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A COMPARATIVE STUDY ON TEACHING EFFICIENCY OF PRIVATE AND GOVERNMENT SECONDARY SCHOOL TEACHERS IN MANIPUR

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Abstract

The success of education is not possible without the teachers as the teacher plays a pivotal role in the system of education. So, to be an effective teacher is the need of hour as only effective teacher can materialise the National Goals and objectives in the class room. Teacher can help the students to acquire the knowledge and wisdom which will help the students to have self realisation and can uplift the students up to optimum level to be a successful professional life in future. A successful teacher proves himself to be a tool to achieve the necessary national goals and objectives. It is necessary to be known who is an effective teacher and what are his characteristics, in order to make the educational programme successful. The importance of the present study is to find out the level of teaching efficiency among the Secondary School teachers in Manipur. The study also suggested for further improvement the level of Teaching Efficiency among the teachers of Secondary Schools in Manipur.

Keywords: Uplift, Pivotal Role, Teaching Efficiency.

Introduction: A teacher is the role model in the education system and plays a significant role in moulding and shaping the all-round development of students. The stage of secondary education is vital for the future of the students. It has been rightly observed by Education Commission 1964-66 that, “The destiny of India is now being shaped in her classroom”. It is the quality education of the people which determine the development of the nation. But the quality of education depends mainly upon the quality of teachers. Good quality teachers enhance the effectiveness of teaching learning to be purposeful and goal directed. According to Anderson (1991) “An effective teacher is one who quite consistently achieves goals which either directly or indirectly focuses on the learning of his students.”. Thus, effective teacher is the key factor in the education system and is generally considered as an important variable on which effectiveness of the school is evaluated. In the word of Kothari D.S. “a right kind of teachers is one who possesses a vivid awareness of two missions. He not only loves his subjects, but loves whom he teaches. His success will be measured not in terms of percentage of the results alone, but the quality of life and character of men and women whom he has taught”. A good teacher not only shows the right path that the students should follow but also prepares the human resource for further development of the nation. Teaching as a profession has attracted quite a good number of young people in the recent years as the number of private and government educational institution are increasing at a rapid pace in India. Hence, effectiveness of a teacher is the central theme of focus in educational institution at all levels and in all dimensions. Education means in literal terms systematic instruction for the development of the character and of mental power. Here, systematic instruction refers to an organized way of conveying specific meanings or symbols. Here the learner acquires the knowledge from the teacher. An eminent sociologist Emile Durkheim defines education as the influence exercised by the adult generation upon those who are not yet ready for adult life. The goal of education is to hand over the traditions, culture, skills and knowledge from one generation to another. It discharges many functions in the society.

Important functions of education in a modern society are:

- Socialization
- Communicating knowledge and information
- Character – building and personality develop
- Development of human resources
- Contributing to social and economic development
- Social control

Thus, through education, the society socializes and develops the individual according to the social needs, and trains them in specialized fields.

Education is one of the essential components of every growing child of a society and it has been considered the backbone of the society. The Constitution of India has laid down many priorities for the people in the field of education. Article 45 of the Constitution,



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as a Directive Principle of State Policy, stipulates that the state shall endeavour to provide universal free and compulsory education for all children until they complete the age of six years”. Moreover, the Constitution (86th Amendment) Act, 2002 has inserted in the Constitution a new Article 21A after Article 21. The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law determine”. It aims at total literacy citizens of a democratic country irrespective of sex, religion, caste, creed, and location. Moreover, from the human rights point of view, education is declared as one of the birth rights of each citizen of the world.

India is a pluralistic society with a diverse culture and multiplicity of languages. There are 28 States and 7 Union Territories and education being state subject, each one of them follows its own pattern and medium of instruction. It really becomes difficult for the children migrating from one state to the other to continue their studies. In most of the cases, they have start afresh.

