

CHAPTER - IV

## MATERIAL DEVELOPED AND USED FOR INTERVENTION

4.0 Introduction

Presented in this chapter are the various material developed by the investigator or drew up by him from various sources for intervention for teachers as well as students in order to orient them on the humanistic perspective. There were interventions for both teachers as well as students.

4.1 Intervention for Teachers

Teachers were given training using the following four programmes: Egan's model of human relations/communication training, Transactional Analysis, use of "I - messages" and the facilitative use of questioning skills. The training aimed at enhancing teachers' ability to be facilitative in their classroom teaching and other interactions with students.

4.2 Egan's Model of Human Relations/Communication Training

Egan's training model is basically a training in counsellor skills. But, the skills dealt with are facilitative skills and are equally important to teachers or anyone engaged in any helping professions like teaching, social work, medicine, and so on.

The methodology employed in training was experience-based. Each of the skills was explained, followed by role plays in which the trainer first acted as helper and one

of the trainees as helpee and the trainer modelled the skill for the trainees. Following role play there was feedback time and the helpee communicated to the helper how he or she found the helper's responses useful. After this the other participants shared their observations regarding the helper's facilitative quality. Once the participants understood what the particular skill was about and how it could be behaviourally manifested, two trainees role played, one acting as helper and the other as helpee. The other participants and the trainer observed how the skill was being modelled by the helper and gave feedback. The helpee would pose a problem and the helper would respond to it incorporating the skill or skills being practised in his or her responses. This is a developmental model and the later skills subsume the earlier ones. When it was felt by the participants as well as the trainer that they could comfortably model the particular skill, the next skill was taken up for practice.

In this model, the term 'helper' means one to whom a problem is brought, who could be a teacher, a doctor or a counsellor. And the term 'helpee' stands for one who brings a problem, who could be a student, or a patient. Applying specifically to this intervention the term helper means the teacher and helpee the students.

Prior to the start of the training, the participating teachers' responses were rated for their facilitative quality by providing them with four helpee statements and four helper responses for each of the statements and asking them to indicate which response was good and which inadequate. The trainer then rated their responses on a five point scale. The same statements were again given at the end of the training

and the responses were similarly rated. At the end of the training, each trainee as well as the trainer rated the other trainees for the facilitative quality of their responses. This was an overall rating of the trainee by the entire group. The two scores of the rating of responses and the group average score for each trainee are given in Table 1. The statements of problems are given in 4.1.10. .

As mentioned earlier, the facilitative quality of helper responses is rated on a five-point scale. The scale value of 2.5 was considered minimally facilitative and any value below that as unhelpful or even harmful (Egan, 1975).

Unhelpful	Minimally facilitative	Highly facilitative
1	2.5	5

Figure 2 : Scheme for evaluating the facilitative quality of helper responses.

All through the training period, the trainees were asked to maintain a log of their personal learning and how and with what results they were putting their new learning to use in the classrooms and in their dealings with their colleagues and other people in their lives.

(The trainer in the present intervention was the investigator himself. He had adequate experience in handling this training model. He learned it at a two-month residential course in counselling and psychotherapy at Christian Counselling Centre, Vellore, wherein the main focus of

training was the Egan's model of Counselling. Before training the participating teachers on this model, he had imparted the same training to a group of twelve postgraduate students in clinical psychology, Dept. of Psychology, M.S. University of Baroda).

#### 4.2.1 Communication

The training was preceded by a talk on communication so as to place the model in the right perspective.

The word 'communication' refers to a process by which someone or something is made common, that is, shared. If you tell me a secret, then you and I possess the knowledge of your secret in common, and you have communicated it to me.

We are communicating all the time. It is the first thing that a newborn child does as soon as it is born. When two of us meet we communicate. In fact, we cannot not communicate. So, communication need not be all that mysterious and arcane a subject for us. I think, in our ability to understand communication, we are often like that happy - sad gentleman of Moliere's play who was surprised to discover that he had, in fact, been speaking prose all his life'. He thought that was only for experts. All of us have the potential to listen to one another and communicate; we may not do it well, and this is unfortunate. We just have to learn to do it better. Communication is deceptively simple in theory, but quite demanding and difficult in practice. So, what we will be doing in this course will be to attempt to practise communication. For us, teachers, communication is extremely important and we must be good communicators.

One of the greatest problems facing the world is communication. Conflicts are bound to occur in human interactions, but we have to resolve them as best as we can. Our communication style should be such that it will resolve conflicts and not generate them.

An exercise in communication : (The trainer read out to the participants some directions regarding drawing a certain design in their notebooks. At first he faced away from them and read the directions out only once and gave them no chance to ask any questions. After that he faced them and read out the same directions and allowed them to ask him questions and seek clarification. The participants were then asked to compare the two drawings and find out the implications of the experience for themselves).

What is the implication of this exercise for us?

- 1) It is not just words, but the whole person communicates.
- 2) Communication is a two-way process. It is like a dhobi: we will never get back more than we give; in fact, we will get less.
- 3) We can teach, but cannot learn for someone else. Each one must take charge of his own learning.

#### Elements of Communication

There are four essential elements in communication. When a person 'A' communicates to another person 'B', A expresses and B listens and responds. A, again, has the

choice to react either by telling more or by keeping quiet.

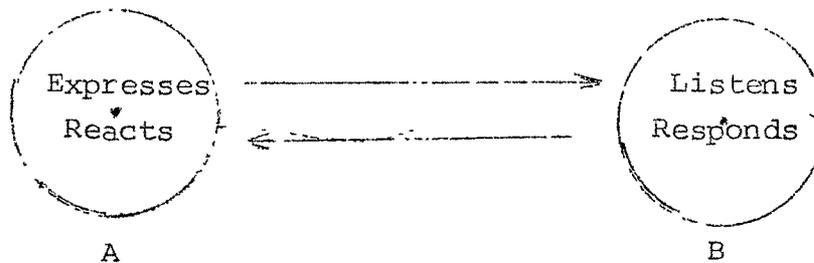


Figure 3 : Elements of communication

#### Expression

We will share our secrets only with those whom we trust that they will respect our confidence and will not gossip about us. So, trust seems to be a prerequisite in communication.

