CHAPTER – I
INTRODUCTION

“Teaching is Effective to the extent that teacher acts in ways that are favorable to the development of basic skills, understanding, work-habits, desirable attitudes, value judgements and adequate personal adjustment of the pupils”.

RYANS

There are some things every teacher can do to improve the quality of his/her instruction. In Effective Teaching, nothing is more important than interest in and enthusiasm for his subject, mellowed by a bit of humility on the part of the instructor. Students are far more perceptive than many of us realize. It takes them considerably less time to assess an instructor to analyse his/her class. At the end of the second week of instruction the teacher carries a label, invisible but immeasurably important as regards his/her effectiveness in communicating his subject matter to his/her students. If his label reads-Pedantic, Callous, Pompous or Arrogant, the rest of the semester is likely to be an exercise in futility on the part of all concerned. Some instructors consciously strive to convey the idea that they are classroom messiahs. They enter the classroom with godly strides, deliver their lectures with biblical authority and depart the classroom in an aura of
saintliness, which unfortunately is not quite impenetrate enough to conceal their magnificent egos.

So, we can say that many things contribute to the sum total of Effective Teaching or Teaching Effectiveness.

**Meaning of Education:**
Teacher is the backbone of entire process of education it is therefore essential that the teacher's philosophy of life should be in perfect consonance with philosophy on which the educational system is based. To be a successful teacher he/she must know his subject, his pupil, the society and philosophy of education. A teacher in a basic school who has no faith in and no regard for the Gandhian way of life, will never prove to be a successful teacher.

**Naturalists:** The Naturalists insist that the teacher should never interfere with the free activities of children. He is simply to set the Educational Environment and that is all he is expected to do. Then his role is a negative one.

**Idealists:** The Idealists advocate that the teacher's role should be that of the head of a family. Pupils should be inspired by his personality and develop full faith in him.

**Pragmatists:** According to the Pragmatists the teacher is not to impose anything on the pupil. He is simply to provide opportunity to aid pupils for activity and learning.
The Education Commission (1964-66) has emphasized that education is one and the only instrument that can be used to bring about a change towards the social and economic betterment of India. Such a process of education focuses around teaching learning in the classrooms. Reiterating the same,

Mitra (1972) has rightly said,

"The aims, processes and evaluation of education are primarily associated with teaching and reasonably, therefore, the vital problems in education cannot be solved unless we look into the problems and processes of teaching."

Related to the problem and processes of teaching research studies at the doctoral and institutional levels have been conducted to investigate into the causes and consequences of teacher behaviour.

From the time teaching started to gain recognition as a profession, experts as well as common men began to wonder about the effectiveness of the teacher. The examples of Socrates, Drona Charya, Plato, Christ and Buddha are of common knowledge. Whether mythological or historical, both the eastern and the western records strongly suggest that the famous teachers were known to attract a large number of pupils around them and their glory used to be reflected in terms of the achievements of their pupils.

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It has been documented in our ancient literature that after a training period, testing competitions of kshatriya princes were held to ascertain the learning outcomes attained by them. But differently it was a sort of public trail (test) of both the teacher and the taught. If a pupil failed to show mastery of knowledge and skills it indeed, indicated a failure of the both, may be more of teacher. The episode of Arjuna – Ekalavya rivalry is a classic example of the pupil outcome criterion for judging teacher effectiveness. Traces of such tradition are evident even today in the fields of Indian music and dance. Our famous musicians and dancers proudly declare who their gurus are. Even in the academic field, it is customary for students to boast which famous university – Oxford, Harward or Yale – they studied in or under whom they worked for their Ph.D. Inturn, the institutions are proud to display and publicize the names of students who have become accomplished in their respective fields. Thus, there is sufficient evidence to believe the teacher (teaching) effectiveness has been viewed more in terms of what happens to a learner than what a teacher does. In other words, what is crucial is not the teacher’s act or behaviour, but the pupil’s act or behaviour.

This question has acquired greater significance since efforts are now being made everywhere to make basic (primary) education universal which in turn has created a need for the training of a large number of teachers. Mass education requires massive teacher education programme. In this context besides the qualitative aspect of education, the
quantitative aspect of schooling has began to be emphasized. It is interesting to note that as early as 1823 in India, a village master was paid in terms of the number of pupils he was able to enroll and retain. A British officer, named Fraser, made the following observations in his letter to the Chief Secretary, Fort Williams on 25\textsuperscript{th} September 1823, the benefit of teaching the children of peasantry of this country to read and write.

