

Teaching Effectiveness among Teacher Educators

A

Project Report

Submitted to

**Raj Rajeshwari College of Education, Chorab (Mansui),
Bhota, Tehsil Barsar Distt. Hamirpur Himachal Pradesh**



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CERTIFICATE

It is certified that the Project Report entitled, “**Teaching Effectiveness among Teacher Educators**”, was conducted by Ashish kumar under the supervision of Dr. Raj Kumar Dhiman, Principal. Both are the employees of Raj Rajeshwari College of Education, Governed by Raj Rajeshwari Education Society Vill. Chorab (Mansui), PO Bhota, Tehsil Barsar, District Hamirpur (H.P)- 176041. The said Project was financed by Raj Rajeshwari Education Society and has been submitted to us after completion on dated _____ March, 2024. Hence, approved by Raj Rajeshwari Education Society.

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D E C L A R A T I O N

I Mr. Ashish Kumar S/o Sh. Jeet Singh resident of V.P.O Jasana, Tehsil, Bangana, Distt., Una, (H.P.) Pin Code 174307 hereby declare that the research work incorporated in the present thesis entitled, **“Teaching Effectiveness among Teacher Educators”** is my own work and is original. This work (in part or in full) has not been submitted to any University for the award of a Degree or a Diploma. I have properly acknowledged the material collected from secondary sources wherever required. I solely own the responsibility for the originality of the entire content.

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CHAPTER-1

THEORETICAL ORIENTATION

Introduction

Teaching effectiveness refers to both the quality of teaching and the capability of teachers. It requires teachers to continually enhance practice by adopting an evaluative mind-set. Teaching effectiveness is informed by growth-focused evaluations of teaching practice, indicators of learning and wellbeing, and is facilitated by a positive school culture. An educational culture that encourages and supports teachers with their continuous growth and development contributes to improving the standards of teaching and outcomes for learners.

Concept of Teaching Effectiveness

Teaching effectiveness is an area of research which is concerned with the attributes of teachers, classroom environment, teaching acts, and their effects on the students. One can say that teaching effectiveness is the capability of teachers to teach in such a manner that he/she gets success to bring the desirable change in the students' behavior. It can be further explained as a product of teachers' dispositions which determines the quality of a teacher's performance. Teaching effectiveness may also be defined as a combination of cognitive and non-cognitive attributes such as academic qualification and distinctions, clarity of thought and expression, fluency, teaching strategy, charisma, and experience, and socio-personal interaction. Furthermore, teaching effectiveness is the perfection of work, level of efficiency, and productivity on the part of the teacher. It allows a teacher to mature with experience and knowledge. Teaching effectiveness directly depends on whether a teacher is effective in their teaching or not. Teachers are essential for developing the future of students and teaching effectiveness is the capability of teachers to teach in such a manner that he/she succeeds into bringing out the desirable changes in students' behavior. It is assessed not only by the academic achievements of students but also from the sum total influence of an effective teacher.

Meaning and Definitions of Teaching Effectiveness

Professional Commitment

Professional commitment is composed of two words 'Profession' and 'commitment'. The word Profession means 'a job that need special training and a formal qualification' and the person relating to or belonging to a profession is called professional. Commitment means the time, work and loyalty that someone devotes to a course or job.

Profession

According to the Dictionary (Oxford,1970) the word, 'Profession' means "a religious order, vacation, calling especially one that involves some branch of learning or science". A profession is thus a calling or a vacation, but implies acquisition of a quantum of knowledge and skills utilized for the service of mankind. This service rendered by a professional may be direct or indirect, may be meant for a limited period of institution or independently or both.

Specific characteristics of a profession may be as follows:

- (i) A profession renders a body of specialized knowledge and skills calling for a practical training.
- (ii) A profession places service above the personal gains.
- (iii) A profession renders an essential social service for the whole or a section of the society.
- (iv) A profession needs pre-service or in-service training or both.
- (v) A profession requires a broad range of freedom and autonomy.
- (vi) A profession assures its members a life career, not a part time job.
- (vii) A profession is recognized by the state and the society in which it serves.

(viii) A profession sets up a well-disciplined organization for ensuring its growth and safeguarding its interest.

Commitment

Teachers are the sculptures who shape the young ones into individuals of potentials and worthy characteristics. For this a teacher should have some commitment as an extension worker or social engineer and as an experimenter.

Commitment can be explained from following angles:

Commitment to the learner

Commitment to the society

Commitment to Professional Development

Commitment to Basic Human Values

Factors Influencing Professional Commitment

Factors which influence professional commitment are as follows:

Personal Factors

This includes workers' sex, education, age, marital status and their personal characteristics, family background, socio-economic background.

Factors inherent in the profession

These factors include the work itself, conditions, influence of internal and external environment on the job which are uncontrolled by the management etc.

Factors controlled by the management

They include the nature of supervision, job security, kind of work group, wage rate, promotional opportunities, and transfer policy, duration of work and sense of responsibilities.

Review of the Related Literature

Keeping in mind the nature of study, the review of related literature given below:

Ritu & Singh (2012) ^[14] the study results revealed that there was no substantial teacher efficacy on the basis of gender, form of school, locality.

Elizabeth Block, et-al (2012)^[6] revealed that the current challenge and future challenge for implementation of best practices will be closely aligned with the roles of school leaders in promoting professional development along with informal and formal professional development by teachers and other stakeholders.

Tyagi (2013)^[15] the result shows that urban secondary school teachers have higher level of teaching effectiveness in comparison to rural teachers. Teaching subjects were also influenced on the teaching effectiveness of secondary school teachers with reference to their leading.