#### Listening

Listening is a very important aspect in all communication and in all human relationships. If I analyze my listening pattern, I will find that there are possibly three ways in which I listen to people: (a) at times, I pretend to listen, but do not really listen; (b) at times, I listen to what I want to listen - selective hearing; (c) real listening in which I attempt to pay full attention to all that a person is saying, both verbal and non-verbal.

Listening plays a crucial role in relationships. One of the troubles of the modern age is that we have forgotten the art of listening. We make ourselves so busy that we have no time for people. This can be especially true of us teachers. We can get so busy with teaching, with covering the syllabus that we do not listen to what the students are saying or communicating non-verbally.

### Responding

The communicator knows that he has been understood from the response he gets. The responses may be of several kinds :

- Probing : asks a question to get more facts,
- universalizing : says that the problem is common,
- defensive : defends the other person,
- reflecting : mirrors back what was expressed,
- judgemental : labels or evaluates the persons,
- sympathetic : expresses sorry for the person,
- advises : tells what to do,
- interpretative : gives reason,
- evasive : avoids responding to the problem,
- encouraging : offers some support.

### Reacting

The very first response usually decides if communication can go on. Depending upon the first response the speaker may either decide to close off or open up further.

#### 4.2.2 Egan's model of helping (human relations training): an introduction

All of us at one time or another are asked to help and all of us are involved daily in human relationships. Many professions demand two sets of skills, one set dealing with a specific technology (such as medicine, teaching) and another in the area of human relations. The doctor just does not face an ulcer in Room 466; he faces a human being, perhaps scared and dependent. No doctor can merely assign the patient's humanity to para-professionals while he takes care of his body. Similarly, the teacher does not just face minds in his class that are ready to receive the packages of knowledge that he imparts; instead he meets with pupils with their own unique abilities and difficulties, with their own unique aspirations and frustrations. No teacher can neglect the human aspect of teaching. Therefore, as teachers we will be much more helpful to our students if we know the art of helping.

This model presents a practical strategy for helping. By helping it is meant facilitation of growth. It indicates both the stages through which the helping process moves and the skills the helper must exercise at each stage of the model in order to achieve the goals of each stage. The skills discussed are the skills of effective interpersonal relating. These are skills that one needs to live effectively. These include both human relations and problem-solving skills. These skills are needed in marriage, friendship, family living, and the inter-personal aspects of work situations. The model deals with the basics of interpersonal communication.

It is a developmental helping model. It has a pre-helping phase and three distinct stages. Each stage is successful only to the degree that the preceding stage has been successful. For instance, if the helper's attending skills are poor, he will not be very successful in Stage I. Or, if the helper fails to understand the world of the helpee in Stage I, he will probably not explore his behaviour very effectively. In such a case, the integration that takes place in Stage II will be incomplete, for it will be based on incomplete data.

#### 4.2.3 An overview of Egan's model

The model has a pre-helping phase and three stages:

Pre-helping or pre-communication phase : Attending.  
Helper's goal : attending. To attend to the other, both physically and psychologically; to give himself entirely to "being with" the other; to work with the other.

Stage I : Responding/Self-exploration

Helper's goal : Responding

To respond to the helpee and what he has to say with respect and empathy; to establish rapport, an effective collaborative working relationship with the helpee, to facilitate the helpee's self-exploration.

Helpee's goal : Self-exploration

To explore his experiences, behaviour, and feelings relevant to the problematic in his life; to explore the ways in which he is living ineffectively.

Stage II : Integrative understanding/dynamic self-understanding

Helper's goal: integrative understanding. The helper begins to piece together the data produced by the helpee in the self-exploration phase. He sees and helps the other indentify behavioural themes or patterns. He helps the other see the 'larger picture'. He teaches the helpee the skill of going about this integrative process himself.

Helpee's goal: dynamic self-understanding. Developing self-understanding that sees the need for change, for action; learning from the helper the skill of putting together the larger picture for himself; identifying resources, especially unused resources.

Stage III : Facilitating action/action

Helper's goal: facilitating action. Collaborating with the helpee in working out specific action programme; helping the helpee to act on his new understanding of himself; exploring with the helpee a wide variety of means for engaging in constructive behavioural change; giving support and direction to action programmes.

Helpee's goal : acting. Living more effectively, learning the skills needed to live more effectively and handle the social-emotional dimensions of life; changing self-destructive and other destructive patterns of living; developing new resources.

4.2.4 Pre-helping stage : attending

Helper's skill: attending

The skills needed by the helper are summed up in the word attending. The helper by his very posture must let the helpee know that he is "with" him, "available" to him, that he is "present" to him. This is physical attending. The helper must listen attentively to his helpee. He must listen to both

the verbal and non-verbal messages of the helpee.

Verbal : he has to listen attentively to the words of the helpee.

Non-verbal: he has to listen to the messages that are carried in the helpee's tone of voice, silences, pauses, gestures, facial expressions and postures.

In a word, the helper has to keep asking himself: what is this person trying to communicate? What is he saying about his feelings? What is he saying about his behaviour?

Physical attending : facing the other squarely. This is the basic posture of involvement which says, "I'm available to you". He can manifest it through.

- maintaining eye contact: the helper should directly look at the helpee.
- maintaining an open posture.
- lean<sup>ing</sup>/toward the helpee: this is a sign of presence, availability and involvement.
- Remaining relatively relaxed: this is a sign of feeling at home with the helpee.

Psychological attending: listening is the core of attending.

Attending is a manner of being present to another; listening is what one does while attending.

Listening to the other's non-verbal behaviour: we communicate with our entire body, and not just by words alone. So the helper must listen to:

- a) non-verbal behaviour - bodily movements, gestures, facial expressions.
- b) paralinguistic behaviour - tone of voice, inflection, spacing of words, emphasis, pauses.
- c) verbal behaviour - the actual words spoken.

