   Yes/No
13. Do you conduct tests periodically to evaluate your teaching?   Yes/No
14. Do you Do you have full control over the subject you are teaching?   Yes/No
15. Do you exchange your experiences of subject matter with your
    colleagues to become more knowledgeable?   Yes/No
16. Is your knowledge of subject matter up to date?   Yes/No
17. Do you possess supportive behaviour?   Yes/No
18. Are you fairly creative?   Yes/No
19. Do you have good expression?   Yes/No
20. Are you emotionally balanced?   Yes/No
21. Are you reasonably active?   Yes/No
22. Do you go to school neatly dressed and smart?   Yes/No
23. Are you punctual in attending your school work?   Yes/No
24. Do you possess pleasing manners?   Yes/No
25. Do you cooperate in the work of your school?   Yes No
26. Are you friendly with your colleagues?   Yes/No
27. Do you invite your students for discussion outside class hours?   Yes/No
28. Are you a person who doesn't discriminate students for personal
    reasons?   Yes/No
29. Do you take a great deal of interest in parent-teacher association?   Yes/No
30. Do you contribute in the meetings of professional and scholarly
    Societies?   Yes/No

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FACTORS INFLUENCING TEACHER EFFECTIVENESS

Research Scholar: Jose Joseph   Guide: Dr. Jonali Chetia
                                                 Co-guide: Dr. Imtisungba

Below are 15 (Fifteen) questions, regarding factors influencing teacher effectiveness, for which you are kindly requested to respond by putting tick mark (√) on either 'Yes' or 'No'.

1. Does your teacher plan the lessons well in advance?   Yes/No
2. Does your teacher make his/her teaching interesting by giving you
    suitable examples?   Yes/No
3. Does your teacher have the habit of summarizing the lessons at the
    end of his/her teaching?   Yes/No
4. Does your teacher motivate students for learning?   Yes/No
5. Does your teacher interact with students during class?   Yes/No
6. Does your teacher conduct class tests periodically?   Yes/No
7. Does your teacher know well the subject he/she is teaching?
    Yes/No
8. Does your teacher keep on updating his/her knowledge?   Yes/No
9. Does your teacher have interest in the subject he/she teaching?   Yes/No
10. Does your teacher come to school neatly dressed and smart?   Yes/No
11. Does your teacher's personal and social living serve as a role model
    for the students?   Yes/No
12. Is your teacher punctual in coming to the class?   Yes/No
13. Does your teacher show partiality in dealing with students?   Yes/No
14. Does your teacher help your students facing personal educational
    problems?   Yes/No
15. Is your teacher approachable?   Yes/No

Name of the teacher ……………………………Subject taught:……………………
Name of the student ……………………………Class ……………Section…….
Name of the school ……………………………………………...................................

APPENDIX-II: RESULT GAZETTE

Passed Percentage of Class 10 Students of Catholic Missionary Schools of Nagaland of the Last 3 Years (2015, 2016 & 2017)

Source: RESULT GAZETTE (Provisional), High School Leaving Certificate Examination 2015, 2016 & 2017, Nagaland Board of School Education, , P.B.No. 613,Kohima: Nagaland.
Email :nagaboard@gmail.com;
Website: www.nbsenagaland.com