'I find that one master manages with advantage 20 or 25 village boys. The master is allowed a rupee a month for each boy'.

One can infer from this that a teacher earns more if he enrolls a large number of children. However, he has to do his best to keep the enrolled children in the class month after month, which subsequently depends on how good a job he does in teaching the children. This practice appears to be quite effective in motivating a teacher to play his role as an agent and a technician more earnestly.
Meaning of Effective Teaching: -

The later half of the century has seen marked by changes in educational practices and it is reasonable to expect that changes will continue to take place. These changes can be partly attributed to our growing desire to pinpoint and realize the educational aims and objectives more comprehensively and partly to radical changes in our social outlook brought about by rapidly advancing technology and partly due to the deeper insights developed with the large scale psychological and pedagogical researches.

These researches have enabled us to understand the process of teaching and in the essential parameters.

Since “Teaching” means “Causing to learn”. Nothing has been taught until it has been learned and effective teaching has no meaning if it does not lead to effective teaching. Despite an enormous amount of available research findings on the subject of teacher behaviour i.e.- effectiveness no universally acceptable attributes can be delineated to define an “Effective Teacher”.

Studies of Hawkins and Stoop (1966), Biddle and Ellena (1964), Remmers (1965), Alexander (1960) have pointed out that effective teaching is directly proportional to certain personality attributes, social situation and academic atmosphere of the institution. A similar study of Flanders and Simon (1969).
According to Ryans (1950),

"Teaching is effective to the extent that teacher acts in ways that are favourable to the development of basic skills, understanding, work-habits, desirable attitudes, value judgements and adequate personal adjustment of the pupils."

According to Remmers, (1952), "Effectiveness is a degree to which an agent produces effects". The question immediately arises "What effects and on what?" usually these categories of effects in terms of object effected are (a) pupil, (b) school operation, (c) the school community. Stern, Stein and Bloom (1956) received effectiveness rather a standard of performance in a specific work situation that some individuals are said to manifest.

According to Combe (1961), a good teacher is a person who has learned to use himself as an effective instrument. He has defined the effective teacher as a unique human being who has learned to use his self effectively and efficiently for carrying out his own and society's purpose.

According to Cores (1977) effective teaching is a matter of the teacher finding the right "niche" i.e. the appropriate situation in which to operate. So, it there is a mismatch between the personal factors and the situation - effective, and happy teaching relations are unlikely to prosper.

Since the major objective of teaching is to cause learning. To maximize the learning outcome; it is the effectiveness of teaching which matters. Various educationists
have described the Essentials of effective teaching which can be studied under following heads.

**Essentials of Effective Teaching:-**

1. **Effective teaching is stimulating:-**

   Effective teaching or the successful teaching which is based on stimulation and inspiration. A successful teacher will try to stimulate, his pupils for work, otherwise they become passive and disinterested in studies. Researchers have proved that inadequate stimulation retards the learning process whereas, adequate stimulation accelerates the teaching – learning process.

   In the late 1960's and early 1970's models of teacher education programmes were developed called competency or performance based teacher education (CBTE or PBTE). These had important implications for research in teacher effectiveness. The CBTE or PBTE were grounded on the assumption that the effective teachers differed from ineffective teachers. Effective teachers demonstrate a repertoire of competencies involved with the knowledge, skills, attitudes and values of effective teaching.

   The models developed by the university of Georgia in America (1980), for example, highlight four competencies, namely, (i) teaching plans and materials, (ii) classroom procedures, (iii) interpersonal skills and (iv) professional standards. The university of Toledo (1980) has further reported that an increase in academic time student
involvement and teacher structuring and student freedom provide optimum settings for student gain while teacher hostility disruption student behaviour, and non-substantive interaction are negatively associated with student gain.

2. Effective teaching is well-planned:-

For effective teaching, a teacher needs to organize and plan the subject matter in advance. By improper planning, effective delivery of the lesson is not possible. However, planning must provide scope for necessary changes due to unexpected situations that may arise in the classroom.

3. Effective teaching is suggestive and cooperative:-

For successful teaching a teacher need not impose anything on the students. For a better outcome in teaching learning process, suggestions are of great help. It is psychological fact that suggestions take deep root in the minds of the students whereas, direct advice is generally repulsive for the students.