The helper aims at total listening. He not only hears the words and sentences but hears the ways words and sentences are being modified by non-verbal and paralinguistic cues. He wants to understand both feelings and content. He wants to know about the experience and behaviour of the helper and the feelings that suffuse them. Research tells us that non-verbal and paralinguistic cues can contradict the overt meaning of words. For instance, tone of voice can indicate that a verbal "no" is really a "yes". Feelings are carried by verbal content, tone of voice, gestures, and all the elements of nonverbal behaviour. For instance, a helpee kicks his feet while talking, showing that he is angry.

The helper's ability to listen underlies his ability to understand the helpee from the latter's frame of reference. Good listening is the building blocks of accurate empathy.

Attending behaviour is a way of the helper encouraging the helpee to explore his feelings and behaviour. They include such things as "um-hmm", repetition of one or two words of the helpee, one-word questions, nods of the head,

and a variety of gestures and body postures (eg. leaning forward, moving closer etc.). The fact that he is being listened to attentively, as signified by these encouragements, reinforces the helpee's self-exploratory behaviour.

#### 4.2.5 Stage - I : Responding to the Helpee/Helpee's Self-Exploration

The person in trouble presents himself for help. The helper first of all attends to what the helpee is saying. Then he responds in a way that helps the helpee explore his behaviour - his feelings, his attitudes, what he does, what he fails to do, what is constructive in his life, what is destructive, and so on. The helper requires a number of skills in order to facilitate his helpee's self-exploration.

#### The helper skills of Stage - I

The helper should try to understand the helpee and communicate this understanding to him as genuinely, caringly, and concretely as possible. The ability to communicate accurate empathy, genuineness, respect, and concreteness constitutes the skills of Stage-I. These are the skills that will help create for the helpee the climate of psychological freedom he needs in order to explore himself and the problems in his life. These skills provide a basis of care and support that people need in every day life.

#### 4.2.5.1 Primary level accurate empathy

A person is accurately empathic if he can -

- (a) Discriminate - that is, get inside the other person, look at the world through the perspective or frame of reference of the other person, and get a feeling of what the other's world is like;
- (b) Communicate - to the other this understanding in a way that shows the other that the helper has picked up both his feelings and behaviour and experience that underlie these feelings.

Primary level accurate empathy entails communicating initial basic understanding of what **the** helpee is feeling and the experiences underlying these feelings. The helper merely tries to let the helpee know that he understands what the helpee has explicitly expressed about himself. He does not try to dig down into what the helpee is only half-saying or stating implicitly.

#### 4.2.5.2 Genuineness

A genuine person is one who, in his interactions, is basically himself. He is what he is during the encounter with the helpee. He is without front or facade. The feelings that he is experiencing are available to his awareness and that he is able to live these feelings, to be them in the relationship, and able to communicate them if appropriate.

A genuine person is -

- (a) Spontaneous - he is role-free and expresses directly whatever he is presently experiencing.
- (b) Non-defensive- he knows both his strengths and weaknesses, and if a helpee expresses negative attitudes towards him, he will try to understand what the helpee is thinking and feeling.
- (c) Consistent - he has few discrepancies. He does not think or feel one thing but say another - that is, he is not phony.
- (d) Self-sharing - he is capable of deep self-disclosure.

#### 4.2.5.3 Respect

Respect means prizing another person simply because he is a human being. It implies that being a human being is value in itself. It is difficult to see how anyone could commit himself to helping others unless this is a value for him. But a value is a value only to the degree that it is translated into some kind of action. Respect is a value, that is, it is an attitude expressed behaviourally.

Respect is not often communicated directly in words. For instance, we never say, "I respect you because you are a human being". Respect is communicated principally by the way the helper orients himself toward and works with the helpee.

Orientation toward the helpee expresses itself in -

- (a) Being "for" the helpee - this being "for" refers to the helpee's basic humanity and to his potential to be more human.
- (b) Willingness to work with the helpee - the helper is available to the helpee; helping is a value and not a job. Since it is a value, he considers it worth the investment of his time and energy.
- (c) Regard for the helpee as unique - the helper is committed to supporting the helpee in his uniqueness and to helping develop the resources that make him unique.
- (d) Regard for the helpee's self-determination - the helper's basic attitude is that the helpee does have the resources to help him live more effectively. These resources may be blocked in a variety of ways, or they may be just lying fallow. The helper's job is to enable the helpee free his resources or cultivate them.
- (e) Assuming the helpee's good will - the helper acts on the assumption that the helpee wants to work at living more effectively; that is, he wants to rid himself of behaviour that is destructive to self and others and to channel his efforts into constructive behavioural change.

Working with the helpee expresses itself behaviourally  
in -

- (a) Attending - attending itself is a way of showing respect. It says behaviourally, "I am with you. I am committed to your interests. It is worth my time and effort to help you".
- (b) Suspending critical judgement - Rogers calls this kind of respect "unconditional positive regard", meaning that "the therapist communicates to his helpee a deep and genuine caring for him as a person with potentialities, a caring uncontaminated by evaluation of his thoughts, feelings, or behaviour" (1967, p.102).
- (c) Accurate empathy - in Stage-I, the best way of showing respect is by working to understand the helpee - his feelings, his experience, and his behaviour.
- (d) Cultivating the resources of the helpee - this follows from the helper's attitude toward the uniqueness, the individuality of the helpee. He looks for resources in the helpee and helps him identify them. He does not act for the helpee unless it is absolutely necessary.
- (e) Warmth - warmth is one way of showing respect. Gazda (1977) sees it as the physical expression of understanding and caring which is ordinarily communicated non-verbally.
- (f) Reinforcement as respect - a helper shows respect when he reinforces all constructive action on the part of the helpee.
- (g) Genuineness as respect - being genuine in one's relationship with another is a way of showing him respect.

#### 4.2.5.4 Concreteness

Self-exploration is not a goal in itself, but a means to an end - action. Therefore, problems must be discussed in concrete in order to solve them. The helpee is being concrete in self-exploration when he identifies specific feelings, behaviours, and experiences or situations that are relevant to his problems. The helper should try to be as concrete as possible in his responses even when the helpee is vague. He should ask the helpee for more specific information. Open-ended questions, and questions beginning with "what", "how", "with what feelings" yield the most specific information.