Sl. No.	Name of the School	HSLC (Class 10) Passed Percentage (%)		
		2015	2016	2017
1	Don Bosco Hr. Sec. School, Kohima	89.42%	96.19%	100%
2	Little Flower Hr. Sec. School,Kohima	95.93%	98.94%	99%
3	Christ King Hr. Sec. School, Kohima	90.20%	94.23%	84%
4	St. Joseph Hr. Sec. School, Viswema	82.14	93.62%	95%
5	St. Mary's Cathedral Hr. Sec. School, Kohima	100%	100%	100%
6	Loyola Hr. Sec. School, Jakhama	92.65%	98.70%	88%
7	Don Bosco School, Tseminyu	84.21%	81.25%	100%
8	Don Bosco School, Sechu	89.74%	89.06%	95%
9	St. John Bosco School, Khonoma	68.18%	93.33%	100%
10	Sacred Heart School, Khuzama	92.31%	97.44%	84%
11	Don Bosco School, Chiephobozou	70.59%	78.13%	77%
12	St. Paul School, Phesama	92.86%	100%	100%
13	St. Xavier School, Kidima	92.00%	92.59%	88%
14	St. Andrew School, Jotsoma	81.25%	100%	89%
15	Queen Mary Hr. Sec. School, Mokokchung	90.67%	88.70%	91%
16	Don Bosco School, Tuli	82.05%	79.49%	97%
17	St. John Hr. Sec. School, Tuensang	99.15%	100%	100%
18	St. Joseph School, Tuensang	89.36%	100%	98%
19	Don Bosco School, Mon	82.86%	84.13%	80%
20	Newman School, Tobu	100%	89.09%	86%
21	Sacred Heart Hr. Sec. School, Chizami	100%	96.55%	89%
22	St. Xavier Hr. Sec. School, Meluri	92.05%	82.61%	81%
23	St. Andrew School, Thenyizumi	72.97%	85.00%	97%
24	Nazareth School, Pfutsero	87.62%	95.45%	86%
25	Bishop Abraham Memorial School, Phek	96.00%	100%	100%
26	Don Bosco Hr. Sec. School, Wokha	95.65%	99.24%	98%
27	Don Bosco Hr. Sec. School, Bhandari	70.67%	72%	71%
28	Don Bosco School, Lakhuti	100%	100%	95%
29	Montfort School, Baghty	89.29%	78.57%	58%

30	St. Peter's school, Atoizu	69.70%	91.18%	76%
31	Don Bosco School, Aghunato	59.38%	75.68%	96%
32	Don Bosco School, Lazami	100%	94.29%	73%
33	St. Antony School., Zunheboto	77.80%	75.00%	63%
34	St. Clare School, Akuluto	79.00%	93.33%	86%
35	St. Francis De Sales Hr. Sec. School, Medziphema	84.37%	71.30%	88%
36	Don Bosco Hr. Sec. School, Dimapur	83.44%	95.42%	96%
37	St. Paul Hr. Sec. School, Dimapur	91.04%	91.57%	98%
38	Carmel Hr. Sec. School, Dimapur	90.37%	96.75%	94%
39	Holy Cross Hr. Sec. School, Dimapur	89.29%	93.64%	94%
40	St. Mary's Hr. Sec. School, Padumpukhri	97.30%	97.73%	96%
41	St. Clare Hr. Sec. School, Kacharigaon.	93.42%	94.67%	92%
42	Assisi Hr Sec. School, Dimapur	95.12%	94.00%	84%
43	St. Joseph Hr. Sec. School, Chumukedima	100%	93.98%	98%
44	St. AntonySchool, Tenyiphe	100%	100%	97%
45	St. Joseph School, Niuland	67.65%	78.05%	85%
46	Holy Child School, Dimapur	92.59%	100%	100%
47	Loyola Hr. Sec School, Kiphire	76.92%	82.11%	82%
48	Little Flower School, Pungro	92.59%	95.92%	90%
49	St. Mary's School, Seyochung	87.50%	96.97%	78%
50	St. Joseph School, Longleng	78.43%	82.69%	82%

APPENDIX-III: EDUCATIONAL INFORMATION OF NAGALAND

Number of Educational Institutions of School-Level, 2013-14 and 2014-15:

Sl. No.	Type of Institution	2013-2014				2014-2015				
		Central	State	Pvt.	Total	Central	State	Pvt.	Tribal & Social Welfare Deptt	Total
1	Higher Secondary	11	27	105	143	12	46	111	Nil	169
2	High School	11	263	290	564	12	242	287	2	543
3	Middle School	6	698	198	902	2	655	204	1	862
4	Primary School	Nil	1661	145	1806	Nil	1305	123	Nil	1428
	Total	28	2649	738	3415	26	2248	725	3	3002