4. Effective teaching is democratic:-

Democratic atmosphere in the classroom enhances successful teaching and solve the problems in teaching learning process. During teaching a teacher needs to have due regard for the rights and individuality of the student. Methods of teaching and subject matter need to be selected in such a way that it may involve the students' participation.
5. Effective teaching is kind and sympathetic:-

Effective rather successful teaching requires kind and sympathetic attitude of the teacher in order to sort out the difficulties and doubts of the pupils in the subject matter and delivery of the content. Effective teaching is situation in the classroom where the students feel that the teacher is their well-wisher and thus they whole heartedly co-operate with him/ her when the cooperation is conducive the end result is bound to be exhilarating.

6. Effective teaching is diagnostic and remedial:-

For effective teaching a teacher needs to study and assess the inborn qualities of the students individually, their limitations, handicaps and difficulties which are to be diagnosed to suggest remedial measures in order to improve teaching learning process.

7. Effective teaching is correlative:-

For better teaching, and understanding, a teacher has to correlate knowledge from one subject to the other.

8. Effective teaching liberates the teacher:-

Effective and successful teaching develops in the learner habits of initiative, independent thinking, self reliance and self-confidence. It enables the learner to learn for himself (self-learning) and reduces his dependency upon the teacher, the
use of extra material is also resorted to achieve high standards in teaching.

Effective teachers manage their classrooms in a democratic and free atmosphere where there are negligible chances of class conflict. Under such teachers pupils seek maximum help.

In brief, effective teaching depends upon numerous factors. A teacher has to be cautious and constantly, ready to make suitable adaptations from time to time. It will help in further improvement in his behaviour and enhance teaching effectiveness.
Education as a Science and an Art:-

An art is learnt by continuous practice. Education also needs continuous practice. A person may possess perfect knowledge of a subject but he may not necessarily be an efficient teacher without sufficient practice. But education is also science with its own philosophy and principles. It deals with educational psychology, educational research, and methodology of teaching. It is no more a branch of philosophy or religion, but an independent study in itself. To be a successful teacher one has to put the principles of education into practice. Thus education is both an art and a science.

Reflections on Effective Teaching:-

There are some things every teacher can do to improve the quality of his instruction. In effective teaching nothing is more important than the interest in and enthusiasm for his subject, mellowed by a bit of humility on the part of the instructor. Students are far more perceptive than many of us realize. It takes them considerably less time to assess an instructor than it does the instructor to analyze his class. At the end of the second week of instruction the teacher carries a label, invisible but immeasurably important as regards his effectiveness in communicating his subject matter to his students. If this label reads Pedantic, Callous, Pompous or, Arrogant, the rest of the semester is likely to be an exercise in futility on the part of all concerned. Some instructors consciously strive to convey the idea that they are academic messiahs. They enter the room with godly strides deliver their
lectures with biblical authority and depart the classroom in an aura of saintliness which unfortunately is not quite impenetrable enough to conceal their magnificent egos.

So, many things contribute to the sum total of effective teaching.

Effective Teaching:-

The National Policy in Education, 1986 has said about the role of teachers,

"The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. The government and the community should endeavour to create condition, which will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities and the concerns of the community"²

Since ages the teacher has been looked upon by the community as one possessing knowledge superior to that of his students. At the same times however, he is not expected to be a walking encyclopedia of knowledge to unfold anything at any time. It would be a sufficient achievement if teachers so teach that the young will learn how to discover methods of solving problems that are known to unknown. The young must be taught how to think when a method to be used is not known

² Dr. soti Shivendra Chandra and Dr. A.K. Chakraborty – School Administration Organisation, Management and Supervision – Surya Publication 2003, Page 303.
and the problem to be solved has not been formulated. Unfortunately, many teachers in schools and colleges have not developed an intellectual capacity to see beyond what seems to be the obvious.³

The teacher should be more than a mere skilled performed in a branch of his profession. When the frontiers of knowledge change, the importance and even the validity of what is learnt may not survive, what survives is the discipline of learning and the values acquired in the process. The ultimate values of his professional endeavour bear on the habits of living and thinking. Skills in teaching are no doubt important but they should not be taken for granted. The most effective weapon of a teacher is the silent example of his own power.