#### Helpee self-exploration

As the helper uses high levels of attending, accurate empathy, genuineness, respect and concreteness, the helpee cooperates by exploring the feelings, experiences and behaviours related to the problematic areas of his life. Self-exploration is adequate if it leads to the kind of self-understanding that includes a realization of the needs for action.

#### 4.2.7 Stage-II : Integrative Understanding/Dynamic Self-Understanding

The helper uses a variety of skills to help the helpee understand himself more fully in order to see the need to act more effectively. He not only helps him piece together the data produced through self exploration process so that he can see a bigger picture, a theme or pattern in his life, but also helps him probe wider and look deeper in order to find the "missing pieces" he needs to understand

himself better. Once the helpee begins to see himself both as he is and as he wants to be, he will see the necessity for action. The goal of this stage is dynamic self understanding- self-understanding that stands, as it were, on the verge of action. Self-understanding can mediate behavioural change.

In Stage I the helper tried to see the world from the helpee's frame of reference. In stage II, he helps the helpee see the world from a more objective point of view. As a result he comes to recognize his contributions to the problem. This change in perspective is necessary if Stage II is to be a bridge between the data of Stage I and the action programmes of Stage III. From self-understanding, the helper leads the helpee to constructive behavioural change.

The following are the helper skills of Stage II:

#### 4.2.7.1 Advanced Accurate Empathy

The helper tries to communicate to the helpee an understanding not only of what the helpee actually says but also of what he implies, what he hints at and what he says non-verbally. The helper begins to make connections between seemingly isolated statements made by the helpee. However, he must not invent anything. He is helpful only to the degree that he is accurate.

In Stage-II, the helper not only understands the helpee's perspective but sees the implications (for effective or ineffective living) of this perspective. This communication of advanced accurate empathy is the helper's way of sharing his understanding of these implications with the

helpee. Ultimately, however, the helpee himself must be able to say, "Now I'm beginning to see what I'm doing wrong and what I'm failing to do, and I want to remedy it".

Advanced accurate empathy can be communicated in a number of ways -

- (a) Expressing only what is implied : In Stage-II, once rapport has been established and the helpee is exploring his feelings, experiences, and behaviour, the helper can begin to point out what the helpee implies, but does not point out.
- (b) Summarizing core material : Advanced accurate empathy is also communicated when the helper summarizes the relevant core materials that have been presented in a fragmented way by the helpee.
- (c) Identifying themes : Advanced accurate empathy includes the identification of behavioural and emotional themes in the data presented by the helpee during the course of his self-exploration and the communication of these themes to the helpee.
- (d) Connecting islands : This metaphor suggests another approach to advanced accurate empathy. The helper attempts to build 'bridges' between the 'islands' of feelings, experiences, and behaviours, revealed in the self-exploration stage.

- (e) Helping the helpee draw conclusions from premises:  
Very often there are certain implied premises in the data produced in self-exploration and certain logical conclusions can be drawn from them.
- (f) Alternative frames of reference : The same set of facts and data are open to a variety of interpretations. Sometimes a helpee does not change because he is locked into an unproductive interpretation of certain facts. Suggesting alternative interpretations of frames of reference gives the helpee room to move.

#### 4.2.7.2 Helper self-disclosure

Helper should be willing to disclose himself to the helpee if and when he believes it will be helpful. But he should first determine whether his disclosure is likely to help the helpee explore himself further or understand himself. Helper self-disclosure is inappropriate if it distracts the helpee from his problems. Helper self-disclosure should help the helpee focus more clearly, concretely, and accurately on his areas of ineffective living and the resources he can draw upon to live more effectively.

#### 4.2.7.3 Confrontation

Confrontation may be thought of as an extension of advanced accurate empathy. It is an invitation to the helper to explore areas of feelings, experiences, and behaviour that he has so far been reluctant to explore. It involves some unmasking of distortions in the helpee's understanding of himself.

What should be confronted?

- (a) Discrepancies : In all of us there are various discrepancies - between what we think and feel and what we say, what we say and what we do, our views of ourselves and others' views of us, what we are and what we wish to be, what we really are and experience ourselves to be, and our verbal and non-verbal expressions.
- (b) Distortions : People who cannot face things as they really are tend to distort them. The way we see the world is often an indication of our needs rather than a true picture of what the world is like. One way to bring the helpee out of his distortions is to suggest alternative frames of reference for viewing self, others, or life itself.
- (c) Games, tricks and smoke screens : If I am comfortable with my delusions, and profit by them in some way, I will obviously try to keep them. If I am rewarded for playing games, I will continue a game approach to life. For example, "Yes", but,...."
- (d) Evasions : Helpees have a way of avoiding real issues because real issues are painful. One way of doing this is to blame others for everything that is going wrong in one's life.
- (e) Behaviour versus values : The helper should challenge the helpee to probe his values and get a clear picture of what his value priorities are so that the helpee can see what value conflicts exist in his life. It is not that the helper tries to get the helpee adopt his

set of values or value priorities he espouses. The helper should enable the helpee to face the value conflicts that are causing turmoil in his life.

#### 4.2.7.4 Immediacy

The helper is willing to explore his own relationship to the helpee, to explore the here-and-now of helper helpee interactions - to the degree that it helps the helpee get a better understanding of himself, of his interpersonal style, and of how he is cooperating in the helping process.

Direct, mutual communication has great potential for stimulating interpersonal growth. It is a way of processing what is happening in the here-and-now of any relationship, in a classroom, for instance:

Teacher : What's going on in this classroom - I mean besides the fact that learning doesn't seem to be taking place today?

Student A : I think we're in a kind of power struggle. You're trying to get us to do something that most of us don't want to do.

Teacher : I'm just getting more and more angry with you, which only ties me in knots, you've become the 'enemy'.

Student B : I think I made a silent promise to myself this morning during class. I said, "We're going to win this one no matter what the cost". I get very stubborn inside when I see you getting stubborn.