Malik et al. (2014)^[5] The study revealed that there was significant difference between teaching effectiveness of male and female secondary school teachers and extreme emotional maturity.

Toor (2014) ^[8] the result of the study reveals that: There was no significant difference in teacher effectiveness of male and female secondary school teachers.

Pachaiyappan & Raj (2014) ^[12] major findings were that there was no significant difference between the teacher effectiveness of male and female secondary school teachers. There was a significant difference between the teacher effectiveness of rural and urban school teachers.

Chowdhury (2014) ^[4] study revealed that majority of the teachers both male and female had average level of effectiveness in their teaching-learning process. The study demonstrates that there was no significant difference in the effectiveness of secondary school teachers in terms of their gender and age.

Kothawade (2014)^[10] found that significant difference found in teaching effectiveness in male & female teachers of higher secondary schools of Dhulia district.

Chouhary & Arora (2015) ^[11] conducted a study on „Study of teacher effectiveness among male and female teachers at secondary level in Punjab” and

Investigated that there is no significant difference of teacher effectiveness exists male and female teachers of Punjab at secondary level. There is no significant difference of teacher effectiveness exists between urban and rural teachers of Punjab at secondary level.

Mishra (2015)^[17] findings of the study revealed that there was no significant difference in teacher commitment of secondary school teachers in relation to gender and teaching experience variations. Further the findings revealed that there was significant difference in teacher commitment of secondary school teachers through self-rating and headmaster's rating scale.

Dogra & Singh (2015)^[3] found that gender did not produce any significant effect on the teaching effectiveness of teachers.

Barman et al. (2015)^[2] found that Teaching Effectiveness of Teacher Educators working in different Govt.-aided and Private- unaided/Self-Financed B.Ed Colleges in West Bengal is to be Moderate. Its mean that, Teaching delivered by the Teacher Educators is Moderately Effective.

Ogochi (2016)^[7] study found that the level of job satisfaction is low among the teachers. The effectiveness of the teacher is good according to their view point.

Amadi & Allagoa (2017)^[1] showed that age had significant influence on teachers' classroom management effectiveness, though, gender and educational discipline of teachers had significant influence on their class room management effectiveness.

Raju & Vardhini (2020)^[13] found that Age is the highly influenced in teacher effectiveness of Secondary school teachers. High age group secondary school teachers have better teacher effectiveness than the low age group secondary school teachers. Locale is highly influenced in teacher effectiveness of Secondary school teachers. Urban secondary school teachers have better teacher effectiveness than the rural secondary school teachers.

Vidyalakshmi & Praveena (2022)^[16] study concluded that that the gender wise male and female Teacher educators are similar in teacher effectiveness. So that there is no gender discrimination and in this study give educational opportunity

to all the teacher educators their build their own personality and knowledge themselves.

Research Questions

The present study has addressed the following research questions:

- 1.2.1 Are there different levels of Teacher effectiveness among Teacher educators?
- 1.2.2 Are there differences in Teacher effectiveness among Teacher educators based on Gender?
- 1.2.3 Are there differences in Teacher effectiveness among Teacher educators based on Age?
- 1.2.4 Are there differences in Teacher effectiveness among Teacher educators based on Residence?

Need and Significance of the Study

Teaching effectiveness is the one of the most important aspect of teaching learning process. The current era is competition oriented and if someone wants to achieve their goals, teaching learning process must be advance. A teacher must be knowledgeable, skillful, technically strong, good personality, punctual, disciplined and experienced. These qualities will make a teacher more effective in the classroom. Thus we can conclude that the teaching effectiveness is the most important aspect of teaching learning process hence it is appropriate to conduct a study on “Teaching Effectiveness among Teacher Educators”.

Statement of the Problem

In view of the above mentioned research questions, the problem of the study were stated as, **“Teaching Effectiveness among Teacher Educators”**.

Objectives of the Study

- O₀** To study the Level of effectiveness of Teacher Educators.
- O₀** To study the difference in Effectiveness of Teacher Educators based on gender.

O₀ To Study the difference in Effectiveness of Teacher Educators based on age.

O₀ To Study the difference in Effectiveness of Teacher Educators based on Residence.

Hypotheses of the Study

H₀ There is no significant difference between Teacher Effectiveness of Male and Female Teacher Educators in Colleges of Education.

H₀ There is no significant difference in Teacher Effectiveness of Teacher Educators in Colleges of Education based on age.

H₀ There is no significant difference in Teacher Effectiveness of Teacher Educators in Colleges of Education based on Residence.

Delimitation of the Study

1.8.1 The study was delimited to the teacher educators of District Hamirpur in Himachal Pradesh.

1.8.2 The study was delimited dependent variables- Teaching Effectiveness and independent three variables- gender, age and residence.

1.8.3 The study was delimited with regard to the size of the sample. The study will involve the sample of 100 teacher educators.

1.8.4 The study was delimited to Stratified Sampling technique of probability sampling.

Operational Definitions and Key Terms

The terms which were frequently used in the present study has been defined operationally as follows

- (i) **Teaching Effectiveness:** Teaching effectiveness is the knowledge strategies, processes and behaviours which lead to good student outcomes.
- (ii) **Gender:** It referred to as Male and Female subjects.
- (iii) **Age:** it is referred as the Actual age of a teacher
- (iv) **Residence:** It is referred to the residential background of teacher educators.