Meaning of Effective Teacher:-

1. He should be educated in the literal spirit of learning so that he may make his contribution as an individual and a citizen.

2. He should be competent to represent the education, profession and his subject matter field in the school and in the community.

3. He should be thoroughly grounded in the theory and practice of his subject-matter and have knowledge and

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³ Dr. S.S. Bhatnagar and Dr. P.K. Gupta – Educational Management, Surya Pubs 2003 Page 296.
skills necessary for teaching theory and practice in an integrated manner.

4. He should be able to contrive and use a variety of effective teaching learning procedures.

5. He should be able to develop and use instructional materials including audio visual aids.

6. He should be able to select and organize subject matter for instructional purposes.

7. He should be able to use variety of methods to evaluate pupil progress and the effectiveness of his own teaching.

8. He should be capable of organizing, supervising and participating in co-curricular activities.

9. He should be able to select and use appropriate equipment and determine supply needs.

10. He should be able to function effectively in the guidance programme of the school.

11. He should be capable of functioning effectively as a teacher as evidenced by actual classroom performance.

12. He should be interested in continued growth through participation in professional associations, community activities, in-service education, research and experiment.

According to University Education Commission, “The right kind of teacher is one who possesses a vivid awareness of his mission. He not only loves his subject, but he loves also those whom he teaches. His success
will be measured not in terms of percentage of passes alone, not even by the quantity of original contribution to knowledge-important as they are, but equally through the quality of life and character of men and women whom he taught”.

Characteristics of Effective Teacher:-

(1) Academic characteristics:-

1. Mastery of the subject matter.
   A teacher should have the adequate mastery of his subject.

2. Adequate general knowledge:-
   The scholarship of teacher should not be confined to narrow field of specialisation. He must have broad based knowledge conversant with various branches of learning.

3. Thirst for knowledge:-
   The teacher must have a zest for learning and a literary bent of mind.

   As Rabindra Nath Tagore remarked, “A teacher can never truly teach unless he is still learning himself”.

   Newton said,
   “I am only a child, playing in the sand by the seashore, picking up a pebble here and there with a vast ocean of truth laying undiscovered before me”.

4. Fluency in Expression:-

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4 School organisation, Administration and Management by = Chandra & Chakravarty
5 Gupta – Educational Management
In the words of Mohiyuddin, "The best voice for the classroom is one which is clear, pleasantly toned, fairly even in its general pitch and yet capable of modulation in order to express different shades of meaning and emphasis. A monotonous voice tires the pupils very soon and is not impressive."  

(2) Professional characteristics:-

1. Adequate professional training (Pre-service training)

   Teacher must have professional training as teaching is a specialized job and it is not everybody’s cup of tea.  

2. In-service training:-

   While, pre-service training introduces the teacher to the professional know how, in-service training refreshes him and makes him conversant with the latest trends.  

3. Teaching experience:-

   The teacher should continue to grow and experience from year to year. He must acquire wisdom in proportion to the years he spends.

4. Love for profession:-

   An ideal teacher must have a profound love for his profession of teaching.

   "Once a teacher always a teacher"  

In the words of S. Balakrishna Joshi,
"Without a band of devoted teachers who are inspired by a holy zeal, an institution with the paraphernalia of modern convenience will be like beautiful corpse without spark of life, a carcass without soul".

5. Progressive outlook:

Dr. Radhakrishnan said, "Look far ahead, do not be short sighted". The teacher should no longer have 'the frog-in-the well' outlook, but must bring the teaching profession to cosmopolitan status.

(3) Personality characteristics:

1. External appearance:

A good teacher is known from his dress behaviour and speed of work. He should look well outwardly so that the students may be at once attracted by his outer charm imbibe love for him at the very first sight, develop loyalties and profound faith in him.

2. Teacher's Health:

The teacher should have good physical, mental and emotional health.

(4) Good Intellect:

The teacher must possess intellectual qualities like

(i) High level of intelligence,
(ii) Versatile imagination,

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10 Ibid
(iii) Deep understanding,
(iv) Keen observation
(v) Power of discrimination,
(vi) Originality,
(vii) Good memory,
(viii) Foresightedness,
(ix) Resourcefulness and alertness,
(x) Broad and varied interests literary, cultural, intellectual and aesthetic interests\(^\text{12}\)

(5) High Character:-

The teacher should be a man / woman of high character. In the words of Dr. Rajendra Prasad, "Their (teachers) own character should be such that there is no difference between what they say and do. When we act upon this ideal then alone we can be sure of bright future for our own country" Gandhi Said,

"Woe to the teacher who teaches one thing with the lips and carries another in the heart".\(^\text{13}\)

Honest in his dealings with the students. He has to be honest to himself.