This kind of dialogue not only clears the air, but is a valuable learning experience in itself. Both teacher and students see themselves engaged in a game called "classroom learning as war". As they come to understand the roles they are playing in the struggle, both parties gain a new freedom and can decide to move beyond games to more creative forms of learnings. Immediacy is called for when the helper sees that either he or the helpee has unverbaliized thoughts and feelings about what is taking place in the helping session that are getting in the way. Immediacy is, in a sense, a higher-level response than either self-disclosure or confrontation, for it combines both of these. The helper both reveals his own feelings and in some way confronts the helpee.

#### 4.2.8 Stage III : Action Programmes

The work of Stages I and II, enables the helper to identify the problem areas and resources concretely and behaviourally and to set behavioural objectives. Helping is about behaviour and behaviour change - whether that behaviour be internal or external, self-oriented or inter-personal, public or private, individual or social.

Some helpee - problems can be handled or solved by the kinds of interaction that constitute Stages I and II of the helping model. But it is not realistic to expect successful execution of Stages I and II will offer complete solution to every helpee's problem.

#### 4.2.8.1 A Force-field analysis approach to problem-solving

Force-field analysis is a sophisticated term for a process that is, conceptually at least, relatively simple. A has a problem. The solution to that problem is his goal. Once A sees what his goal is, he sees what forces keep him from his goal (restraining forces) and what forces help move him toward his goal (facilitating forces). He then determines what courses of action will help him decrease the strength of the restraining forces and increase the strength of the facilitating forces. He chooses those goals that are most practical and that are in tune with his personal values. Finally he implements these means and evaluates his progress. The methodology is systematic and it involves well-defined, concrete steps. (vide figure 4 on the next page).

1. Identify the problem.
2. Establish priorities in choosing problems for attention.
3. Establish workable goals.
4. Take a census of the means available for achieving established goals.
5. Choose the means that will effectively achieve established goals.
6. Establish criteria for the effectiveness of action programmes.
7. Implementation - use chosen means to achieve established goals.
8. Review and evaluate the helpee's progress.

(b) Make sure the helpee owns the problem - The helpee should admit that the problem is his. He should not state the problem in terms of what others do, or fail to do. When two human beings find themselves in conflict, it is rare for one of them to be blameless. A wife cannot directly change her husband, but she can change her own behaviour. Even when a helpee has to face unjust or unfair situations, he can decide how he is going to act toward them so that he may live as effectively as possible, even though others may choose not to.

(c) Have the helpee state the problem concretely - It is not merely enough for the helpee to own problem, he must state it concretely. The more concretely the problem is stated, the more easily it can be translated into a concrete, workable goal. If a problem is stated concretely enough, it is possible to begin to glimpse the solution.

The helpee must state his problem, if possible, in terms of his behaviour - what he does to perpetuate a destructive situation, or what he fails to do. Then the objective will be clear - to stop doing what he is doing poorly and to start doing what he should do.

(d) Break the problem down into workable units - It is impossible to attack a problem if it is too general, or if it involves too many subunits. The goal is action, the goal is change; and the problem solving is only a means.

#### 4.2.8.3 Establish priorities in choosing problems for attention

In order to establish priorities, it is necessary for the helpee to have a preliminary overview of both his problems and some of his resources. Stages I and II will

have enabled him to see that. He must then ask himself: "which problems or sub-problems do I expend my energy on first?".

There are some criteria for choosing priorities:

- (a) Choose problems that are under your control : In the problem solving phase, problems and sub-problems should be stated in terms of forces within the control of the helpee. It is senseless to set out to solve one's problem by reforming another. The helpee can only deal with his problem and what he contributes to the problem.
- (b) Give some priority to pressing problems, crisis situation : It is essential to help a helpee meet his most pressing or overwhelming problems immediately. These problems should be at least "defused" so that the helpee is not overwhelmed by anxiety.
- (c) Choose some problem or sub-problem that can be handled relatively easily : A relatively easy problem should be dealt with early in problem solving stage of the helping process. For the helpee who experiences even a small degree of success in handling any problem initially will find it reinforcing.
- (d) Choose a problem or sub-problem that if treated, will bring about general improvement : Improvement in one area often generalizes to other areas. The helper, through his experiences with helpees, learns how to stop action programmes that have this tendency to generalise.
- (e) Move from less severe problems to the more severe : Aside from dealing immediately with crises and critical problems, a general principle is to proceed from less severe problems to the more severe. It is most helpful to get a backlog of successes with easier problems before tackling harder ones.

#### 4.2.8.4 Establish workable goals

A problem describes a situation as it is now. A goal describes a situation as the helpee would like it to be. Therefore the goal is the opposite of the problem.

Just as there are general problems and sub-problems, there are general goals and sub-goals. General goals are the opposite of general problems and sub-goals are the opposite of sub-problems. As in the case of problems, the goals and sub-goals must also be stated concretely.

- (a) State the goal in a way that makes it workable, possible :

The goals and subgoals should be proportioned to the resources and abilities of the helpee. "Possibility" means that the necessary resources are available. The helpee will only sabotage his own efforts if he embarks upon too ambitious programmes that are well beyond his resources.

- (b) Make sure the helpee owns the goal :

Just as the helpee must own his problem, he must also own the goal. If the helpee's goal is to change someone else's behaviour, the goal is not owned.

- (c) Have the helpee to state his goals concretely :

If the goal is stated concretely, the helpee can begin to see what means he needs to achieve his goals.

- (d) Break each goal down into workable units :

Not only the goals must be possible; they must be workable too. The helpee is more likely to work for a goal if he can perceive that he is making progress toward that goal. The goal, then should be measurable in some way.

4.2.8.5 Take a census of the means available for achieving established goals.

The helpee is not always aware of the resources he has at his command. Neither does he have a clear idea of the factors that stand in his way. Therefore, force-field analysis at this stage is a tool for analysing a situation he would like to change, a way of gathering the kind of information essential for change, especially the kind of practical information needed, a way of reviewing both the obstacles standing in his way and the resources available for achieving change, and a way of developing alternative courses of action.

- (a) List all the restraining forces keeping him from his goal :

This means all those factors that prevent him from achieving the goals he has set for himself. He may begin to write down whatever comes to his mind and in any order.