Justification of the Study: The ultimate objective of every school education is the child’s overall development of personality. The success of any education method depends mainly on the teacher’s effectiveness. The success of any education method depends mainly on the teacher’s effectiveness. The success of teaching is the product of many factors identifies with the teacher’s attributes, the manner and method of his/her teaching, his/her teaching mental environment, the social impact on him/her and the coordination he/she draws from the student and his/her peers. In order to face the evolving challenges of globalization and liberalization on the one hand, and the mushrooming of educational institutions on the other, the effectiveness of the teacher is important. Only good teacher can discover students’ latent strengths and from their actions in beneficial directions. A successful teacher proves himself to be a tool to achieve the necessary educational objectives. It is necessary to know who is an effective teacher and what his characteristics are, in order to make the educational programme successful. Quality education becomes obligatory in order to succeed in the international world economy, but the quality of education relies on its potential and productive teachers. It is a known reality that the teacher’s qualities, attitude, and the personality enable the students to become decent human beings, leading to the creation of an informed and coherent community. When a complex and rapidly evolving context of globalization and technological change educational system around the world have to be attentive to the changing priorities and learning needs of students. The most fundamental way to improve the quality of education through the improvement in teacher performance, therefore, it is required to identify the factors influencing teacher’s effectiveness. Only the effective teachers can explore the hidden capacities of the students.

The importance of the present study is confined to compare and examine the teaching – efficiency of Government and Private Secondary school teachers in Manipur.

Statement of the Problem: As such the proposed problem is entitled as:

“A Comparative Study on Teaching Efficiency of Private and Government Secondary School Teachers in Manipur”

Operational Definition of Key Terms Used

- A. **Teaching Efficiency:** The term “Teaching Effectiveness” means the collection of characteristics, competencies and behaviours of teachers at all educational levels that enable students to reach desired outcomes.
- B. **Government Secondary School:** Government school having classes from 9 to 12th, is run by the Government it is solely controlled by the Government. There is no payment of tuition fee by the student except admission fee.
- C. **Private Secondary School:** A private school having classes from 9 to 12th, is run by an individual or an agency other than state government. They receive no Government money to operate. Students have to pay both tuition fee and admission fee.
- D. **Manipur:** Manipur is one of the States in North-East India, with the city of Imphal as its capital. It is bounded by the Indian states of Nagaland to the north, Mizoram to the south and Assam to the west. It also borders two regards of Myanmar, Sagaing Region to the east and Chin State to the south.

Objectives of the Study

- 1. To compare the level of Teaching Efficiency of Private and Government teachers of Secondary Schools in Manipur.
- 2. To compare the level of Teaching Efficiency among the teachers of Government Secondary Schools in Manipur.
- 3. To compare the level of Teaching Efficiency among the teachers of Private Secondary Schools in Manipur.
- 4. To find out the suggested measure and their improvement in Manipur.

Hypothesis of the study

- 1. There is no significant difference between the levels of Teaching Efficiency of Private and Government Secondary School teachers in Manipur.



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2. There is no significant difference between the levels of Teaching Efficiency of Secondary School teachers among Government Secondary schools.
3. There is no significant difference between the levels of Teaching Efficiency of Secondary School teachers among Private Secondary Schools.

Delimitation of the study

1. The present study was confined to the teachers of ten Government and ten Private Secondary Schools in Manipur.
2. 240 samples were selected with stratified random sampling technique, out of which (120 Arts teachers, 120 Science teachers consisting of 60 Males and 60 Females) from different 10 Government and 10 Private Secondary Schools in Manipur.
3. The study was confined to only Male and Female teachers teaching at Secondary Schools in Manipur.
4. The study was confined to only Arts and Science teachers teaching at Secondary Schools in Manipur.
5. All data was collected for the research purpose were in the Year/Session 2020-21.

Methods and Procedures of the Study: The method of present study was Descriptive Cum Survey type of investigation. It confined to the study of the level of Teaching Efficiency of Secondary School teachers in Manipur.