(6) Love for Children:-

According to a well-known maxim, "Love the child and the child will love you, hate the child and the child will hate you".

\(^\text{12}\) Management in Education – Bhatnagar.
\(^\text{13}\) Pandya – Educational Administration and Management.
It is obvious from this maxim that the one who does not like children should not remain in teaching profession.

Emerson opines,

"The secret of education lies in respecting the pupils".\(^\text{14}\)

(7) Sense of Humour:-

The sense of humour in a teacher is a very great asset in his work.

A wise teacher once remarked, "I consider a day’s teaching is wasted if we do not at all have a hearty laugh".\(^\text{15}\)

(8) Optimistic outlook:-

The teacher should have an optimistic outlook when he/she takes up the job.

According to S. Balakrishna Joshi,

"A teacher whose soul is wrinkled and whose heart is atrophied, who is devoid of energy and enthusiasm, capacity and character and who simply marks time, his eyes fixed on the calendar, is a disgrace to the profession and a curse on the society".\(^\text{16}\)

Dr. E.A. Pires says, "The great teacher lives and breathes the spirit of creativity and adventure".\(^\text{17}\)

(9) Democratic outlook:-

\(^{14}\) Ibid
\(^{15}\) Ibid
\(^{16}\) Ibid
\(^{17}\) School Organisation and Management – Chandra and Chakravarty.
A teacher cannot afford to be an autocratic. He must be democratic in his outlook and behaviour.

(10) Justice for Impartiality:-
The teacher must be fair, just and impartial, towards his students and the member of the society.

(11) Sympathy and Wisdom:-
No teacher is successful unless he is sympathetic and gains an insight into the child’s mind and his problems. He should be able to use his intelligence in the way it is required.

(12) Punctuality:-
A good teacher makes it a point to be punctual in every minute so as to be able to infuse the habit of punctuality among his pupils.

(13) Self Confidence:-
The teacher should have self-confidence in his capacity to solve the problems that he may face.

(14) Self Analysis:-
In the words of Ryburn, “Self analysis on the part of the teacher is his initiation into the profession and should be regarded as a necessary equipment of a teacher. Analysis of himself will do two things for the teacher. It will reveal certain faults that must go if children are to be properly handled. It will, in the second place, produce a desire for the attainment of these qualities that will have a healthy influence upon the children.”

15) Enthusiasm and Industriousness:-

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18 Gupta – Educational Management.
The teacher should be enthusiastic and industrious in his job. In the words of *Ryburn,

"He must be an enthusiast in child study, an enthusiast in his subject and an enthusiast in the matter of method".\(^\text{19}\)

16) Sociability:-

The teacher must possess the quality of sociability.

**Characteristics from the point of view of pupils:-**

In his investigation HART found that the first five traits of the teacher liked by the majority of the students are:-

i) Cheerful, happy, good natured, jolly, sense of humour and joke,

ii) Human and friendly,

iii) Interested in understanding of pupils,

iv) Making work interesting, motivating them to work with pleasure,

v) Commanding respect.

HART stated the traits which would be disliked by the pupils were:

(i) Bad temper,

(ii) Not helpful to school work.

(iii) Partiality

(iv) Haughtiness and

(v) Extreme strictness

\(^{19}\text{Ibid}\)
Conditions essential for Effective Primary Teaching:

1. Knowledge and understanding:
   A teacher should have the knowledge and understanding of the following:
   
   i) Curriculum, methods and evaluation procedures in primary schools.
   ii) The child;
   iii) Need of the secular, democratic and socialistic society in a scientific age.
   iv) Current educational problems;
   v) Educational policies;
   vi) Educational system in his state and country.
   vii) Modern educational trends.
   viii) Rules and regulations governing conditions of service for teachers in the state.

2. Abilities:
   
   i) Organising curricular content and co-curricular activities;
   ii) Conducting simple action research;
   iii) Managing classroom activities effectively.
   iv) Exploiting community resources to the maximum, for educational ends.