CHAPTER -2

METHODOLOGY AND PROCEDURE

Research Method

Research method are the techniques, strategies and tools that researcher uses to collect and interpret the data related to the problem and reaches to the results. There are many research methods- the Normative Survey, Historical, Interviews, Archival Study, the Case Study, Experimental, the Casual – Comparative and Genetic Method. The present study was conducted through descriptive survey method of research. This research method is most commonly used in educational research. The investigator collects the data to explore the nature of existing conditions to decide the Impact that exists on specific events. Many times the survey method is used to collect information from Government and Non-Government organizations or compare different demographic groups for finding the impacts of different variables on each other. For this researcher have to collect information directly from the selected population and uses them for accurate interpretation of the response. The descriptive survey method of research requires different tools to collect the data from samples and these ranges from observation, interview and questionnaire. In the present study data regarding the Teaching Effectiveness among Teacher Educators of Himachal Pradesh with their demographic variables, gender, Age and Residence was collected through Stratified sampling technique of sampling.

Population

A population is a group of human beings or non human beings like institutions, objects, time units, and geographical areas, price of objects and salaries of individuals. A finite population includes finite number of individuals, persons or units of subjects but when the number of individuals is not known it is called as infinite population. Population is a statistical concept which means a finite number

of individuals are selected and used for achieving some goals. According to Kerlinger (1978) ^[73] population is generally defined as “all the members of any defined class of people, events or object”. A population has same characteristics so in educational research it is called Target population. Van Dalen (1973) ^[164] suggested that “conclusions cannot be drawn concerning a population until the nature of units that comprise it, is clearly identified”. He further observed that many investigators produce disappointing results because they use available population frame without investigating the units that were used to compile and without ascertaining whether all members of population were included. Sometimes, they select unit list that are out of data, or duplication or do not adequately represent the population of the study. We need to define the population for the study if population is not properly defined then researcher didn't know what unit to mention for the sampling. Keeping in the view of the above, all the Teachers Educators teaching in Teacher Education colleges of Himachal Pradesh constitute the population of current study.

The Sample

Dictionary.com describes the meaning of sample as “The sample is a portion, piece or segment that is representative of a whole”. A sample is a representative of a class, a group or a specimen etc. sampling must be unbiased so that a true representation come for collection of information's from individuals. Thus the objective of sampling should always be a true representation of population. For true representation a sample plan should be prepared before collection of information. It makes sure that sure selection of required elements and these were represented adequately in sample. In the present study stratified random sampling technique of probability sampling was used to draw sample from the schools of District Hamirpur in Himachal Pradesh. Investigation of the present study comprised the sample of 100 Teachers Educators teaching in Teacher Education colleges of Himachal Pradesh.

Research Tool Used

Standardized tool is used for the present study for collection of data. The tool is prepared for teachers by Dr. Pramod Kumar and D.N Mutha (1974) (Revised version). In this tool 69 questions are there. This tool has .77(N=50) validity and 0.75(N=50) reliability. Items are given a score of 5,4,3,2 and 1 for strongly agree, agree, uncertain, disagree, strongly disagree respectively. The sum of these values gives the teacher-effectiveness score for the subject. The total score varies from 69 to 345, showing least teacher effectiveness to highest teacher-effectiveness in teaching learning process.

Variate Structure

A variable is any number, characteristic or quantity that can be measured in research. They may vary person to person or situation to situation. A variable may be age, sex, locale, experience. Expenses, class or religion. These are called as variables. According to H.E. Garrett, “Variable are attributes or qualities which exhibit differences in magnitude and which vary along some dimensions”.

(i) Independent variable: The variables which can be manipulated by the researcher are called as the independent variable. It refers to the condition of the researcher which can be systematically manipulated by researcher. The independent variable does not depend on any values hence called as the input of a function hence we can say that it is not affected by any value. Teacher’s Teaching Effectiveness as the independent variables in the present study.

(ii) Dependent variable: Dependent variables are the characteristics that changes as the researcher introduces, removes or changes independent variable so it is called as criterion variable. Overall we can say that dependent variable is a variable that depends on the value of some other number or variable. Demographic Variables age, Gender and Residence are the dependent variable in the present study.

Classification of Subjects

The high and low groups of each of the spiritual intelligence and leadership styles were formed on the basis of either $M \pm ISD$ or 27% top & bottom scores of the concerned distribution. The average groups of spiritual intelligence and leadership styles were formed from the remaining scores of the concerned distribution after forming the high and low groups. The subjects were classified into two groups on the basis of Gender (Male & Female), Age (Highly Age 35 years & above and Low Age < 35 years) and Residence (Rural and Urban).

Statistical Techniques Used

Statistics is a type of mathematical technique or a process of gathering, organizing, tabulating, analyzing and interpreting numerical data. In the present study, significant differences in Teaching Effectiveness among Teacher Educators based on gender, Age and residence will be analyzed by the 't'- Test. In addition to the above statistical techniques, graphs are used for visual presentation of the results. The research hypotheses are tested at 0.05 (5%) and 0.01 (1%) set statistical level of significance.

The 't'-Test

The 't'-Test was used in the present study to compare spiritual intelligence and leadership styles of Elementary school teachers with job satisfaction and organizational commitment with reference to gender, residence and experience . The 't'-Test assesses whether the means of two groups are statistically different from each other. This analysis is suitable whenever we want to compare the means of two groups. The following formula was used to compute the 't' value:

$$t' = \frac{|M_1 - M_2|}{\sqrt{\frac{(SD_1)^2}{N_1} + \frac{(SD_2)^2}{N_2}}}$$

Where:

M_1 = Mean score of first group

M_2 = Mean score of second group

SD = Standard deviation of first group

SD_2 = Standard deviation of second group

N_1 = Sample size of first group

N_2 = Sample size of second group

Df = (degree of freedom) was calculated by subtracting 2 from $N = (N_1 + N_2) - 2 = N - 2$

The 0.05 and 0.01 levels of significance were used for determining the significance of obtained 't' – values.

