

Observation of World Social Justice Day



Report on Sensitization Programme on Institutional Green Practices



On 27th February 2026, the college conducted a sensitization programme on Institutional Green Practices for the ministerial staff, reaffirming our shared responsibility towards sustainability and environmental stewardship. The programme was chaired by Mr. Rokozelie Punyu, Assistant Professor. The welcome address was delivered by Dr. Elizabeth Walling, Principal of the college. The resource person, Ms. Dziesetuonuo Mepfhuo, Assistant Professor, highlighted the importance of green practices and apprised the staff of the green policies adopted by the college to promote a more sustainable campus environment.

Observation of World tuberculosis Day



Welcome to the first 2026 edition of the SCTE-K Bulletin, chronicling a transformative period from January to March defined by academic rigour, hands-on professional development, and institutional introspection. This quarter, the College has reaffirmed its role as a leader in shaping the next generation of educators through a series of high-impact initiatives. Our commitment to practical pedagogical skills was front and centre, with intensive workshops ranging from Educational Evaluation and Lesson Planning to the creative production of low-cost/no-cost teaching aids. A defining milestone of this quarter was the Phase I Urban Internship, which saw our 4th-semester trainees placed across 12 government and private schools in Kohima. Furthermore, the College successfully hosted a three-member Academic and Administrative Audit (AAA) Peer Team on 13th March. This critical evaluation highlighted our strengths in learner-centric pedagogy and community engagement while providing a strategic roadmap to enhance our research output and stakeholder collaborations as we move toward the next NAAC accreditation cycle. In this issue, we also delve into a significant research study on Teacher Efficacy among B.Ed. educators in Nagaland, offering evidence-based insights into the factors that drive instructional success in our specific regional context. As we reflect on these achievements, we remain dedicated to nurturing reflective and socially responsible teachers. We invite you to explore the milestones that continue to define SCTE-K's journey toward excellence.

Report on Workshop on Educational Evaluation

A workshop on Educational Evaluation was organised for the B.Ed. 4th Semester student-teachers from 10th-13th February 2026 with the objective of understanding and developing practical skills in assessment and evaluation practices in school education. The faculty of SCTE-K resourced in all the sessions where several topics on Evaluation were discussed followed by hands on practise by the participants in the workshop. The workshop sessions covered key areas including concept of Educational evaluation, formulation of instructional objectives, preparing blueprints and construction of questions in alignment with the blueprint and preparing Scoring key & marking scheme. At the end of the workshop, the participants submitted their compiled overall work including the achievement test question paper prepared from their major pedagogy subject. In conclusion, the workshop provided meaningful learning experiences to the student-teachers which will strengthen their professional skills in educational assessment and evaluation.



Dr. Runi Nakro, & Ms. Tiajunla,
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(V.P)

Brief Report of administrative Events and college activities (January - March 2026)

- 16th January: Faculty attended One –day Regional Workshop on RUSA/PM-USHA conducted by the Ministry of Education, Government of Nagaland for the States of Nagaland, Arunachal Pradesh, Manipur and Mizoram
- 3rd Feb: Classes for the odd semesters- 2nd and 4th started with Course Orientation
- 6th Feb: In-House orientation of Faculty on Educational Evaluation held
- 10th-13th Feb: Organized Educational Evaluation for the 4th semester student teachers
- 16th Feb: IQAC meeting held
- 17th- 20th Feb: Organized Workshop on Lesson Planning for the 4th semester student teachers
- 20th Feb: Celebrated World Day of Social Justice
- 20th Feb: Student teachers attended Online Webinar on Career Guidance through financial literacy organised by Excellence Global Skill T & D
- 20th Feb: Orientation of the Urban Internship Coordinators'
- 23rd, 24th Feb: Block teaching held for the 4th semester student teachers
- 25th Feb: Faculty meeting
- 27th Feb: Organized Sensitization Programme on Institutional Green Practices and Policies
- 2nd March: Social Work carried out by the Non-Teaching Staff of the College
- 6th-10th March: Organized Workshop on Low Cost/No Cost teaching Aids and Interactive Chart Making organized for the 2nd semester student teachers
- 9th March: Started the 1st Phase Urban Internship for 4th semester student teachers in 12 schools
- 13th March: Hosted the Academic and Administrative Audit (AAA) Peer Team visit
- 24th March: Observed World Tuberculosis Day
- 27th March: Organised Awareness Programme on ITEP for the student teachers
- 30th March: Held Faculty Meeting
- 31st March: Poster Presentation Cum Exhibition by 2nd semester student teachers of Pedagogy of Science
- 31st March: 4th Semester student teachers were briefed on Rural Internship
- 31st March: Online Orientation was conducted for School Co-ordinators of Rural Internship.