3. Skills:
   
   i) Effective communication with children and adults
   ii) Imparting communication skills to schoolchildren.
iii) Intelligent observation among student teacher and developing it in children.
iv) Manual and manipulation skills.
v) Organising work experience programmes for school children.
vi) Preparation, handling and proper use of teaching aids.

4. Attitudes:-
   i) Sensitivity to professional problems.
   ii) Scientific approach towards educational problems.
   iii) Aesthetic appreciation.
   iv) Positive disposition towards the profession and professional ethics.
   v) Positive disposition towards manual work.

5. Skills and Abilities:-
   The teachers should possess following skills and abilities in order to be effective.
   i) Clear expression of thought in fluent and correct speech.
   ii) Ability to build up curricular content around different units of activities and experiences and to evaluate its appropriateness.
   iii) Abilities to involve and adapt methods and techniques suited to different situations and to evaluate their effectiveness.
   iv) Ability to understand individual differences and to individualize instruction.
v) Ability to organize teaching learning experiences, enlisting the maximum involvement of children in the learning process.

vi) Ability to improvise and use teaching aids suited for imparting education.

vii) Ability to produce, appreciate and evaluate critically children's literature and to help pupils to use books for reference purposes.

viii) Ability to assess children's achievement and to plan programmes of enrichment and remedial teaching as necessary.

ix) Ability to organize schools as self-governing, creative, co-operative and democratic communities of pupils and teachers.

x) Ability to evaluate the impact of the school on the community and to locate strengths and weaknesses of the school programmes.

xi) Ability to formulate the goals of different activities in the school and the community, to organize activities, to maintain records of work done and to evaluate outcomes.

xii) Ability to build-up relationships, to foster inter-group, national and international understandings and emotional integration, and to work with people, i.e. children, fellow teachers, parents and other community members.
xiii) Ability to conduct empirical child studies in order to identify children’s needs, urges and attitudes.

xiv) Ability to conduct action research to find solution to confronting schools problems.

xv) Ability to undertake work connected with school office, examinations, supervision and administration.

xvi) Ability to develop in pupils, the qualities of patience, diligence, impartiality and fairness.

xvii) Training in games, accounting, hiking, camping and other co-curricular activities.

xviii) Ability to develop initiative and self-confidence in the students through various activities.

xix) Ability to beautify the campus in every type of environment.

xx) Ability to help children to improve their hand writing and foster desirable reading habits.

xxi) Ability to deal properly with the parents of the children.

xxii) Ability to extend full co-operation to the authorities and to remain loyal to the institution.

According to National Commission on Teacher:

Following conditions are the minimum requirement for Effective Teaching:

i) Management of a class with pupils of varying abilities;

ii) Communication of ideas logically and with clarity.
iii) Use of technology available to make teaching effective;

iv) Organisation of educative experiences outside the class and to learn to work with the community and to help the students to do so.

The commission desired that tomorrow's teacher has to translate the national goals into educational actions. He has to communicate to his pupils the importance of and the feelings for national integrity and unity; the need for a scientific attitude, a commitment to excellence in standards of work and action and a concern for society. He should be committed to these values. At a global level he should have an understanding and appreciation of the human predicament; population explosion, environmental pollution, the threat of a nuclear holocaust and the quest for world peace. Besides being proficient in the skills related to teaching teachers should imbibe the right attitudes and values.

It was perhaps enough that in the past the teacher should have been the conservator and transmitter of cultural values; but today so limited a view of his role is hardly tenable. If he is to wait until acceptable modes of thought have been approved by the establishment, he will remain where he has usually been a generation behind the needs of his pupils and for that reason in perpetual conflict with them.

Professor Peters gives us a straight answer: "The job of the educator is not simply to build on existing wants"
but to present what is worth wanting in such a way that it 
crates new wants and stimulates new interests"²⁰.

Here is an exciting image of the teacher sure of what he 
knows and of what his pupils must know, but occasionally 
nibbling at the fringe of the unknown and raising his pupils 
sights to what may be found there. We can see this kind of 
thing happening in the nursery school, school workshop the 
lesson in literature or science, or in sixth form discussion when 
the teacher is in touch with the rife ideas of his age²¹.

²⁰ "Education as Invitation", Essay in Philosophical Analysis and Education, ed. R.D. 
Selection of the problem:-

The advancement of knowledge itself enlightens the researcher towards new problems of which she was not aware and conscious before. It is true that problems lie everywhere around us.

