

**A STUDY OF LESSONS EVALUATION BY THE DIET'S TEACHER
TRAINEES FOR THE IMPROVEMENT OF TEACHING
EFFICIENCY IN IMPHAL WEST DISTRICT OF MANIPUR****Voice of Research**
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ISSN No. 2277-7733**Taorem Surendra Singh**Assistant Professor in Education
D M College of Teacher Education, Manipur**Abstract**

Elementary teacher education is also one of the most important educations, which helps teacher to equip well with modern teaching skills, methods, and teaching technology for effective teaching learning process for quality elementary school education. The realization of objectives of Sarva Shiksha Abhiyan (SSA) is possible mainly, when the effective and efficient teachers are teaching in the classroom, where students can learn without any burden. Therefore, the article tries to find out the quality status of elementary teacher training given at DIET (District Institute of Educational Training), Imphal West District by collecting the opinion of teacher trainees during the internship course.

Keywords : Teaching, Teaching Efficiency, Lesson evaluation, and DIET Teacher Trainees.

The role of teacher is so important for the all round development of the learners. The main service of the teacher is teaching, where we need to evaluate whether the teacher as well as students benefit or not in the classroom teaching. It is also not so easy to have teaching; Teaching is an art as well as science. Therefore, all teachers should know its system and methodology of teaching. We also need to evaluate whether the teaching is purposive or not to the hands of student. To check out this, there is need of self-evaluation by the teacher trainees of DIET, which will help us to bring out the quality education throughout the country. The teachers at elementary education is also very important as the achievement of national scheme of Sarva Shiksha Abhiyan (SSA) in view of fundamental rights of the constitution of India is possible only when teachers, who are teaching sincerely in class of one to eight. The teachers are needed to update modern teaching skills and methodology. Such training is given at DIET (District Institute of Educational Training). In Manipur, Imphal DIET centre is also one of the best training institutes. The present study focused on that how far this institute gives the necessary training to the trainees during internship course in terms of quality in the said centre.

Objectives of diet teachers:

Understand the role of the teacher and of the school in the changing society.

Develop understanding of the psychological principles underlying the growth and development of child of the age group 6 to 14.

Develop understandings of major learning principles, which help in promoting cognitive, psychomotor, and attitudinal learning.

Possess competence in the subject he/she is expected to teach in the elementary schools.

Acquired the ability to use the teaching skills at appropriate situations.

Develop skills in identifying, selecting and organizing

learner-centered approached for teaching school subjects in formal and non-formal situations.

Conduct simple action research.

Possess ability to use teaching aids including electronic mechanism properly.

Importance of study : The success of any educational system depends largely, upon the qualities of teachers. The teacher's role in educational institution plays a very important role in improving the system of education by educating teachers. A systematic evaluation of student teaching is necessary. Without a proper evaluation, student teachers programme cannot proceed smoothly and successfully. It is essential to realise the objectives of student teaching. Evaluation of student teaching is an important aspect of student teaching programme based on evaluation, one can find out the magnitude of teaching competence in a student teacher as well as his strengths and weakness. To evaluate the strengths and weakness, one must know the goals of the student teaching programme and how they are implemented.

The student teacher must be guided and supervised by expert or supervisor who is a teacher educator to develop abilities and skill to be able to function successfully as a teacher. Hence, the supervision of the student teaching is necessary, without which the objectives of student teaching can not be achieved. Student teaching is the nucleus of any pre-service teacher training programme. Teaching done by teacher trainee is the most important aspect of the preparation of teaching. Every training institution should organise and make provision for the supervision of student teaching adequately.

Self evaluation is needed required for the student teachers. It is to enable teachers to acquire and understanding of their influences upon pupils that the present topic is intended.

Review of related literature:

Mahesh Saxena (1983) suggest that the gain due to the



practice in teaching is substantial and this amount can be expected to come true in 99 cases out of the 100 and hence the gain is highly significant and it is clear that there is positive change in the teacher attitude of trainees towards teaching. The arts as well as science groups made substantial gain in the teaching efficiency measured on the rating scale. There are 95% chances of positive change in teacher attitude as result of practice in teaching and there is no significant change in the teacher attitude towards teaching of trainees of science groups and that there is 98% attitudes towards teaching of those students who have no experience in teaching or who are fresher than those teachers who are already in teaching job.