Faculty Development Programmes attended by Faculty

- 5 Faculty attended a Webinar on Innovations in Teaching, Research and Literary Practices
- 2 Faculty attended Faculty Induction Programme
- 2 Faculty attended NEP 2020 Orientation Programme
- 1 Faculty presented paper at an International Conference
- 1 Faculty presented paper at a National seminar
- 2 Research Paper Published by the faculty

Academic and Administrative Audit (AAA) Team visit Report

A three-member Academic and Administrative Audit (AAA) team visited SCTE on 13th March 2026, in line with NAAC and NCTE standards. The purpose of the team's visit was to assess academic and administrative processes, and provide actionable recommendations for continuous improvement. The audit focused on curriculum transaction, teaching-learning methodologies, infrastructure adequacy, student support systems, and governance mechanisms, etc. The team consisted of Dr. Watijungshi, Rtd. Additional Director, Higher Education as Convenor; Dr. Fr. Jose Joseph, Principal, Bosco College of Teacher Education and Dr. Temjenwapang, Principal, Kohima Science College (A) as members.



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The study emphasized contextual influences in Nagaland's teacher education landscape, attributing differences to mastery experiences and social persuasion comprehended through Bandura's (1977) [3] Social Cognitive Theory and its Four Sources of Self-Efficacy. It suggested that mathematics and science curriculum offer structured, objective outcomes with quantifiable student progress which is perceived as a success. While language and social sciences involve more subjective and qualitative outcomes. This causes educators to perceive their efficacy levels lower. The average level self-efficacy findings of the study and its alignment with Bandura's theory suggest the lack of feedback and effective role models in the specific context of B.Ed teacher-educator fraternity in Nagaland.

Recommendations advocated for gender-inclusive professional development, stream-specific interventions, peer observation practices and self-reflective practices to elevate efficacy. The study's significance lies in its policy implications: average efficacy levels signals an inclination to prioritize efficacy-building beyond mere experience years, fostering progressive, innovative teacher educators.

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Results and Interpretations

Objective 1: To study the level of Teacher Efficacy of B.Ed. teacher educators in Nagaland.

Table 1: Teacher Efficacy of B.Ed. Teacher Educators

Sl no	Frequency	%	Range of raw score	Z-Score Range	Categories
1	3	5%	112 and above	+2.01 and above	Very high teacher efficacy
2	2	3.33%	103-111	+1.26 to + 2.00	High teacher efficacy
3	19	31.67%	94-102	+0.51 to +1.25	Above Average teacher efficacy
4	22	36.67%	81-93	-0.50 to +0.50	Average teacher efficacy
5	13	21.67%	72-80	-1.25 to -0.51	Below Average teacher efficacy
6	1	1.66%	63-71	-2.00 to -1.26	Low teacher efficacy
7	0	0	62 and below	-2.01 and below	Very low teacher efficacy
Total	60	60%			

Objective 2: To study the difference in Teacher Efficacy between B.Ed. Teacher educators on the basis of gender, type of management, marital status, stream of study and teaching experience.

Table 2: Results of t-test on Teacher Efficacy between B.Ed. Teacher educators on the basis of gender, type of

Variables		N	Mean	S.D.	df	t-value	S/NS
Gender	Male	16	96.62	8.49	58	3.2985	S*
	Female	44	87.64	11.33			
Type of Management	Government	23	88.87	9.29		0.6689	NS*
	Private	37	90.75	12.47			
Marital status	Married	40	91.47	11.63		1.4657	NS*
	Unmarried	20	87.15	10.32			

*At 0.05 level of significance

Table 3: Descriptive statistics on the basis of streams of study and teaching years