- (b) List all the facilitating forces at work helping him reach his goal

The helpee lists everything he can think of that might help him achieve his goal. The more complete the list, the better it will be.

- (c) Underline the forces in each list (facilitating and restraining) that seem most important right now.

- (d) List all possible action steps for each underlined restraining force that could reduce or eliminate that force

This is a kind of "brain storming" process and the helpee should list all possible action programmes he can

think of that will reduce the impact of this particular restraining force. He is not yet ready to choose the action programmes in which he will invest himself.

- (e) List all possible action steps for each underlined facilitating force that could enhance that force :

The helpee repeats the brainstorming process to obtain action programmes that will enhance the facilitating forces he has chosen to work with. He lists action programmes that will enable him to tap the resources available to him. At this point he does not choose which action programmes (means) he is going to adopt to try to enhance the facilitating forces in his "field". Upto this point in the forced-field analysis approach to problem solving, the helpee has been engaged in what may be termed "information gathering". This phase is very important in the decision making/problem-solving process as it creates new alternatives.

#### 4.2.8.6 Choose the means that will most effectively achieve established goals

Now is the time for the helpee to choose the means (action programmes) he will use to achieve the goals and subgoals he has established.

- (a) Enable the helpees to choose means (action programmes) that are in keeping with his own personal values

The assumption here is that the helpee is not interested in any kind of solution. Therefore, the values on which decisions are made should be those of the helpee, and not those the helper merely imposes on the helpee. Stages I and II should do much to clarify the personal values of the helpee.

- (b) Enable the helpee to choose practical action programmes (means) that have a high probability for success

Practical action programmes are different from the merely possible ones. The helper should be able to help the helpee estimate the risk, the probability of success, and the possible side effects of any action programme. To do this, he must understand the helpee's inner resources well and have an understanding of the environmental resources available to the helpee.

- (c) Enable the helpee to order his action programmes so that he moves gradually and systematically toward his goal

Moving toward a goal gradually, step by step, is one way of increasing the probability of reaching that goal. Most action programmes are not simple, one-step processes; they can be broken down into a series of simple, manageable steps. Moving toward the goal step by step has two effects; it provides immediate reinforcement and it lays the foundation upon which more complex skills are built.

#### 4.2.8.7 Establish criteria for the effectiveness of action programmes

Action programmes must be concrete enough to measure in some way. If I am unable to measure and evaluate whether a given programme is successful, either the problem or the solution or both have not been stated concretely enough. If the helpee is to be encouraged to move forward, he must see results.

#### 4.2.8.8 Implementation : use chosen means to achieve established goals

The heart of the problem solving process is the helpee's action itself; his ridding himself of destructive behaviour patterns, his enhancing current constructive patterns, and his instituting further constructive programmes.

#### 4.2.8.9 Review and evaluate the helpee's progress

The helpee reports periodically on the action programme he has undertaken and evaluates his own performance. He, then, plans for further action.

#### 4.2.9 Conclusion to Egan's model

When the helper has mastered the skills of the model, there is no need to stick to the temporal and logical sequence of the model as presented here. Effective helping is central to the model. As one becomes more experienced, he will be able to draw on these skills with greater and greater facility, using whatever skills are necessary at a given moment to serve the needs of the helpee most effectively.

#### 4.2.10 Rating of responses

Below are a few helpee statements followed by a number of possible responses. Give a plus sign (+) to the response that is good, and a negative sign (-) to the response that is inadequate. State reasons for your choices :

##### 1. (Boy, 15 years, to teacher) :

"Mr. Jones has it in for me. We haven't gotten along from the start. I don't do anything different from the other guys, but when there is a blow up, I'm the first one to blame. I wish he'd get off my back".

- (a)    ( ) You ought to cool it in his class. Why get thrown out of there for something stupid?  
Reason :
- (b)    ( ) you feel he's being unfair to you - and that's lousy.  
Reason :
- (c)    ( ) You've been in trouble before. Are you really giving it to me straight?  
Reason :
- (d)    ( ) Okay, Tim, we can straighten this whole thing out if we all just stay cool. I think we're all reasonable people. By the way, how's the family?  
Reason :

2.    (Girl, 22 years, to counselor) :

"I wince every time people ask me about my education. As soon as I say "high school", I see their minds turn off. I feel I am as educated as any college grad. I read quite a bit. I deal with people well. I think I've got whatever you are supposed to get from college except the degree. College is not the only education. I know some people who I think were retarded by college".

- (a)    ( ) Uh - uh.  
Reason :
- (b)    You feel good because you have been the principal agent in your own education.  
Reason :

- (c) ( ) You are not angry only at potential employers, you resent the whole system, and you would like to show people a thing or two.

Reason :

- (d) ( ) You resent being categorized when you say "high school". You know you are an educated person.

Reason :

3. (Male, 36 years, married to counselor) :

"On July 21, I left home for my relations with my wife were deteriorating. We stayed with her parents. It was like hell for me there. So I told my wife, "Let us go elsewhere and let us manage, we two". And you know what she said? "You can go to hell!"

- (a) ( ) Why do you bother? Women change like the moon.

Reason:

- (b) ( ) You feel hurt and rejected. You feel she does not care for you any more.

- (c) ( ) You must not take her too seriously. Show love to her.

- (d) ( ) You feel terribly hurt and rejected, for she does not care for you any more. And this has raised some painful questions in your mind about her and perhaps about her love for you.

Reason :

4. (Boy, 18 years, to teacher) :

"I can't concentrate on my studies. All the time the thoughts of the girl come into my mind and I cannot get rid of them".

(a) ( ) You are in love. Don't worry. This happens to boys of your age.

Reason :

(b) ( ) You try hard to get rid of those thoughts but can't succeed. You feel miserable for they have spoiled the studies you had begun, and you wonder why they grip your mind that way.

Reason :

(c) ( ) You feel frustrated that you can't succeed in brushing aside those thoughts, and can't do what you would like to do.

Reason :

(d) ( ) Don't look at her. Tear up any letter or photo you may have of her. You've got to be a man.