Bhatnagar (1988) stressed the need of developing common tools for assessment of activities under student - teaching and other practical work for all Universities in the country. Common areas in which the tools were required to be developed were lesson planning, supervision/evaluation of actual teaching by student - teachers, co-curricular activities, SUPW and community work arising out of theory papers including assignments. Reddy (1999) reveals that impact of training was comparatively more in 1992 than in 1994. Receiving of information letters well in advance was more in 1992 than 1994. The course material was utilized relatively more by the earlier batches than the later batch. Utilization of activity based strategies and equipment came down over these three years. Providing opportunity to practice activity oriented strategies were found to be more in 1992 than in 1994. Preparation and implementation of action plan decreased from year to year. Periodical visits by resources persons were more in 1992 than in 1994. Transmission loss was seen less in 1992 than in 1994 and opinion on updating of Resource person's knowledge increased from year to year. Most of the trainees expressed the teacher's centre meeting were more useful and short term courses were convenient. The opinion gradually improved from 1992 to 1994 and observed that change of administration in organization of programmes also seemed to be one of the causes for decrease in quality. Singh (1990) suggests that teacher has to be trained to operate with the modern gadgets and feel confident in handling the same. The essential unity of subject, like ancient and modern history literature, fine arts and science should all be correlated in teaching which has been made easy due to the development of science and technology. There up to date devices mark the emergency of a novel method of teaching with automatically lead to modernization of teacher education. Lukram (1993) finds that quantitative position of teacher education especially its status at secondary level in Manipur is far from satisfactory. In 1991, the number of untrained teacher is more than that of trained teachers, and most of the untrained teachers are working at the level of middle and secondary schools. There are only two institutions working at present which imparts training to the secondary

school teachers of Manipur. Out of the two, P.G.T. College, Imphal, is the only teacher education institution for General Subjects. The present teacher education institutions can hardly cope with the imparting of training to the heavy backlog of untrained teachers. There is lack of co-ordination between the controlling authorities of the teacher training college and that of the teacher training institutions. The existing physical facilities in the secondary teachers training institutions are very inadequate. Women trainees are not provided with any hostel facility. The position of Teaching Staff of the teacher training colleges of Manipur is still unsatisfactory. No teacher training institutions in the state of Manipur have their own demonstration schools so far. The pass percentage of P.G.T. College, Imphal is considerably lower compared to that of Hindi Teacher Training College, Imphal.

Definitions of key words

Teaching : Teaching is a purposeful activity. The ultimate goal of teaching is to bring the all round development in a child. The knowledge and practice, which help in realizing the goal in the content matter of teaching technology. Teaching technology is an application of philosophical, sociological and scientific knowledge of teaching for achieving some specific objectives.

Teaching Efficiency: There is perfectness in teaching, if there is mutual balance between the teacher and the taught in subject matter this perfection is called teaching efficiency.

Lessons : A lesson also is composed of the material in a given area of the curriculum to be covered by a teacher and a group of students during one setting.

Evaluation : Evaluation is the systematic collection and interpretation of evidence, leading as part of the process to a judgment of value with a view to action - BEEBY.

DIET Teacher Trainees: Those teacher trainees, who are undergoing training under District Institute of Educational and Training in Imphal West District.

Objectives of study

To find out the overall level of teaching efficiency of DIET's teacher trainees in Imphal West District.

To compare the level of teaching efficiency between Male and Female teacher trainees of DIET in Imphal West.

To compare the level of teaching efficiency between Arts and Science teacher trainees of DIET in Imphal West District.

To find out the suggestive measures for more improvement of the teaching efficiency.

Hypothesis of study

The overall level of teaching efficiency of DIET's Teacher Trainees in Imphal West is much high.

There is significant difference between the Male and female teacher trainees of DIET in their teaching efficiency in Imphal West.



There is significant difference in the teaching efficiency between Arts Science teacher trainees of DIET in Imphal West.

Research Design : The population of present study was limited to 100 (Hundred) Teacher Trainees of DIET in Impal West District. The number of sample was also confined to 100 Teacher Trainees, for the session of 2011-2012 of DIET Centre in Imphal West District. The sample was selected with the random sampling techniques. The distribution of sample is given below was Total sample-100 = {50 Arts trainees, out of which, 25 male & 25 female} + 50 science trainees, out of which, 25 male and 25 female}. The tools which was used by the investigator for the collection of data from Imphal DIET’s trainees was self-developed questionnaire known as “Self-Evaluation of lesson” which consisted of 35 questions relating to different areas of teaching effectiveness in order to assess the level of teaching efficiency of DIET’s trainees during session 2011-12. For the interpretation of data, the following statistical techniques were used as (i) ‘T’-ratios were calculated and (ii) Graphical representation.