(i) Mean

The mean of a distribution is understood as the arithmetic average. It is perhaps the most familiar; most frequently used and well understood average. The mean of a set of observed scores is obtained by dividing the sum of all the values of scores by the total number of scores.

The formula to find out the mean:

$$M = \frac{\sum x}{N}$$

Where:

M = Mean

\sum = Sum

X = Score in distribution

N = Total Number of Score

(ii) Standard Deviation (S D)

The average of the squared deviations of the measures of the scores from their mean is known as the variance. The standard deviation is the positive square root of variance.

$$\sigma = \frac{\sqrt{\Sigma X^2}}{N}$$

Where:

σ = Standard Deviation

Σ = Sum

X^2 = Sum of the scored X

N = Total Number of score.

In which

X = deviation of the row score from the mean.

N = number of scores or measures.

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CHAPTER- 3

ANALYSIS AND INTERPRETATION OF DATA

Introduction

Analysis of data is the most important phase and is called as heart of the research work. It involves disintegrating existing complex factor into simple parts and putting the parts together in new settings for the purpose of interpretation. This chapter presents the analysis and interpretation of obtained data in a systematic manner:

H₀ Levels of Teacher Effectiveness among Teachers Educators

Table 3.1 shows the calculated statistics of level of Teacher effectiveness of Teacher Education.

TABLE – 3.1

Level of Teacher Effectiveness of Teacher Educators

Sl. No	Level	Percentage	Teacher Educators
1	Extremely High Effective	73%	73
2	High Effectiveness	21%	21
3	Above Average Effective	02%	2
4	Average Moderately	03%	3
5	Below Average	01%	1

From above table- 3.1 it is clear that 73% of Teacher Educators have Extremely High Level of Effectiveness in Teaching, 21% Teacher Educators have High Level of Effectiveness in teaching, 2% are Above Average Effective in Teaching, 3% are Average Moderately Effective and 1% is Below Average in their Effectiveness in Teaching.

It is concluded that most of the Teacher Educators have Extremely High Level of Effectiveness in their Teaching.

H₀ Significant difference in Teacher Effectiveness among Teachers Educators Based on Gender

Table 3.2 shows the calculated statistical values of Male and Females Teacher Educators.

Table – 3.2

Statistical values of Male and Females Teacher Educators

Group	N	Mean	SD	df	t' Value
Male	29	277.11	10.26	98	0.18
Female	71	286.83	24.97		

NS= Not Significant

Table - 3.2 shows the mean scores of Male and Female Teacher educators are not significant at 0.05 levels. Hence the Null hypothesis there is no significant difference between Teacher Effectiveness of Male and Female Teacher Educators in Colleges of Education is accepted. It is concluded that Male and female mean teacher effectiveness scores are almost similar.

H₀ Significant difference In Teacher Effectiveness among Teachers Educators Based on Age

The calculated statistical data of High Age and Low Age Teacher Educators indicates in the Table - 3.3

Table -3.3

Statistical values of High Age and Low Age Teacher Educators

Group	N	Mean	SD	df	t' Value
HA	68	284.1618	22.6443	98	0.154134
LA	32	291.375	25.04029		

NS= Not Significant

Table 3.3 reflects the t' value of High Age and Low Age Teacher Educators is 0.15, which is non significant at 0.05 level of significance. That means High age and Low Age Teacher Educators are significantly not different with regards to Teacher Effectiveness. In other words, we can say that, High Age and Low Age

Teacher Educators have similar Level of Teacher Effectiveness in College of Education. Hence, the hypothesis which is “There is no significant difference in Teacher Effectiveness of Teacher Educators in Colleges of Education based on age” is retained.

H₀ Significant difference In Teacher Effectiveness among Teachers Educators Based on Residence

Table -3.4 reflects the calculated statistical values of Rural and Urban Teacher Educators

Table -3.4

Statistical values of Rural and Urban Teacher Educators

Group	N	Mean	SD	df	t' Value
Rural	53	279.1321	24.56235	98	0.195187
Urban	47	294.7447	19.49411		

NS= Not Significant

It is clear from the Table 3.4 that obtained t' value of Rural and Urban Teacher Educators is 0.19, which are not significant at 0.05 level of significance. That means Rural and Urban Teacher Educators differ non significantly towards their Teaching Effectiveness. So, we can say that, Rural and Urban Teacher educators have same level of Teaching Effectiveness. Hence, the hypothesis which is “There is no significant difference in Teacher Effectiveness of Teacher Educators in Colleges of Education based on Residence” is accepted.

Discussion of Results

The major findings of the study have been discussed as under:

1. Levels of Teaching Effectiveness

The finding of the study revealed that 73% Teacher educators were found with higher level of teaching effectiveness, 21% Teacher educators were have High effectiveness in teaching, 2% were above average effectiveness, 3% have average moderately level of effectiveness and 1% were have below average

teaching effectiveness among teacher education colleges. This finding of study was supported by the study conducted by Barman et al. (2015)^[2].