Population of the Study: All the teachers working at Secondary Schools in Manipur were constituted the population of the study. The study was confined to find out the Teaching Efficiency of Secondary School teachers teaching in Manipur. The population of the study comprised of all the teachers' teaching classes IX to XII.

Sample of the Study: Altogether 240 Secondary teachers were selected with stratified random sampling technique as the sample of the study. 120 teachers each were from Private and Government Secondary Schools in Manipur from 20 Secondary Schools.

Tools of the Study: Only self-developed questionnaire was used in the present study to explore the levels of Teaching Efficiency of Secondary School teachers in Manipur. And it has been used to collect the reliable data which will help in finding out the level of Teaching Efficiency of secondary school teachers in Manipur. The questionnaire composed statements covering various aspects of teaching.

The questionnaire contained of 80 questions:

1. 5 questions on Personality Aspect.
2. 5 questions on Lesson Planning Aspect
3. 5 questions on Motivation Aspect
4. 5 questions on Teaching/Presentation Aspect
5. 5 questions on Audio-visual Teaching Aids Aspect
6. 5 questions on Summarization/Generalization Aspect
7. 5 questions on Recapitulation Aspect
8. 5 questions on Application Aspect.
9. 5 questions on Classroom Management Aspect
10. 5 questions on Evaluation Aspect.
11. 5 questions on Home Assignment Aspect
12. 5 questions on Co-curricular Aspect
13. 5 questions on Teacher Colleague Relationship Aspect
14. 5 questions on Involvement Towards School Administration aspect
15. Parental Contact- Relationship Aspect
16. Community- Contact Aspect.

In this study, all the 240 teachers from 20 schools were asked to fill in the questionnaire. The information drawn from them was properly tabulated, analysed and interpreted.

Scoring Procedure of the Study: In the scale, number of statements regarding the study had been given. The teacher was asked to indicate his/her opinion regarding each statements on one point scale, i.e., YES and NO. These responses had been assigned numerical values running from 0 to 1 for yes/No as negative scoring but 1 to 0 for numerical values running from 0 to 1 for yes/no as negative scoring but 1 to 0 for yes/no as positive scoring.

TIME LIMIT OF THE TOOL: The actual time was given to secondary teachers of 20 schools (10 Private and 10 Government) in order to assess the level of Teaching Efficiency. Most of the teachers managed to complete the questionnaire within 45 minutes.



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Statistical Techniques of the Study: For to make the analysis and interpretation, the following statistical techniques were used:

- a. Percentage
- b. The measures of Central Tendency (Mean & SD)
- c. T- ratios were calculated and
- d. Graphical representation.

ANALYSIS AND INTERPRETATION OF COLLECTED DATA:

Objective-1: To compare the level of teaching efficiency of Private and Government Secondary School teachers in Manipur.

TABLE No:1: Showing the level of teaching efficiency of Private and Government Secondary School teachers in Manipur.

SL. No.	N	Schools	Mean	SD	SED	T-test	df
1	120	Government	65.90	45.99	0.32	1.54	238
2	120	Private	67.13	31.24			

Remarks: Insignificant

Interpretation: It can be observed from the above Table No.1 that the levels of Teaching Efficiency of Private and Government teachers of Secondary Schools in Manipur are found to have mean score of 65.90 and 67.13 with standard deviation of 45.99 and 31.24.

The ratio of two mean scores comes out to be with standard error of 0.32 with the t-ratio 1.54, which is lesser than the level of significance at 0.05. Therefore, the **first hypothesis** of the study **“There is no significant difference between the level of teaching efficiency of private and government teachers in Manipur” is accepted** as there is no significant difference between the level of teaching efficiency of Private and Government teachers in Manipur.