Analysis and interpretation of data : To find out the overall level of teaching efficiency of Imphal West DIET’s Teacher Trainees is much high.

Table 1: Showing Self evaluation of lessons by Imphal DIET’s Teacher Trainees on Lesson Introduction component.

1. Lesson Planning Component:						
Sl. No	Questions	Right response	%	Wrong response	%	N
1	Do you plan the lesson well as logical & sequential manner ?	96	96.00	04	04.00	100
2	Do you find the chance to ask divergent questions to students?	13	13.00	87	87.00	100
3	Do you emphasize more on the pupils’ participations?	92	92.00	08	08.00	100
4	Do you agree that the present system of lesson planning is good?	84	84.00	16	16.00	100
5	Don't you think that the lesson is must for all lesson?	80	80.00	20	20.00	100
Total		365	73.00%	135	27.00%	

Interpretation (table 1) :

For question no.1, 96 % of total trainee agreed that they followed the lesson in a logical and sequential manner lesson planning process. Concerning question no. 2, 13% of the sample trainees gave the chance to the students to ask divergent questions, whereas, 87% of total trainees did not do in the lesson plan. In regard to question no: 3, 92% of sample teacher trainees emphasized on the student’s activities while preparing the lesson, but, 08% did not. In connection to question no. 4, 84% of sample agreed that the present system of lesson plan was relevant and 16% did not agree to it. Regarding Question No. 5, 80% responded positively that lesson plan was necessary for every lesson and 20% responded negatively. From the above table, it is clear that in the lesson-planning component, an average of 73% of the total sample responded positively, whereas 27% responded negatively.

The success rate of lesson planning by DIET’S trainees is at 73%

Table 2 : Showing Self evaluation of lessons by Imphal DIET’s Teacher Trainees on Lesson Introduction component.

2. Lesson Introduction Component:						
Sl. No	Questions	Right response	%	Wrong response	%	N
1	Do you introduce the lesson with reference to the previous knowledge ?	96	96.00	04	04.00	100
2	Do you motivate adequately before the actual presentation of lesson?	96	96.00	04	04.00	100
3	Do you stimulate the students to further learning?	96	96.00	04	04.00	100
4	Do you maintain the pleasant and natural atmosphere in the class?	92	92.00	08	08.00	100
5	Don't you ask maximum question to the students?	33	33.00	67	67.00	100
Total		413	82.60%	87	17.40%	

Interpretation (table 2) :

The above table 2 shows that about 96% of the total sample responded that they introduced the lesson with reference to the previous knowledge. While 96% of the sample trainees responded in regards to question no. 2 positively that they motivated students effectively before the presentation of day’s lesson. Regarding Question No.3, 96% agreed that they stimulated students to further learning. Besides, it is also evident from the score of Question No.4, 92% of trainees maintained pleasant and natural atmosphere in the class but only 08% failed to do so. In connection to question no.5, 67% of total trainees agreed that asked the maximum questions to the students in the classroom. On an average 82.60% introduced their lessons effectively while as low as 17.40% did not introduce the lessons effectively. The success rate of the DIET’S trainees in respect of lesson introduction is high at 82.60%.

Table 3: Showing Self-evaluation of lessons by Imphal DIET’s Teacher Trainees on Teaching component.

3. Teaching component:						
Sl.	Questions	Right response	%	Wrong response	%	N
1	Do you achieve the objectives of the lesson ?	96	96.00	04	04.00	100
2	Do you provide sufficient and suitable time for student's participation in the class ?	88	88.00	12	12.00	100
3	Don't you find students individual differences ?	68	68.00	32	32.00	100
4	Do you apply the summative evaluation during the class ?	05	05.00	95	95.00	100
5	Do you summarize the main concept of the lesson ?	96	96.00	04	04.00	100
6	Do you give home assignment daily ?	80	80.00	20	20.00	100
7	Do you finish lesson in time ?	96	96.00	04	04.00	100
8	Do you use appropriate illustrations & teaching methods daily ?	96	96.00	04	04.00	100
9	Do you study the facial expression and body language of the students during the class ?	96	96.00	04	04.00	100
10	Do you agree that you have used pointer & recapitulation properly ?	96	96.00	04	04.00	100
Total		817	81.70%	183	18.30%	



Interpretation (table 3) :