The only thing is that, there is no problem awareness or problem consciousness. In order to locate these problems the researcher has acquainted with the field through an approach to varied sources in the form of books, courses, periodicals, proceedings of learned societies, lists of thesis, historical analysis, report of conferences, surveys of scientific studies and so on.

Thereafter the researcher decided to select a problem regarding effectiveness of teachers teaching at primary level.

Significant need of the problem:-

The Researcher felt the need to take up the problem for study because of the following reasons.

i) Primary education is of prime importance for the further education.

ii) It’s the laying down of foundation for the whole of the life of a human being.

iii) Only proper planning and preparation will lead to effective teaching.
iv) Certain factors like required knowledge of the subject matter, personality, behaviour in the society, classroom management, etc. will affect the teaching.

**Significance of Study:**

As we all know it very well that primary education plays an important role in the life of a human being because its the stage where the foundation is laid for the future. The project taken up by the researcher holds significance because she herself being a teacher had served in one of the schools before two years. She felt the need and importance of planning and preparing the lessons very well to make the teaching, effective. It’s the researcher’s observation during her teaching period that only a few school teachers are able to plan and prepare the lessons upto the mark and an average number of teachers have the required knowledge of the subject matter, and also the classroom management.

A child is like clay, which can be moulded, as we desire. The researcher in the present study is concerned about primary teachers of English medium schools. Primary education is a stage where the child learns different things at home, at school, which leave an everlasting impression on the mind of the child.

The teachers do plan and prepare their lessons, are able to manage the class, adjust themselves in the society, but it is seen only on an average.
The significance lies in realization of the fact and solutions to the problems to make the teaching more and more effective.

**Locating the Problem:-**

**Locating a problem for research:-**

The researcher is a professional in one of the renounced college of education at Aurangabad. The daily experience of working with the teachers under training and the students of schools observed at the time of practice teaching, provided a rich source of possible research problem regarding effectiveness of teachers teaching at primary level.

Since, the researcher is working in a college where the trainee teachers are provided the facility to do their practice teaching in a media of their choice the trainee teacher can opt for any medium for his practice teaching like English, Marathi, Urdu and Hindi.

Therefore, it provided the opportunity for the researcher to visit different media schools in order to observe the lessons of trainee teachers.

The researcher while visiting different media schools came across various differences among them and in this way it was experienced by the researcher that there is difference in teaching effectiveness among teachers of different media schools not only this but they also differ according to their sex.
Locating a problem through professional experience:-

The experience of working in a school setting provides a rich source of possible research problems. Mostly, people intending to do educational research have some experience in teaching often at the primary or secondary level or in college of education where the teacher has to visit several schools in order to provide practice teaching’ to her students such persons can draw on their own experience in formulating research problems.

Formulating the Problem:-

The selection of a topic for research did not immediately put the researcher in a position to start considering by what data she will analyse them. Before the researcher took these steps, she needed to formulate a specific problem, which can be investigated by a scientific procedure.

Once the problem was located and selected it was evaluated. Further, it was adopted for investigation. Next step was to phrase the topic adequately and state it clearly. It meant after the problem was selected it was to be definitely formulated and finalized.

Stating the problem does not meant just giving a title for the thesis. The problem has to be stated in precise terms. The type of statement employed depended upon the nature of the problem. The researcher was sure that the topic chosen was
neither too vague nor too broad in scope. Then to make the problem more clearer and more understandable, the researcher stated it as a question which required a definite answer.

The researcher also stated the limits of the problem and finally, she defined special terms that were used in the statement of the problem. Thus, while stating the problem, the researcher specified it in detail as well as with precision.

Frequently, it was necessary for the researcher to review previous studies in order to determine just what, has to be done. Sometimes, it was essential to formulate the point of view or educational theory on which the investigation has to be based. If certain assumptions were made, they were explicitly noted.

The researcher while stating the problem noted that it should not be stated in general terms as to become vague, with no clear indications of the direction of the study.
Statement of the Problem:-  

"To Study the Effectiveness of Teachers Teaching at Primary Level in English Medium Schools of Aurangabad District".