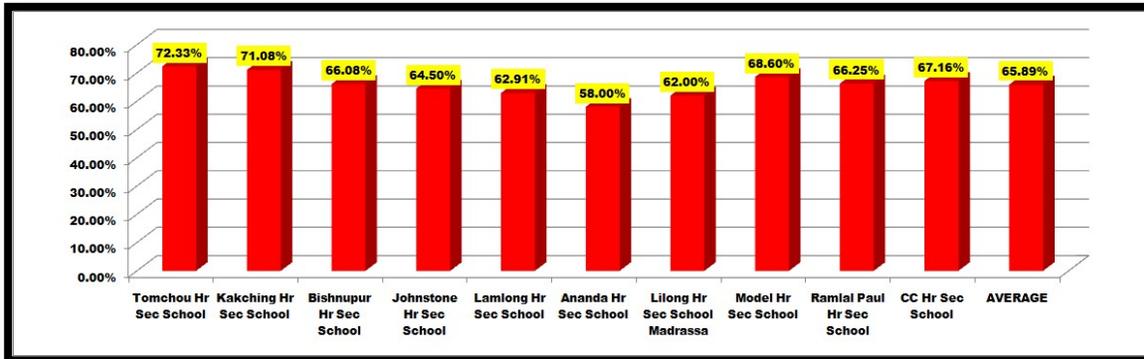
Objective-2: To compare the levels of Teaching Efficiency among Government Secondary Schools in Manipur.

Table No:2: Showing the levels of Teaching Efficiency among Government Secondary Schools in Manipur.

Sl No	Name of the School	Total (N)	Percentage of Teaching Efficiency
1	Tomchou Hr Sec School	868	72.33%
2	Kakching Hr Sec School	853	71.08%
3	Bishnupur Hr Sec School	793	66.08%
4	Johnstone Hr Sec School	774	64.50%
5	Lamlong Hr Sec School	755	62.91%
6	Ananda Hr Sec School	696	58.00%
7	Lilong Hr Sec School Madrassa	744	62.00%
8	Model Hr Sec School	824	68.60%
9	Ramlal Paul Hr Sec School	795	66.25%
10	CC Hr Sec School	860	67.16%
Average			65.89%

Total Average Percentage = 65.89%

Figure No:1: Showing the levels of Teaching Efficiency among Government Secondary Schools in Manipur.



INTERPRETATION: It can be observed from the above Table No: 2 and Figure No.1 that the level of average teaching efficiency of ten Government Secondary schools in Manipur are found to have different levels of teaching efficiency with 65.89%. However, the levels of teaching Efficiency of different Government Secondary Schools in Manipur have found out at different levels among the schools. The levels of Teaching Efficiency of different Schools are shown below in descending order:

1 st	Tomchou Hr Sec School	72.33%
2 nd	Kakching Hr Sec School	71.08%
3 rd	Bishnupur Hr Sec School	66.08%
4 th	Johnstone Hr Sec School	64.50%
5 th	Lamlong Hr Sec School	62.91%
6 th	Ananda Hr Sec School	58.00%
7 th	Lilong Hr Sec School Madrassa	62.00%
8 th	Model Hr Sec School	68.60%
9 th	Ramlal Paul Hr Sec School	66.25%
Lowest	CC Hr Sec School	67.16%

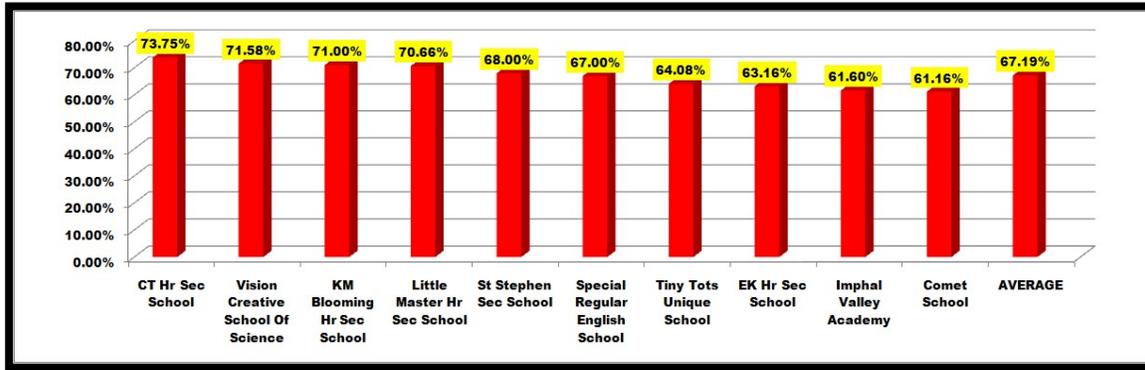
It is therefore the 2nd hypothesis that was constructed for testing “There is no significant difference between the levels of teaching efficiency among Government teachers of Secondary Schools in Manipur” is rejected.