In question No.1, 96% of trainees have achieved the objective of the planned lesson. Regarding Question no. 2, 88% agreed that they provided sufficient and suitable pupils' participation in the class, but 12% responded negatively. It is also evident from question no. 3 that 68% of sample considered individual differences, while teaching and 32% of sample neglected. Concerning question no. 4, 05% of the teachers did apply summative evaluation during the class, whereas, 95% of total trainees did not. Regarding question no. 5, 96% of the respondents summarized the main concepts lesson. In regards to question no.6, 80% gave the regular assignments, whereas, 20% did not. In connection with Question no.7, 96% of trainees finished their lesson in time. For question no. 8, 96% of trainees used the appropriate illustrations & teaching methods daily. In connect to question no. 9, 96% of trainees studied the facial expression and body language of the students during the class. In regards to question no. 10, 96% trainees have used pointer & recapitulation properly. Hence, an average of 81.70% of the sample taught the lesson well and effectively, whereas, 18.30% of the teachers did not respond positively. The success rate of the DIET'S trainees in respect of teaching component is high at 81.70%.

Table 4: Showing Self evaluation of lessons by Imphal DIET's Teacher Trainees on Teaching Aids component.

4. Teaching Aids component:						
SI	Questions	Right response	%	Wrong response	%	N
1	Do you use relevant audio-visual aids for every day?	08	08.00	92	92.00	100
2	Do you use proper size of the teaching aids	96	96.00	04	04.00	100
3	Do you use striking/dark while you make the teaching aids?	88	88.00	12	12.00	100
4	Don't you draw diagram in the black board during teaching ?	64	64.00	36	36.00	100
5	Do you carry teaching aids daily?	96	96.00	04	04.00	100
	Total	352	70.00%	302	30.00%	

Interpretation (table 4):

In connection with question no.1, 92% of sample trainees did not use relevant audio-visual aids for every day. For question no.2, 96% of trainees used the proper size of the teaching aids. As far as question no. 9, 88% of trainees did use striking/dark while you make the teaching aids, whereas, 12 of sample did not. For question no. 4, 64% of trainees did not draw the diagram in the black board during teaching as they don't have the skill of drawing, whereas, 36% did. In regards to question no.5, 96% of trainees used and carried the teaching aids daily. Hence, it is evident that an average of 70% of the sample taught the lesson with the effective teaching aids, whereas, 30% of the teachers did not. The success rate of the DIET'S trainees in respect of using of teaching aids component is high at 70.00%.

Table 5 Showing Self evaluation of lessons by Imphal DIET's Teacher Trainees on Classroom control component.

5. Class Room Control component:						
SI	Questions	Right response	%	Wrong response	%	N
1	Do the students pay attention all the time in your class ?	96	96.00	04	04.00	100
2	Do you maintain discipline properly through the class ?	96	96.00	04	04.00	100
3	Do you find any difficulty during the class ?	20	20.00	80	80.00	100
4	Is there a good pupil-teacher relationships in the class ?	96	96.00	04	04.00	100
5	Don't you consider the self discipline is the best discipline?	68	68.00	32	32.00	100
	Average	376	75.20%	124	24.80%	

Interpretation (table 5) :

In connection to question no.1, 96% of trainees agreed that the students did pay full attention in the class. In connection to question no.2, 96% trainees maintained discipline properly through the class. As far as question no.3, 20% of total trainees fond the difficulty during the class, whereas, 80% did not. In regards question no.4, 96% of trainees agreed that there a good pupil-teacher relationships in the class. In connection with question no: 5, 68% of trainees agreed that the self discipline is the best discipline. Hence, it is evident that an average of 75.20% of the sample taught the lesson under the control, whereas, 24.80% of the teachers did not. The success rate of the DIET'S trainees in respect of Class Room Control component is high at 75.20%.

Table 6 : Showing Self-evaluation of lessons by Imphal DIET's Teacher Trainees on Manner& Language component.