Source: Statistical Handbook of Nagaland 2015

Enrolment of Students, 2013-14 and 2014-15:

Sl. No.	Types of Institution	2013-2014			2014-2015		
		Boys	Girls	Total	Boys	Girls	Total
Govt. Schools							
1.	Higher Secondary Schools	3385	2968	3646	3117	3113	6230
2.	High Schools	8005	9193	15594	7830	9191	17021
3.	Middle Schools	23921	26631	10608	32107	35448	67555
4.	Primary Schools	98300	100660	57027	48365	49693	98058
	Total	133611	139452	86875	91419	97445	188864
Private School							
1.	Higher Secondary School	10321	9890	20211	10912	10215	21127
2.	High School	19878	18886	38764	17931	16996	34927
3.	Middle School	38235	34767	73002	46775	32972	79747
4.	Primary School	98732	88866	187598	51503	44925	96428
	Total	167166	152409	319575	127121	105108	232229
Govt. and Private							
1.	Higher Secondary School	13706	12858	26564	14029	13328	27357
2.	High School	27883	28079	55962	25761	261878	287639
3.	Middle School	62156	61398	123554	78882	65079	143961
4.	Primary School	197032	189526	386558	99868	94618	194486
	Total	300777	291861	592638	218540	434903	653443

Source: Statistical Handbook of Nagaland 2015

Enrollment of Students in Tribal & Social Welfare Department, 2014-15.

Sl. No	Types of institution	Boys	Girls	Total
1	Higher secondary school	Nil	Nil	Nil
2	Secondary/ High School	30	32	62
3	Upper Primary/ Middle School	171	153	324
4	Primary School	Nil	Nil	Nil
	Total	201	185	386

Source: Statistical Handbook of Nagaland 2015

Number of Trained and Untrained Teachers in Govt. and Private School during the year, 2014-15:

Sl. No	Category		Central Government	State Government	Private unaided	Tribal/ Social Welfare Dept	Total
1	Trained	Diploma(2 Years)	10	1932	268	0	2210
2		B.E1.Ed	15	458	167	1	641
3		B.Ed	170	1648	736	3	2557
4		M.Ed	14	71	78	0	163
5		Others	26	2052	894	3	2975
6		Special Education	9	301	140	1	451
7	Untrained		115	11982	8383	22	20502
	Total		359	18444	10666	30	29499

Source: Statistical Handbook of Nagaland 2015

Number of Trained and Untrained Teachers in Govt. and Private School during the year 2013-14:

Sl. No	Category		Central Government	State Government	Private unaided	Total
1	Trained	Diploma(2 Years)	7	1917	261	2185
2		B.E1.Ed	16	436	162	614
3		B.Ed	175	1540	709	2424
4		M.Ed	22	74	91	187
5		Others	25	2026	884	2935
6		Special Education	9	285	141	435
7	Untrained		146	12140	8050	20336
	Total		400	18418	10298	29116

Source: Statistical Handbook of Nagaland 2015

Higher Education:

Number of Educational Institutions, 2007-08, 2008-09 and 2010-11 to 2014-15:

Sl. No.	Types of Institution	2007-2008	2008-2009	2010-2011	2012-2013	2013-2014	2014-2015
1	University	1	1	4	4	4	4
	College of General Education						
	(a) Government	12	13	13	13	13	13
	(b) Private	31	33	32	35	35	40
3	Higher Professional Education						
	(i) Nagaland College of Teachers Education						
	(a) Government	1	1	1	2	2	2
	(b) Private	2	2	2	3	6	6
	(ii) Agriculture college	1	1	1	1	1	1
	(iii) Theology	19	22	24	24	25	26
4	Law College	3	3	3	3	3	3
5	Management	-	-	1	1	1	1
6	Information Technology	-	-	0	1	1	1