Objective-3: To compare the level Of Teaching Efficiency among the teachers of Private Secondary Schools in Manipur.

Table No: 3: Showing the comparison of levels Of Teaching Efficiency among the teachers of Private Secondary Schools in Manipur.

SL. No	Name of the School	Total (N)	Percentage
1	CT Hr Sec School	885	73.75%
2	Vision Creative School of Science	859	71.58%
3	KM Blooming Hr Sec School	852	71.00%
4	Little Master Hr Sec School	848	70.66%
5	St Stephen Sec School	816	68.00%
6	Special Regular English School	804	67.00%
7	Tiny Tots Unique School	769	64.08%
8	EK Hr Sec School	758	63.16%
9	Imphal Valley Academy	740	61.60%
10	Comet School	734	61.16%
Average			67.19%

Figure No. 2: Showing the comparison of levels Of Teaching Efficiency among the teachers of Private Secondary Schools in Manipur.



INTERPRETATION: The level of average Teaching Efficiency of 10 Private Schools in Manipur is found to have different levels of teaching efficiency with 67.18%.

However, the levels of teaching Efficiency of different Private Secondary Schools in Manipur have found out at different levels among the schools. The levels of Teaching Efficiency of different Schools are shown below in descending order:

SL	Name of the School	Level of Teaching Efficiency
1 st	CT Hr Sec School	73.75%
2 nd	Vision Creative School of Science	71.58%
3 rd	KM Blooming Hr Sec School	71.00%
4 th	Little Master Hr Sec School	70.66%
5 th	St Stephen Sec School	68.00%
6 th	Special Regular English School	67.00%
7 th	Tiny Tots Unique School	64.08%
8 th	EK Hr Sec School	63.16%
9 th	Imphal Valley Academy	61.60%
Lowest	Comet School	61.16%

It is therefore the 4th hypothesis that was constructed for testing “There is no significant difference between the levels of Teaching Efficiency among the teachers of Private Secondary Schools in Manipur” is rejected on the basis of above conditions.

Main findings of the study

1. The level of Teaching Efficiency of Private and Government teachers of Secondary Schools in Manipur are found to have mean score of 65.90 and 67.13 with standard deviation of 45.99 and 31.24. The ratio of two mean scores comes out to be with standard error of 0.32 with the t-ratio 1.54, which is lesser than the level of significance at 0.05. Therefore, **the first hypothesis of the study “There is no significant difference between the level of teaching efficiency of Private and Government teachers in Manipur” is accepted** as there is no significant difference between the level of teaching efficiency of private and government teachers in Manipur.
2. It can be observed that the levels of Teaching Efficiency of ten Government of Schools in Manipur are found to have different level of teaching efficiency with 65.89. It is therefore the 2nd hypothesis that was constructed for testing “There is no significant difference between the levels of teaching efficiency among Government teachers of secondary schools in Manipur” is rejected. The list of schools with the levels of Teaching Efficiency levels are shown below in descending order:

Sl No	Name of the School	Total (N)	Percentage of Teaching Efficiency
1 st	Tomchou Hr Sec School	868	72.33%
2 nd	Kakching Hr Sec School	853	71.08%
3 rd	Model Hr Sec School	824	68.60%
4 th	CC Hr Sec School	860	67.16%
5 th	Ramlal Paul Hr Sec School	795	66.25%