Variable		No. of teachers	Mean	SD
Stream of study	Language	15	89.6	10.48
	Mathematics	8	98.1	13.99
	Sciences	10	96.6	10.08
	Social Sciences	27	85.4	9.20
Teaching years	0-5 years	20	86.45	10.91
	6-10 years	12	94.08	13.74
	11-15 years	22	91.13	10.23
	15 above years	6	89.83	10.90
Total		60		

Table 4: Result of the F-test for the significant difference in the Teacher Efficacy of B.Ed. teacher educators of Nagaland on the basis of streams of study

Source of Variance	Sum of Squares	df	Mean Square	F	S/NS
Between Groups	1526.392	3	508.7972	4.7286	S*
Within Groups	6025.542	56	107.599		
Total	7551.933	59			

*At 0.05 level of significance

The administrative audit was presented by the Principal and the academic activities was reported by the IQAC coordinator, followed by interactive sessions with IQAC members, faculty, student council, alumni and non-teaching staff of the college. The team reviewed and inquired about the teaching-learning processes and faculty research output during the Pedagogy and Foundation faculty presentations. The team also inspected the various facilities available in the college campus. Some of the key remarks of the visit included the following:

- Appreciated the college's learner-centric pedagogy and strong internship program.
- Commended the mentoring system, significant placement rates and community engagement activities.
- Suggested enhancing quality faculty research output and collaborations with other departments and stakeholders.
- Recommended stronger alumni engagement and robust feedback mechanisms.

The audit reaffirms the college's commitment to nurturing competent, reflective, and socially responsible teachers. Despite operating within infrastructural and financial constraints, the institution's goal is to leverage the audit's insights to strengthen its academic culture, build greater stakeholder trust, and achieve higher NAAC grades in the next accreditation cycle.

Report on Urban Internship 2026 (Phase I)

The urban internship phase was conducted from 9th to 25th March, 2026, in and around Kohima town, where the 4th Semester trainees were placed in both government and private schools. These included:

- Government High School, Phezoucha
- Government Middle School, Naga Bazar
- Bayavü Higher Secondary School, Kohima
- Mt. Sinai Higher Secondary School, Kohima
- Government High School, New Market
- Khedi Baptist Higher Secondary School
- Government High School, Chandmari
- Government Middle School, Officers Hill
- Dr. N Kire Government Higher Secondary School, Seikhozou
- Government Middle School, P. Khel
- Christ King Higher Secondary School, Kohima
- Don Bosco Higher Secondary School, Kohima

During this phase, the trainees were introduced to a more structured and resource-supported school environment. They had the opportunity to teach various subjects including English, Science, Social Science, and Mathematics. Trainees worked closely under the guidance of school mentors, observing teaching methods, managing classrooms, preparing lesson plans, and interacting with students of diverse urban backgrounds. This phase helped the trainees gain confidence in lesson delivery, understand school administration, and adapt to the expectations of formal education systems.

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Teacher Efficacy of B.Ed. Teacher Educators in Nagaland

The study employed a descriptive survey design, targeting all teacher educators from Nagaland's eight B.Ed. colleges, drawing 60 purposively sampled teacher educators (reflecting the region's approximate 80-90 educators). Data were gathered via the validated 24-item Teacher Efficacy

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Scale (Ansarul & Shaheen), scored on a 5-point Likert scale. Quantitative analysis utilized means, standard deviations, t-tests, and one-way ANOVA to assess the overall efficacy levels and demographic variations, including gender, management type (government vs. private), marital status, academic stream (language, mathematics, sciences, social sciences), and teaching experience. Grounded in Bandura's (1977) social cognitive theory, the research defined teacher efficacy as educators' beliefs in their capacity to influence student learning through instructional strategies, classroom management, and student engagement. The key findings indicated that the majority (36.67%) exhibited average efficacy (scores 81-93), with 31.67% above average, 21.67% below average, and minimal instances at high or low extremes. Statistically significant disparities emerged by gender - males (M=96.62, SD=8.49) surpassed females (M=87.64, SD=11.33; t=3.30, df=58, p<0.05) - and academic stream, where mathematics educators led (M=98.1, SD=13.99) over social sciences (M=85.4, SD=9.20; F=4.73, df=3/56, p<0.05). Conversely, no significant differences were observed by management type (t=0.67, NS), marital status (t=1.47, NS), or teaching tenure (F=1.27, NS).