2. Gender Differences

The finding of the study with regards to significant differences in Male and Female teacher educators have equal teaching effectiveness in teacher education colleges. This finding of study was supported by the studies conducted by Ritu & Singh (2012)^[14], Malik et al. (2014)^[5], Toor (2014)^[8], Pachaiyappan & Raj (2014)^[12], Chowdhury (2014)^[4], Chouhary & Arora (2015)^[11], Mishra (2015)^[17], Dogra & Singh (2015)^[3] and Vidyalakshmi & Praveena (2022)^[16].

3. Age Differences

The findings of the study show that High Age and Low Age teacher educators have same level of their teaching effectiveness in teacher education colleges. This finding of study was supported by the studies conducted by Chowdhury (2014)^[4], Amadi & Allagoa (2017)^[1] and Raju & Vardhini (2020)^[13].

4. Differences based on Residence

There was no significant difference was found between Rural and Urban teacher educators teaching in teacher education colleges. This finding of study was supported by Raju & Vardhini (2020)^[13], Chouhary & Arora (2015)^[11], Pachaiyappan & Raj (2014)^[12], Tyagi (2013)^[15] and Ritu & Singh (2012)^[14].

CHAPTER -4

Conclusion, Educational Implication and Suggestions for Future Research

Conclusions

From the findings of the study, following conclusions were drawn:

1. 73% Teacher educators were found with higher level of teaching effectiveness, 21% Teacher educators were have High effectiveness in teaching, 2% were above average effectiveness, 3% have average moderately level of effectiveness and 1% were have below average teaching effectiveness among teacher education colleges.
2. There is No significant difference found in Teacher Effectiveness of Male and Female Teacher Educators in Colleges of Education.
3. There is No significant difference found in Teacher Effectiveness of High Age and Low Age Teacher Educators in Colleges of Education.
4. There is No significant difference found in Teacher Effectiveness of Rural and Urban Teacher Educators in Colleges of Education.

Educational Implications of the Study

On the Basis of the review of Literature and finding of the study the following are the implications of the study:

1. It is evident from the study that 21% of the Teacher Educators are highly effective and 2% Above Average Effective, 3% Average Moderately and 1% are Below Average. As we know the future of the students depends upon the teachers effectiveness hence teachers have enhance effectiveness of their teaching for the qualitative enhancement of the Teacher Education.
2. This study also reveals that there is no difference in effectiveness in Male Female Teacher Educators hence it shows that there is no gender prejudice in Teacher Education.
3. This study concluded that there is no difference in effectiveness in High Age and Low Age Teacher Educators hence it shows that there is same

teacher training programs, quality teaching, occupational security, good salary and good environment and subject mastery in Teacher Education.

4. The study revealed that there are no significant differences were found in Rural and Urban teacher educators teaching in teacher education colleges in Himachal Pradesh. This may be due to same passion, increasing human resources and conducting other seminar, conference, workshop programs and accountability towards teaching.

Suggestions for Future Research

1. Facilitative teacher development programme should be made an integral component of teacher education curriculum.
2. Teacher education programmes should be organized in a more constructivist manner to promote facilitative teacher development.
3. Teacher educators should promote facilitative teacher development through curricular transactions.
4. Teacher educators themselves should initially identify their status as facilitative teachers. They should take committed and persistent efforts for their continual facilitative teacher development.
5. Teacher educators should emphasize the role of teacher as facilitative teacher in lesson planning and practice lessons.
6. Teacher educators should design and conduct such facilitative development programmes as per local contexts.

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APPENDIX- I

Data Chart - Teacher Effectiveness Scale


				Academic	Professional					Total	Social		Total	Emotional	Moral	Personality	Total
Id. No.	Age	Gender	Local e		Motivator	Teaching Skills	Co-curricular activities	Professional Knowledge	Class Room Management		Relationship with Pupil	Fellow teachers, Principals and Parents					
1	43	F	R	20	20	35	15	30	20	120	35	20	55	40	50	60	325
2	46	F	R	20	20	33	15	29	19	116	33	28	61	38	48	58	321
3	34	F	R	19	20	33	15	29	17	114	34	18	52	35	50	59	310
4	35	F	R	19	19	35	14	29	20	117	34	19	53	49	50	59	328
5	44	F	R	19	20	35	15	27	18	115	33	20	53	49	46	54	317
6	36	F	R	20	20	35	15	30	20	120	35	20	55	40	50	60	325
7	43	F	R	20	20	35	15	30	20	120	35	20	55	40	50	60	325
8	42	F	R	20	19	35	15	30	18	117	35	20	55	40	50	60	322
9	37	M	R	10	25	28	15	24	20	112	29	20	49	29	49	59	298
10	34	F	R	20	20	35	15	30	20	120	35	20	55	40	49	60	324
11	43	F	U	18	19	35	15	30	19	118	33	20	53	39	50	58	318
12	46	F	U	19	18	28	18	27	19	110	31	18	49	33	45	53	290
13	36	M	R	18	16	26	14	25	11	92	30	17	47	30	45	40	254
14	41	M	R	17	18	31	15	29	18	111	34	20	54	36	48	55	304
15	39	M	U	17	17	32	13	26	18	106	25	15	40	37	42	56	281
16	41	M	U	28	18	28	14	26	18	104	34	19	53	36	46	62	301
17	45	M	R	19	17	30	12	26	17	102	28	16	44	34	40	45	265
18	36	M	R	19	16	35	10	23	18	102	29	19	48	36	38	49	273
19	42	M	R	16	16	32	12	27	17	104	35	18	53	26	35	53	271
20	45	F	R	20	20	30	15	30	19	114	34	19	53	39	50	60	316