Delimiting the Problem:-

After the problem was been identified, definitely formulated and stated, the researcher has also given the restrictions and limitations, which she imposed on her study. This determined the boundaries of the project in hand. Recognition of the limitations of the study helped to focus attention on pertinent objectives and helped to maximize the danger of over simplification.

The delimitation restricted the geographical limits of the study i.e. whether the study undertaken covers up only a single town, or a district, a region, a state or, a country, so as to go deep into the investigation, the researcher delimited her study to Aurangabad District only.

The time limit was fixed for two years; the researcher limited her study to the teachers teaching in the primary schools of English Medium in Aurangabad District.

Hence, it was essential for the researcher to severely delimit the problem to the narrowest possible limits, both qualitatively and quantitatively that was in terms of the areas of research and of the sample that was studied.
Purpose of the Study:-

Due to the lack of effective teachers and effective teaching many students have suffered a lot.

Especially the primary stage of education in a student’s career plays an important role. For, it is the foundation stone of ones life.

There are about 92 English medium schools in Aurangabad District. Out of these about 78 are located in Aurangabad city and near about 14 are located in the Taluka places like Paithan, Gangapur, Sillod, Kannad, Vaijapur.

The researcher herself having served as a teacher in one of the schools of Aurangabad city found that primary education plays an important role in the life of an individual.

Presently, the Researcher is working and serving as a lecturer in one of the leading colleges of education and has to visit the different schools for supervising the lessons of B.Ed. trainee students.

Having noticed various flaws in students who go the high schools after completion of the primary education the researcher felt a need to conduct a study with regard to teaching effectiveness of the teachers teaching to the primary level.

The future of the students depends upon their education and to a large extent education is responsible for the development of a nation.

Therefore, the researcher decided to find out whether the teachers teaching at primary level in English medium
schools are effective or not, because today's children are going to be tomorrow's responsible citizens.

It was quite interesting for the researcher to find out whether the teachers differentiated due to the factors like sex and area; if it was so, then how far they differed.

The results of the research would be very useful in bringing out improvements in teaching and making it more and more effective.

**Objectives of the Study:**

The following objectives are designed to carry out the project:-

1. To study whether the teachers prepare and plan their lessons for teaching.
2. To study whether the teachers are able to manage the class effectively.
3. To study whether the teachers possess the knowledge regarding the subject matter.
4. To study whether the teachers possess teacher characteristics, according to the teaching profession.
5. To study the effect of social relations, on the teachers' effectiveness in teaching.
6. To study the parity and disparity with regard to above components of teaching effectiveness among teachers of urban and rural areas.
Hypotheses of the Study:-

The following hypotheses were framed for the study:-

H-1 On an average the teachers prepare and plan their lessons very well for teaching.

H-2 On an average the teachers are able to manage the class effectively.

H-3 On an average the teachers have the required amount of knowledge regarding the subject-matter.

H-4 On an average the teachers possess the teacher characteristics according to the teaching profession.

H-5 On an average the teachers possess the interpersonal relations according to the teaching profession.

H-6 The teachers have an above average effectiveness in teaching.

H-7 There is no significant difference between the effectiveness of Male and Female Teachers in Primary schools.

H-8 According to the Heads of the institutions Teaching Effectiveness is normal among the teachers of Primary Schools in English Medium.

Definitions of the important terms :-

Operational Definitions:-

a) Effectiveness of teachers teaching:-

Effectiveness of the teachers teaching means the perfection the teachers have attained. Also these teachers excel in their other personality characteristics they are said to be the best teachers.
b) Primary level:-

Primary level means Std. I to Std. VII. It is after the Pre-primary school and usually the students of these standards are between the age group of 5 to 12 years.

c) English medium schools:-

The schools where English is used as a medium of instruction for all the subjects. It means that the students will have their first language as English only.

d) Aurangabad District:-

Aurangabad District lies to west side in India. It is the historical city of Maharashtra State; and a capital city of Marathwada Division. To its sides lie the different districts like Nanded, Jalna, Osmanabad, etc.

Time Duration and Budget Schedule:-

It was decided that within a period of two years the research will be completed and finally the researcher succeeded in completing the project (research work) in the decided time.

The researcher feels immense pleasure in contributing quality work to the research area.

The whole research project was conducted and the total expenditure was borne by the researcher herself. Neither governmental institution nor any non-governmental organisation gave any financial support. Right from the starting till the completion of the work, the total expenses were paid by the researcher.