Reason :

#### 4.2.11 Rating of Teachers' Responses :

The Table 1 shows that all the eight teachers have shown growth in the facilitative dimension of their responses on self-rating, but two teachers, namely, teacher III and V did not come upto the minimally facilitative level of 2.5 on group rating.

Table 1 : Rating of teachers' responses for their facilitative Dimension before and after the training as well as rating by the group at the end of the training.

Teacher	Rating of Responses		Rating by the Group
	Before Training	After Training	
I	2.50	3.50	3.00
II	3.00	5.00	4.00
III	2.00	4.00	3.50
IV	1.50	2.50	2.00
V	1.00	3.00	1.00
VI	1.50	3.00	3.00
VII	2.00	3.50	3.00
VIII	2.50	5.00	4.00

#### 4.3 Training in Select Concepts of Transactional Analysis

Transactional Analysis (TA) is a complete theory of personality. It is a practical tool for understanding why people behave the way they behave. Its language is simple to learn and its principles are easy to apply to everyday problems of living and working. Because of this, TA offers practical ways to deal with "people problems" in the classroom.

#### 4.3.1 Eric Berne's model of personality structure

Berne discovered that every normal person has three sets of behaviour. Each set of behaviour is accompanied by its own kind of thoughts, feelings and actions. He called these sets as ego states and named them as Parent ego state, Adult ego state and Child ego state. Ego states are "coherent systems of thought and feeling manifested by corresponding patterns of behaviour".

Ego state means state of the ego or state of the "I". A person may at one particular moment be in one ego state and at other time in another. The three ego states are distinct and separate sources of behaviour. They are not concepts like Id, Ego and Superego, but are psychological realities.

The structural diagram  
of personality



Let us take a deeper look into our ego states and discover what our P, A, C are all about and how we can use this knowledge to express ourselves more meaningfully and more happily in our lives, in our work and in our relationship.

##### 4.3.2.1 Parent Ego State (P) :

The Parent ego state is that part of personality which has been borrowed from our biological parents or from those who took their place.

Sometimes parents treat their children in a loving way, speak kindly to them, offer shelter and protection, or take care of them in other ways. We call this nurturing behaviour. If it is nourishing, it will help children grow.

At other times parents criticize, make rules, give commands, or punish their children. Since the main objective of these behaviours is to control the child, we call them controlling behaviours.

Cutwardly, P is expressed  
toward others as nurturin (NP)  
or as controlling (CP)



When we are in our Parent ego state, we respond automatically, almost as if a tape recorder is playing in our head and directing our words and actions. All of us have Parent tapes that can affect our job performance and our relationships.

The Parent ego state tends to be filled with opinions, judgements, and prejudices about religion, politice, people, etc. A person acting from the critical side of his Parent may come on as bossy, know it all, whose behaviour intimidates the child in other persons. A boss, a spouse, a teacher, or a friend who frequently uses his or her critical parent may irritate other people and perhaps alienate them.

An important fact that we need to note about Parental data is that they are copied behaviours from our biological parents and are recorded as truth as they come from the source of all security.

Outwardly, Parent ego state is often expressed toward others in prejudicial, critical, and nurturing behaviour. Inwardly, it is experienced as old Parental messages which continue to influence the minor Child.

#### 4.3.2.2 Child Ego State (C) :

Everyone carries within his brain and nervous system permanent recordings of the way he experienced his own impulses as a child, the way he experienced the world, the way he felt about the world he experienced and the way he adapted to it. It is as if our mental tape recorder is recording events on one track (Parent), and the feelings associated with those events in another track (Child). In other words, the Child is the recordings of internal events, the responses of the little person to what he sees and hears. This takes place simultaneously with the recording of the external event, the Parent. It is recording joy, surprise, amazement and all the wonderful feelings associated with our first discoveries about life. This is also recording terror, agony and all the fearful feelings we experience. The Child ego state is the source of our emotional responses. The subject feels again the emotion which the situation originally produced in him, and he is aware of the same interpretations, true or false, which he gave to the experience in the first place.

When a person responds as he did in childhood - inquisitive, affectionate, selfish, mean, playful, whining, manipulative, etc. he is responding from his Child ego state. There are many things that can happen to us today which recreate the situation of childhood. When this happens we say that the person's "Child has taken over", or his "Child is in command".

The Child ego state develops into three discernible parts : The Natural Child, the adapted Child and the Little Professor.

(i) The Natural Child (NC) : Our Natural Child is exactly what it sounds like. It is that part of us which acts as a child naturally would. In it are found genetic recordings of all our primary urges.

The Natural Child expresses itself spontaneously without concern for the reaction of the parents or others. It is energetic, feeling, loving, uninhibited and loves fun.

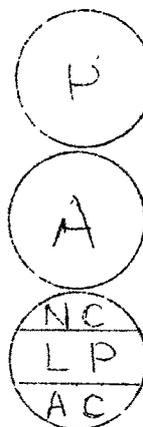
(ii) The Adapted Child (AC) : The Adapted Child is that part of the Child that exhibits a modification of the Natural Child's inclinations.

These adaptations occur in response to traumatic experiences, training and demands from significant authority figures.

For example, a child is naturally programmed to eat when hungry, but soon after birth, parents programme his hunger by feeding according to their own time schedule.

Similarly, it is through adaptations that we become socialized and are able to cooperate, share and learn to be concerned about others.

It is our adapted Child that says "please" and "thank you".



While modifications of natural impulses are necessary, many children experience training unnecessarily repressive. As a result their natural expressiveness is overly inhibited and their adapted behaviour can get in their way. For example, the Adapted Child feels not-OK when we are frightened to speak before a group, or are depressed when someone criticizes our work.

Some of the usual adapted Child behaviours are complying, trying to please, sulking, avoiding situations (withdrawing) and procrastinating.

People who are highly adapted seem to have difficulty in having fun and enjoying themselves.

(iii) The Little Professor (LP) : The Little Professor is the thinking part of the Child ego state. But its thinking is necessarily limited as it has to think without knowing all of the facts believed to be needed. It is creative, intuitive, and manipulative. With the Little Professor, the Child psychs out a situation and seems to have an inborn ability to dream up new ideas, "pull the right strings" to reach a desired goal and intuitively know what to do in a given situation.