21	36	F	R	18	19	26	14	24	18	101	32	17	49	41	42	54	287
22	31	F	U	17	18	32	12	23	12	97	31	19	50	35	41	40	263
23	36	F	U	19	18	31	13	27	18	107	31	20	51	36	49	54	297
24	37	F	R	19	19	31	25	31	19	125	30	16	46	36	49	57	313
25	42	M	U	16	18	30	24	32	16	120	32	15	47	38	43	58	306
26	39	M	R	23	17	35	15	28	15	110	26	19	45	33	40	52	280
27	34	F	R	17	16	25	10	24	13	88	24	13	37	32	37	43	237
28	34	F	U	14	15	24	10	23	14	86	24	13	37	31	32	43	229
29	37	M	R	18	16	30	15	24	16	101	30	18	48	39	41	51	280
30	38	M	R	17	19	29	16	28	20	112	33	20	53	36	46	69	316
31	36	F	R	18	19	32	15	29	19	114	34	20	54	34	47	59	308
32	34	M	R	17	17	31	14	26	17	105	29	18	47	34	42	51	279
33	32	F	R	17	16	30	12	24	17	99	30	17	47	39	50	50	285
34	47	M	R	20	20	33	15	28	20	116	35	20	55	40	49	69	329
35	53	M	U	25	15	24	11	23	14	87	24	13	37	41	48	52	265
36	35	F	R	26	16	27	12	24	16	95	28	17	45	32	56	49	277
37	39	M	R	18	16	29	15	25	19	104	31	18	49	37	42	53	285
38	19	F	U	16	13	25	14	18	16	86	25	13	38	32	45	46	247
39	21	F	U	14	16	21	11	22	13	83	27	16	43	32	33	39	230
40	38	F	U	16	15	30	13	25	17	100	32	17	49	34	40	52	275
41	36	F	U	16	17	29	12	20	16	94	31	16	47	33	41	54	269
42	32	F	U	20	17	30	13	26	16	102	34	18	52	34	42	53	283
43	37	F	U	18	18	28	14	25	18	103	32	16	48	34	43	64	292
44	37	F	U	16	17	26	16	26	17	102	33	15	48	32	40	60	282
45	57	F	U	17	14	31	14	23	19	101	34	19	53	30	40	48	272
46	43	F	U	18	17	20	15	25	19	96	32	18	50	37	44	52	279
47	40	F	U	11	14	21	10	17	11	73	27	14	41	27	33	34	208
48	36	F	U	13	18	27	12	24	16	97	28	17	45	12	39	45	238

49	39	M	R	17	17	29	11	26	17	100	27	15	42	35	44	48	269
50	42	M	U	18	18	29	13	26	18	104	28	17	45	35	43	49	276
51	39	F	R	16	19	29	14	28	20	110	31	16	47	34	36	53	280
52	36	F	R	17	18	31	14	26	19	108	30	16	46	35	62	53	304
53	34	F	R	18	17	32	12	27	17	105	28	19	47	32	49	50	283
54	41	M	R	17	20	28	14	25	17	104	31	18	49	35	44	52	284
55	35	M	R	16	19	30	11	23	18	101	30	17	47	36	43	49	276
56	36	F	R	17	16	33	11	24	19	103	32	16	48	35	40	55	281
57	46	M	R	17	19	29	13	26	18	105	30	18	48	40	55	45	293
58	40	M	R	17	17	32	13	25	18	105	30	20	50	38	45	55	293
59	31	M	R	19	17	24	11	26	18	96	32	15	47	33	44	50	270
60	34	F	R	17	16	30	13	26	15	100	30	17	47	34	39	50	270
61	30	F	R	15	15	28	14	24	15	96	28	18	46	32	33	52	259
62	51	M	R	17	19	30	14	26	20	109	28	18	46	32	43	53	283
63	50	M	R	17	17	29	13	24	15	98	29	16	45	33	44	51	271
64	35	F	R	16	17	28	13	23	16	97	30	16	46	36	38	51	268
65	34	F	U	17	18	32	13	26	20	109	32	18	50	38	44	66	307
66	46	F	U	16	16	26	13	26	17	98	39	30	69	16	37	52	272
67	38	F	U	17	16	29	15	26	16	102	33	18	51	36	39	50	278
68	36	F	R	30	17	22	13	27	17	96	28	16	44	35	42	56	273
69	38	F	U	17	31	13	26	20	50	140	32	18	50	32	42	53	317
70	27	F	U	18	17	26	12	27	17	99	29	18	47	33	46	47	272
71	42	F	U	18	18	31	15	25	19	108	27	18	45	30	40	52	275
72	38	F	R	18	16	33	13	28	17	107	27	17	44	42	33	51	277
73	35	F	U	17	42	16	32	13	25	128	18	28	46	19	37	52	282
74	38	M	R	19	17	32	13	26	17	105	29	18	47	54	34	44	284
75	45	F	U	19	17	33	13	27	19	109	26	18	44	43	40	54	290
76	40	F	U	10	19	26	13	40	18	116	40	18	58	37	43	50	304