6. Manner & Language component:						
SI.	Questions	Right response	%	Wrong response	%	N
1	Do you think your speech and manner of delivery are effective ?	96	96.00	04	04.00	100
2	Are your language and style appropriate to the level of students ?	95	95.00	05	05.00	100
3	Do you think that you are very resourceful teacher ?	97	97.00	03	03.00	100
4	Don't you give the chance to the students ask the questions to teacher?	60	60.00	40	40.00	100
5	Do you find any complaint from students as far as your voice & dress ?	64	64.00	36	36.00	100
	Average	412	82.40%	88	17.60%	

Interpretation (table 6) :

In connection to question no.1, 96% of trainees agreed that the speech and manner of the teachers trainee were effective and good. In connection to question no.2, 95% trainees agreed that the language and style were appropriate to the level of students. As far as question no.3, 97% of total trainees agreed that all teacher trainees were resourceful as far as teaching concerned. In regards question no.4, 96% of trainees agreed that gave the chance to the students ask the questions to teacher. 64% of trainees agreed that they found no complaint from



students as far as your voice & dress, whereas, 36% did not find. Hence, it is evident that an average of 82.40% of the sample taught the lesson with good manner and language, whereas, 17.60% of the teachers did not. The success rate of the DIET’S trainees in respect of Manner& Language component is high at 82.60%.

Table 7: Showing the overall level of teaching efficiency of the teacher trainees of Imphal DIET centre

Sl. No.	Component	Right response %	Wrong response %
1	Lesson planning	73.00%	27.00%
2	Lesson Introduction	82.60%	17.40%
3	Teaching component	81.70%	18.30%
4	Teaching Aids	70.00%	30.00%
5	Class Room Control	75.20%	24.80%
6	Manner & Language	82.40%	17.60%
7	Over All level%	77.68%	22.32%

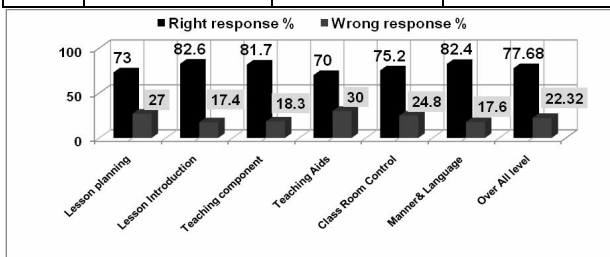


Figure No: 1: Showing the overall level of teaching efficiency of the teacher trainees of Imphal DIET centre

Conclusion : On the above reasons as far as Table 7 and figure No.1, that the first hypothesis that was constructed for testing that “The overall level of teaching efficiency of DIET’s Teacher Trainees in Imphal West District is much high.” is accepted as there is significant high level of teaching efficiency, while trainees are taking the class at the level of 77.68%, which is very high.

To Compare the level of teaching efficiency between Male and Female teacher trainees of DIET, Imphal.

Interpretation: It can be observed from the Table No. 8 that the level of teaching efficiency between Male and Female teacher trainees of DIET, in Imphal West District, are found to have mean scores 44 and 46 with standard deviations of 4.04 and 2.86

Table 8: Showing the Comparison the level of teaching efficiency between Male and Female teacher trainees of DIET, Imphal.

Sl. No.	Gender	N	Mean	SD	SED	T	df
1	Male Trainees	50	44	4.04	0.70	2.85	98
2	Female Trainees	50	46	2.86			

Remarks : Significant

The T-Ratio of the two mean scores comes out to be 02.85 with standard error (SED) of 0.70, which is greater than the level of significance at 0.05. It is evident that there is significant difference between the levels of teaching efficiency of male and female trainees of Imphal-DIET.

On the above reasons, the hypothesis that was constructed for testing that “There is significant difference

between the Male and Women teacher trainees of DIET in their teaching efficiency in Imphal West.” is accepted as the teaching efficiency of Female teacher trainees is higher than Male teacher trainees of Imphal West DIET.

To Compare the level of teaching efficiency between Arts and Science teacher trainees of DIET, Imphal.

Table 9 : Showing the Comparison the level of teaching efficiency between Male and Female teacher trainees of DIET, Imphal.

Sl. No.	Stream	N	Mean	SD	SED	T	df
1	Arts Trainees	50	44	00.45	00.63	03.17	98
2	Science Trainees	50	46	05.57			

Remarks : Insignificant

Interpretation: It can be observed from the Table 9 that the level of teaching efficiency between Arts and Science teacher trainees of DIET, in Imphal West District, are found to have mean scores 44 and 46 with standard deviations of 00.45 and 05.57.

The T-Ratio of the two mean scores comes out to be 03.17 with standard error (SED) of 0.63, which is greater than the level of significance at 0.05. It is evident that there is significant difference between the levels of teaching efficiency of Arts and Science trainees of Imphal-DIET.

On the above reasons, the third hypothesis of the study that “There will be a significant difference in the teaching efficiency between Arts Science teacher trainees of DIET in Imphal West District.” is accepted, as the teaching efficiency of Science teacher trainees is higher than Arts trainees of Imphal West DIET.