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6 th	Bishnupur Hr Sec School	793	66.08%
7 th	Johnstone Hr Sec School	774	64.50%
8 th	Lamlong Hr Sec School	755	62.91%
9 th	Lilong Hr Sec School Madrassa	744	62.00%
Lowest	Ananda Hr Sec School	696	58.00%
Average			65.89%

3. The level of average teaching efficiency of 10 Private Schools in Manipur is found to have different level of teaching efficiency with 67.18%. It is therefore the 3rd hypothesis that was constructed for testing “There is no significant difference between the levels of Teaching Efficiency among the Private teachers of Secondary Schools in Manipur” is rejected.

The list of schools with the levels of Teaching Efficiency levels are shown below in descending order:

SL. No	Name of the School	Total (N)	Percentage
1	CT Hr Sec School	885	73.75%
2	Vision Creative School of Science	859	71.58%
3	KM Blooming Hr Sec School	852	71.00%
4	Little Master Hr Sec School	848	70.66%
5	St Stephen Sec School	816	68.00%
6	Special Regular English School	804	67.00%
7	Tiny Tots Unique School	769	64.08%
8	EK Hr Sec School	758	63.16%
9	Imphal Valley Academy	740	61.60%
10	Comet School	734	61.16%
Average			67.19%

Remedial Measures Subject to Main Findings of the Study

1. The level of teaching efficiency of Private and Government teachers of secondary schools in Manipur are found to have mean score of 65.90 and 67.13 with standard deviation of 45.99 and 31.24. The ratio of two mean scores comes out to be with standard error of 0.32 with the t-ratio 1.54, which is lesser than the level of significance at 0.05. Therefore, **the first hypothesis of the study “There is no significant difference between the level of teaching efficiency of private and government teachers in Manipur” is accepted** as there is no significant difference between the level of teaching efficiency of Private and Government teachers in Manipur. But mean scores of the both Private and Government teachers of Secondary School Teachers need more improvement to reach optimum level.
2. It can be observed that the levels of Teaching Efficiency of ten Government of schools in Manipur are found to have different level of teaching efficiency with 65.89%. It is therefore the 2nd hypothesis that was constructed for testing “There is no significant difference between the levels of teaching efficiency among Government teachers of secondary schools in Manipur” is rejected. The list of schools with the levels of Teaching Efficiency levels are shown below in descending order:

SL. No	Name of the School	Total (N)	Percentage of Teaching Efficiency
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8	Lamlong Hr Sec School	755	62.91%
9	Lilong Hr Sec School Madrassa	744	62.00%
10	Ananda Hr Sec School	696	58.00%
Average			65.89%



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Most of the schools have the level of Teaching Efficiency above 50%. But even highest is 72.33%. All schools need more improvement as far as their Teaching Efficiency Level to reach at optimum level.

- The level of average teaching efficiency of 10 Private Schools in Manipur is found to have different level of teaching efficiency with 67.18%. It is therefore the 3rd hypothesis that was constructed for testing “There is no significant difference between the levels of Teaching Efficiency among the Private teachers of Secondary Schools in Manipur” is rejected.

The list of schools with the levels of Teaching Efficiency levels are shown below in descending order:

SL. No	Name of the School	Total (N)	Percentage
1	CT Hr Sec School	885	73.75%
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7	Tiny Tots Unique School	769	64.08%
8	EK Hr Sec School	758	63.16%
9	Imphal Valley Academy	740	61.60%
10	Comet School	734	61.16%
Average			67.19%

The teaching efficiency levels of different schools comes out at above 67.19, Most of the schools have the level of Teaching Efficiency above 60. But even highest is 72.75. All schools need more improvement as far as their Teaching Efficiency Level to reach at optimum level.