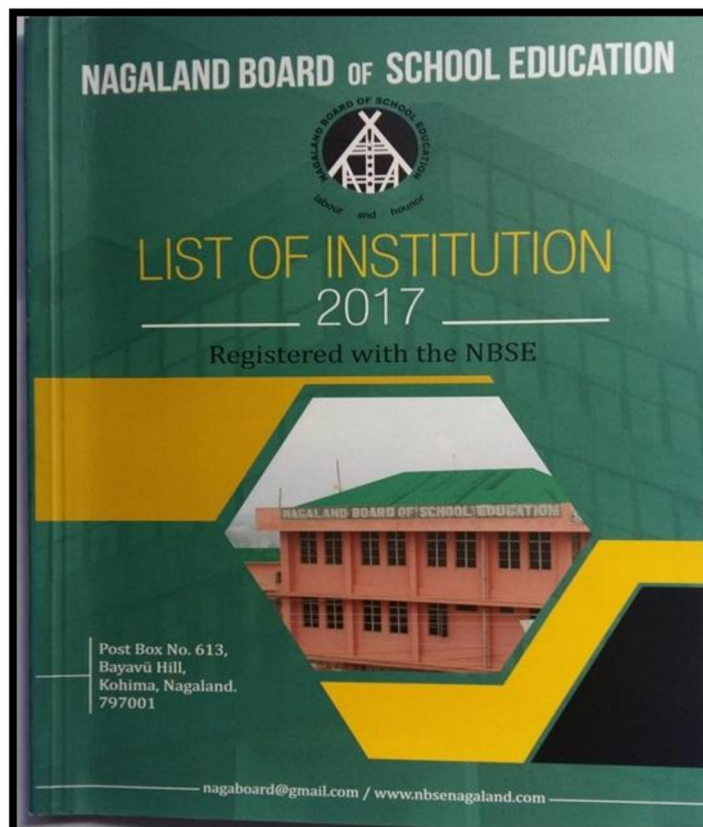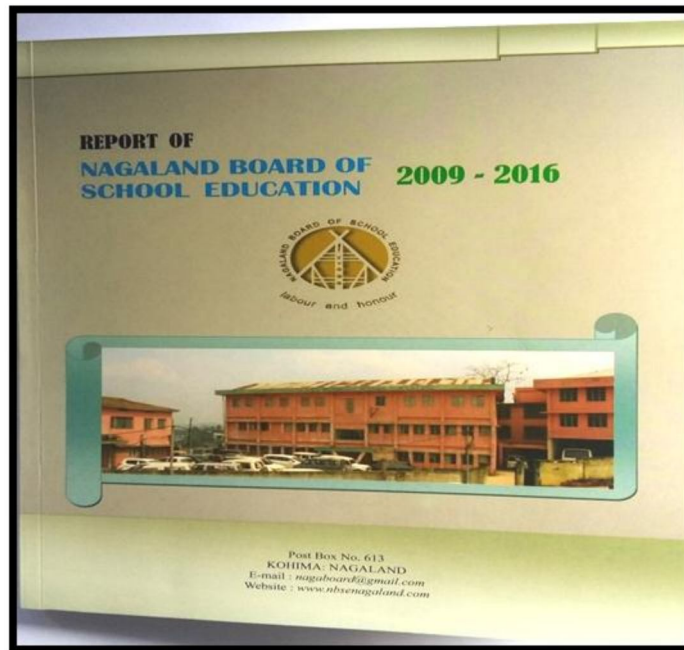*Source: Statistical Handbook of Nagaland 2013 and 2015*

Number of Degree Educational Institution and Students Enrolment, 2009-10 to 2014-15:

Year	Number of Institutions		Total	Number of Degree Students		Total
	Private	Government		Private	Government	
2009-2010	37	14	51	12422	5328	17750
2010-2011	38	14	52	14115	5945	20060
2011-2012	41	15	56	14726	5953	20679
2012-2013	43	15	58	15085	5893	20978
2013-2014	46	15	61	14553	6066	20619
2014-2015	46	15	61	17007	5347	22354

Source: Statistical Handbook of Nagaland 2015

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APPENDIX-IV: NAGALAND BOARD OF SCHOOL EDUCATION

APPENDIX-V: PHOTOS

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APPENDIX-VI: MAPS