77	35	F	U	17	18	30	13	29	18	108	32	20	52	38	34	53	285
78	38	F	R	19	18	27	14	26	19	104	33	18	51	38	45	53	291
79	40	F	U	19	17	26	13	21	19	96	31	18	49	35	41	58	279
80	38	F	R	18	18	34	12	23	18	105	31	17	48	36	45	56	290
81	30	F	U	17	18	29	13	26	18	104	36	12	48	29	43	58	282
82	38	M	U	16	17	35	15	27	15	109	31	12	43	33	40	49	274
83	36	F	R	20	18	39	14	30	19	120	39	15	54	45	48	55	322
84	32	F	R	17	19	32	13	25	16	105	35	13	48	38	46	55	292
85	36	F	U	16	17	30	13	27	18	105	34	15	49	32	43	53	282
86	39	F	U	17	18	29	12	28	16	103	36	15	51	36	46	54	290
87	40	F	U	17	16	30	12	12	18	88	34	13	47	26	39	54	254
88	30	F	U	16	17	30	12	24	12	95	33	13	46	35	39	45	260
89	35	F	U	19	19	31	14	25	15	104	31	19	50	32	44	56	286
90	44	F	U	20	20	34	14	30	20	118	40	15	55	32	45	59	309
91	32	F	U	16	32	13	26	16	10	97	32	13	45	28	41	54	265
92	39	M	R	19	17	35	14	28	19	113	37	13	50	35	45	58	301
93	28	F	U	19	15	34	15	30	20	114	40	15	55	34	50	60	313
94	36	F	U	20	11	35	15	26	15	102	37	40	77	40	45	58	322
95	30	F	U	18	17	31	12	26	15	101	34	14	48	35	45	54	283
96	31	F	U	19	20	34	15	30	20	119	40	14	54	39	48	60	320
97	30	F	U	18	19	31	13	28	20	111	34	16	50	35	46	56	298
98	44	F	U	19	16	56	13	26	14	125	32	18	50	34	44	50	303
99	33	F	R	19	17	12	27	34	16	106	34	16	50	37	47	51	291
100	36	M	R	18	16	28	13	27	19	103	32	18	50	32	46	54	285

APPENDIX II

 <small>T.M. Regd. No. 564838 Copyright Regd. No. © A. 73256/2005 Dt. 13.5.05</small>	Consumable Booklet of TES-KM (For Teachers) (Hindi Version)
Dr. Pramod Kumar (Vallabh Vidyanagar) Dr. D. N. Mutha (Vallabh Vidyanagar)	

कृपया निम्न सूचनाएँ भरिए—		दिनांक	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
नाम _____	पिता का नाम _____		
जन्म तिथि <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	लिंग : पुरुष <input type="checkbox"/> स्त्री <input type="checkbox"/>		
शैक्षिक योग्यतायें _____	व्यावसायिक योग्यतायें _____		
पद _____ शिक्षण अनुभव _____	विद्यालय : बालक <input type="checkbox"/> बालिका <input type="checkbox"/>		
सहशिक्षा _____	प्रकार : राजकीय <input type="checkbox"/> निजी <input type="checkbox"/> अनुदानित <input type="checkbox"/>		
विद्यालय क्षेत्र : शहरी <input type="checkbox"/> ग्रामीण <input type="checkbox"/> शिक्षण विषय _____			

निर्देश
<p>आगे के पृष्ठों पर शिक्षक प्रभावशीलता से सम्बन्धित 69 कथन दिये गये हैं। कृपया प्रत्येक कथन को ध्यानपूर्वक पढ़ें तथा अपना उत्तर प्रदत्त पाँच उत्तर विकल्प, यथा, पूर्णतया सहमत, सहमत, अनिश्चित, असहमत तथा पूर्णतया असहमत में से जो भी आपके विचार के निकटतम हो, के बाक्स में <input checked="" type="checkbox"/> का चिह्न बना दें।</p> <p>कृपया सभी 69 कथनों पर अपने उत्तर अवश्य दें।</p> <p style="text-align: right;"><i>विश्वास रखें, आपके उत्तर गोपनीय रखे जायेंगे।</i></p>

फलांकन तालिका

	Raw Score			z-Score	Grade	Level of Teachers Effectiveness
Page	2	3	4			
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Total						

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2 | Consumable Booklet of TES-KM

क्र.सं.	कथन	पूर्णतः सहमत	सहमत	अनिश्चित	असहमत	पूर्णतः असहमत	प्राप्तांक
1.	जिस विषय को पढ़ता हूँ, उस पर पूर्ण अधिकार है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
2.	अपने ज्ञान का विकास करने के लिए सदैव प्रयत्नशील रहता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
3.	अपने पाठ्य-विषय के अतिरिक्त अन्य उपयोगी विषयों, जैसे-तत्कालीन घटनाओं का ज्ञान, सामान्य ज्ञान आदि का ज्ञान देने की क्षमता रखता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
4.	छात्रों को उनकी समस्याओं का हल ढूँढ़ने के लिए आवश्यकतानुसार परामर्श देता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
5.	छात्रों को उपयुक्त उत्प्रेरण (motivation) के योग्य अवसर प्रदान करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
6.	वांछनीय लक्ष्यों के प्राप्ति के लिए कक्षा में पुरस्कार का अधिकतर तथा दण्ड का न्यूनतम प्रयोग करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
7.	समस्त छात्रों के प्रति एक-सा व्यवहार करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
8.	अपना समय व श्रम छात्रों के लिए स्वेच्छ से देने को सदैव तैयार रहता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
9.	छात्रों को यथा सम्भव शारीरिक दण्ड नहीं देता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
10.	छात्रों के साथ शिष्ट भाषा का प्रयोग करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
11.	छात्रों के साथ समानता का व्यवहार करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
12.	छात्रों के विचारों व प्रस्तावों का सम्मान करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
13.	छात्रों को अकारण ही कक्षा के बाहर किसी कार्य के लिए नहीं बुलाता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
14.	छात्रों द्वारा बताई गई अपनी त्रुटियों को सहर्ष स्वीकार करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
15.	संस्था प्रधान का वरिष्ठतम सदस्य के अनुरूप सम्मान करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
16.	छात्रों के चेतुके प्रश्नों को भी धैर्य से सुनकर उनका समाधान करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
17.	विद्यालय के दैनिक कार्यों में वांछित सहयोग देता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
18.	भरपूर आत्म-विश्वास (confidence) है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
19.	विद्यालय की गतिविधियों के सम्बन्ध में अपनी निष्पक्ष राय देता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
20.	संस्था के हित के विरुद्ध कोई भी कार्य नहीं करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
21.	अपने मतभेदों का निवारण विचार-विनिमय द्वारा करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