Main findings of the study :

The First hypothesis constructed for testing that “The overall level of teaching efficiency of DIET’s Teacher Trainees in Imphal West District is much high.” is accepted, as there is significant high level of teaching efficiency, while trainees are taking the class at the level of 77.68%, which is very high.

The Second Hypothesis constructed for testing that “There was significant difference in the levels of teaching efficiency of Male and Female teacher trainees of DIET in Imphal West District in Manipur” is accepted, as the teaching efficiency of Female teacher trainees is higher than Male teacher trainees of Imphal West DIET.

The Third hypothesis of the study that “There will be a significant difference in the teaching efficiency between Arts Science teacher trainees of DIET in Imphal West District.” is accepted, as the teaching efficiency of Science teacher trainees is higher than Arts trainees of Imphal West DIET.

Educational implications : The Study will have far-reaching impact on the training. The study brought out to the forefront all the possible components of teaching and their levels of classroom teaching efficiency. Hence, it will help to formulate better strategies and lead to the overall improvement and progress in the teacher training of



Imphal-DIET.

The findings of the study will again be of great help to the remaining 7 (Seven) DIET centers located in Districts of Manipur as well as to the Office of the SCERT, Government of Manipur. The main findings of the study will be an asset to the body of knowledge already in possession of researchers.

The level of classroom teaching efficiency need to be raised for DIET centers in Manipur. It will help teacher educators and trainees greatly to improve the level of classroom teaching efficiency.

The levels of classroom teaching efficiency of teacher trainees of Imphal-DIET, found to be relatively high at 77.68%. In fact, the effective teacher educators and trainees are those who achieve consistency by the goal, which either directly or indirectly focuses on the learning of their students. Generally, the classroom teaching efficiency of teacher trainees of DIET depends on the teachers' characteristics such as knowledge base, sense of responsibility, and inquisitiveness; as well as the students' characteristics such as opportunity to learn academic work, the teaching factors such as lesson planning, introduction of the lesson, teaching, use of teaching aids, classroom control, and language etc. The teacher trainees have to consider the above mentioned factors to improve the level of classroom teaching efficiency while teaching.

The teachers educators and trainees of Imphal west District DIET are having high level of Classroom Teaching efficiency in teaching with much significant level. The above result is a good sign as far as the classroom teaching performance is concerned. Therefore, the teachers should work for the betterment of the students to the best of their levels considering the merits and limitations of the students.

There is a big difference in the level of classroom teaching efficiencies of the Male and Female Teachers. Usually, majority of the people are of the opinion that there will be a gap in the level of classroom teaching efficiencies between Male and Female teacher trainees of Imphal-DIET. Thereby the result shows that there was a big significantly difference between male teachers and female teachers in terms of their classroom teaching efficiencies. The teaching efficiency of female is higher than male teacher trainees. However, such difference among them is not good sign as they are equally responsible for bringing out the teaching efficiency in the classroom. More improvement is needed as far male teacher trainees concerned, so that more teaching efficiency will be there. Science and Arts teacher trainees working in Imphal-DIET had a difference in the level of classroom teaching efficiencies, therefore, the result of the study shows the teaching perforce of Science teacher if more better than arts teacher trainees. Nevertheless, both Science and Arts teachers are equally responsible for the betterment of students and they should work towards the achievement

of this goal, as there will be no such difference among them.

Suggestion for the improvements the teaching efficiency among the DIET teacher trainees in connection with low level of teaching efficiencies based on areas wise:

Lesson planning

The teacher educators should teach effectively the trainees as far as lesson planning, so that trainees will prepare the lesson with logical & sequential manner. In order to ask the question to students by the trainees, the importance of divergent questions should be there. Emphasize more on the pupils' participations. Need to reform the present system of lesson planning.

Teaching aids

To use audio visual aids in the class compulsorily to make real teaching like power point/slide/films strips etc. The teachers should have the skill of drawing as well as painting to prepare teaching aids as well as drawing on the black board. The colourful teaching aids should be used and prepared. Teachers must try to produce the maximum number of teaching aids in the class.

Manner & language

To give the sweet voice and manner in the class.

To give style and language should be appropriate to the students.

Teacher should be resourceful at the maximum level.

To give more opportunity to the students to ask to the teachers to clarify their doubts.

Special care should be as far as dress and voice as a teacher.

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