GENERAL SUGGESTIONS FOR FURTHER IMPROVEMENT

- All the teachers should think that teaching profession is the noblest profession among the different professions.
- All the teachers must use variety of teaching methods and approaches in teaching-learning process.
- Teachers should be punctual and sincere enough towards the students.
- Actually, soft voice and good manner are in general the essence of a teacher which makes the students pleasant in learning.
- It is necessary to master over the subject we are going to teach.
- Every teacher should always plan his/her lesson systematically as per rules.
- The main purpose of lesson-planning must be emphasized in materializing the teaching-learning objectives.
- Collaborative learning activities should be provided in the classroom.
- Self-learning should be provided in order to inculcate insights of students.
- Uses of appropriate teaching aids are always necessary to make the students a clear understanding.
- Teachers should motivate the students to develop their creative idea and skill.
- It must be the duty of teachers to motivate the students before teaching the day’s topic.
- Teachers should link the previous learnt knowledge during motivation of a new class.
- It is necessary and will be useful to ask some relevant questions in the motivational steps before actual teaching is going on.
- Questions regarding motivation should be in sequence to get free from complexity.
- Teachers should use and apply appropriate and enough presentation materials in view of learning objectives.
- We should always teach the lesson in sequential manner.
- The size and volume of presentation materials must be appropriate in terms of time management.
- Students should be given enough opportunity for interactive teaching learning process.
- In order to clear doubts in the day’s lesson, we should use teaching aids at appropriate time.
- Audio-Visual aids are essential for effective teaching-learning process.
- We should always use limited teaching aids with appropriate size.
- Teachers should develop teaching-learning materials in video-format sometimes as and when required.
- Teachers should teach the students through online mode if there be lockdown or hindrances if any.
- Despite the issues and challenges, we should try our level best to carry on in the right directions.
- Summarisation/Generalisation must be considered the top priority in lesson planning and teaching.



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27. Generalisation should be adopted in the classroom teaching to help the students for better learning and understanding.
28. Copying the summary from the board should be checked when it is fair or not.
29. Teachers should be asked to copy the summary and get meaning of the generalization.
30. Teachers should know the value of Summarisation or Generalisation in Self-learning.
31. We should use recapitulation method for effective lesson-planning as well as teaching.
32. It is necessary to involve maximum number of students in the step of recapitulation.
33. The questions or recapitulation must be in sequential manner.
34. It is commonly agreed recapitulation gives opportunity for critical thinking and analysis among the students.
35. Recapitulation should be viewed helpful to the students in grasping the main idea of the day's lesson.
36. Teachers should adopt application method in lesson planning as well as teaching.
37. Teachers should use application step to help the students in realizing the learnt knowledge in practical life.
38. It is an established fact that application step helps the students to improve the critical thinking and analysis for the solution of day-to-day life problems.
39. We should provide enough opportunity among the students during application step.
40. Application step should be used as a means to encourage and develop the sense of inquiry and innovation on the part of students.
41. Establishment of conducive environment inside the classroom develops the sense of creativity and innovation among the students.
42. Teachers should always overcome any problems faced by the students during the class.
43. Teachers should always be in the position to control and resolve any issue that arises out of indiscipline among the students in the classroom.
44. It is of course, a generally accepted fact that to give in time reward or feedback encourages the students in enhancing better understanding.
45. Teachers should always plan the lesson not to find shortage of time.
46. Teachers should uphold evaluation tool in order to improve teaching lesson process.
47. Application of Evaluation tool must be used always before, during and after the teaching.
48. Different questions viz. knowledge, understanding, skill and application types should be made and asked from time to time.
49. Teachers should give proper suggestions/feedback just after every evaluation.
50. Evaluation must always be a continuous process.
51. Home assignment must be based on every day's lesson.
52. Home assignment helps students in building up creative ideas on the learnt lesson.
53. Home assignment should sometimes be based on activity relating with the lesson.
54. Home assignment should sometimes be easy and also be difficult at other times. But it is better to give easy to difficult.
55. The need of coaching is only for the subjects' students can't find clear understanding at his/her own level i.e. for additional support only.

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