कुल प्राप्तांक पृष्ठ संख्या 2

क्र.सं.	कथन	पूर्णतः सहमत	सहमत	अनिश्चित	असहमत	पूर्णतः असहमत	प्राप्तांक
22.	अपने साथी अध्यापकों की पीठ पीछे निन्दा नहीं करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	साथी अध्यापक के साथ मित्रता व भातृत्व का सम्बन्ध रखता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	अपने साथी अध्यापक से ज्ञान ग्रहण करने में संकोच नहीं करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	अपने साथी अध्यापकों का मार्गदर्शन करने के लिए सदैव तैयार रहता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	जाति, सामाजिक-स्तर व आर्थिक स्थिति आदि का बिना भेदभाव किए समस्त अभिभावकों के साथ सम्मानजनक व्यवहार करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	छात्रों की समस्याओं के समाधान अथवा उनके सद्विकास के लिए अभिभावकों को यथावसर सहयोग देता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	छात्रों के सर्वांगीण विकास में अभिभावकों का सहयोग प्राप्त करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	विद्यालय में संचालित सह-शैक्षिक क्रियाओं (co-curricular) में रुचि लेता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	छात्रों की रुचि व क्षमता के अनुसार उन्हें सहशैक्षिक क्रियाओं (co-curricular) में भाग लेने के लिए तैयार करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31.	सह-शैक्षिक क्रियाओं (co-curricular) का सुसंचालन करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32.	दैनिक-पाठ योजना नियमित रूप से तैयार करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33.	पाठ के शिक्षण उद्देश्यों से पूर्णतया परिचित हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34.	उपयुक्त सहायक सामग्री का पहले चयन या निर्माण करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35.	सृजनशील (creative) हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36.	उत्तरदायी (responsible) हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.	अन्तःदृष्टि (insight) है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38.	कल्पनाशील (imaginative) हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39.	समायोजन क्षमता (adjustment capacity) है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40.	छात्रों की क्षमता के अनुसार अभ्यास कार्य (गृह-कक्षा) तैयार करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41.	कक्षा में उपयुक्त शिक्षण विधि का उपयोग करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42.	विषय-सामग्री स्पष्ट रूप से प्रस्तुत करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43.	अभिव्यक्ति (expression) प्रभावशाली है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
कुल प्राप्तांक पृष्ठ संख्या 3							<input type="checkbox"/>

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क्र.सं.	कथन	पूर्णतः सहमत	सहमत	अनिश्चित	असहमत	पूर्णतः असहमत	प्राप्तांक
44.	पाठ में छात्रों की रुचि का विकास करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
45.	श्याम-पट्ट (black-board) का उपयोग करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
46.	प्रत्येक छात्र पर व्यक्तिगत ध्यान देता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
47.	सहायक सामग्री (material aid) का अधिकाधिक उपयोग करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
48.	कक्षा अभ्यास कार्य की उपयुक्त परिवीक्षण (supervision) करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
49.	लिखित कार्य की समय पर उपयुक्त जाँच करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
50.	यथावश्यक उपचारात्मक (remedial) विधियों का प्रयोग करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
51.	पाठ की समाप्ति पर पाठ की समीक्षा (review) करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
52.	कक्षा की स्वच्छता की ओर ध्यान देता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
53.	भावत्मक स्थिरता (emotional stability) वाला हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
54.	कक्षा का भययुक्त नियन्त्रण करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
55.	शिक्षा मनोविज्ञान का पूर्ण ज्ञान है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
56.	शिक्षा मनोविज्ञान का उपयोग छात्रों की व्यक्तिगत भिन्नता के आधार पर करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
57.	शिक्षा की नवीनतम प्राविधियों (devices) का ज्ञान प्राप्तकर उनका उपयोग करने के लिए प्रयत्नशील रहता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
58.	कक्षा व्यवस्था में अधिकाधिक छात्रों का सहयोग लेता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
59.	विद्यालय में स्फूर्तिमय (smart), क्रियाशील (active) और प्रसन्नचित्त रहता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
60.	कक्षा में सम्मानित वेशभूषा में रहता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
61.	नियमित एवं समय का पाबन्द हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
62.	कक्षा में धूम्रपान / चायपान नहीं करता हूँ तथा पान आदि खाकर नहीं आता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
63.	सहयोग की भावना है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
64.	व्यवसाय के प्रति रुचि है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
65.	व्यवसाय में निष्ठा (dedication) है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
66.	विनोदी (humorous) हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
67.	मिशनरी उत्साह (missionary zeal) है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
68.	छात्रों में नियमितता की आदत पर जोर देता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
69.	अनुशासित (disciplined) हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

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