Our Child ego state developed, as a child, when we learned to respond in certain ways. The way we now feel when someone calls a mistake to our attention may probably be the way we felt when we were scolded when we were children. The way we feel now when someone compliments us is likely to be similar to the way we felt when our parents praised us. Or, if our parents never complimented us, we may be suspicious of compliments now. If we were charming, we may still be turning on our charm.

#### 4.3.2.3 Adult Ego state (A) :

The Adult ego state can be called the "computer" in us because we use it to collect facts and process them, make predictions about the future and calculate probabilities. It functions by testing reality. As against the taught concept of life in his Parent and the felt concept of life in his Child, the Adult develops a thought concept of life based on data gathering and data processing.

The Adult in the early years is fragile and tentative and is easily "knocked out" by Parental commands or fear in the Child. The Adult gradually learns to take data from the Parent, the Child, and from its own observations of reality and makes decisions based on all available information. In doing so, it in a sense, mediates between Parent and Child, to determine which, if either, is realistically applicable to the present. Playing, for example, may be fun, but there are times when playing may be dangerous.

The Adult does not judge. It deals strictly with facts. It knows no right or wrong. But it is aware of what the Parent understands to be right or wrong.

#### 4.3.3 Functions of Ego States

(a) Parent : It helps persons to be good parents and to organize their own lives according to a scale of values and judgements. As good parents provide sustenance, support, love and direction to their children so Parent ego state provides nurture, safeguards and regulation for ourselves and others. They help us carry out countless routine tasks automatically without the need to think them through each time.

(b) Child : The function of the Child ego state is related to getting needs met. Each child wants satisfaction of its hungers and gratification of its desires, and will express joy when gratified, anger when frustrated (NC). Each child wants to survive in what may appear to be dangerous situations (AC).

(c) Adult : The Adult's function is one of updating the Parent and the Child. It examines the data in the Parent to see whether or not it is true and still applicable today. It also keeps emotional expressions appropriate. It also gathers and processes data in the present.

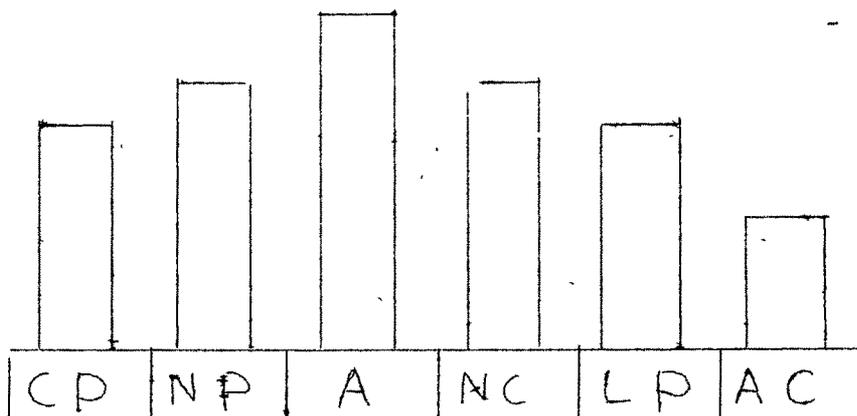
It is important to know what ego state one is in at any given time. One of the goals of TA is to enable a person to have the freedom of choice and the freedom to change at will in response to new situations. This freedom is lost to the extent we are driven to act either by Parental or by Child recordings. We grow in this freedom by knowing what is in the Parent and in the Child and how these run our lives. When I know which ego state I am operating from, I can either choose to continue operating from that ego state, or I can choose to change to another ego state which may be more helpful to me.

#### 4.3.4 Egograms

The above account of ego states dealt with the structure, the what of personality. It did not show how much of each there is. This is the job of the egogram.

An egogram is a bar graph showing the relationship of the parts of the personality to each other and the amount of psychic energy emanating outward. By this method an

individual can see himself and others in a meaningful way that leads to creative action. The assumption is that our psychic energy is constant and is distributed among the six parts at anyone time. It has been found that a unique profile exists for each person.



An egogram

A person learns to respond from certain ego states at certain times in order to get what he wants. Different people tend to spend varying amounts of time and energy in different ego states. These tendencies are depicted by egograms.

An egogram is an easy tool for anyone to change elements of his personality. Change occurs when an individual concentrates on developing weak spots. Thus, following the constancy hypothesis of psychic energy, if a person builds up his nurturing Parent, he will take energy away from other ego states.

#### 4.3.5 Strokes

A stroke is a unit of social recognition. The basic motivation behind communication is the need for strokes. In communication some need is met either of the sender or of the receiver, or of both.

Two basic needs of all human beings are the need to be touched (sensory stimulation) and the need to be recognised or acknowledged by other people. The former is a biological need, and the latter psychological. Berne terms them both as hungers.

It has been said that being touched stimulates an infant's chemistry for mental and physical growth. Infants who, for any reason, do not experience enough touch suffer mental and physical deterioration. Therefore, strokes are a biological necessity.

As a child grows older, the early primary hunger for actual physical touch is modified and becomes recognition hunger. A smile, a nod, a word, a gesture eventually replace touch strokes. Like touch, these forms of recognition stimulate the brain of the one receiving them and serve to varify for him the fact that he is there and aliye. Recognition strokes also keep his nervous system from shrivelling. This hunger can be strongly felt anywhere in the home, on the job or in the classroom.

#### Positive and negative strokes

Strokes can be positive or negative. Positive strokes are those acts of stimulation and recognition which are supportive of life and activity. They will be experienced as pleasant, strengthening, affirming, and growth producing. Negative strokes are experienced as nasty, destructive, unpleasant, inhibiting of the person as a whole or some aspect of his behaviour.

Positive strokes are often expressions of affectionate, appreciative feelings or compliments. It takes positive strokes to develop emotionally healthy persons with a sense of Oneness. They range in value from the minimal maintenance of a "hello" to the depth encounter of intimacy.

Positive strokes are usually complementary transactions that are direct, appropriate and relevant to the situation. When strokes are positive, they leave the person feeling good, alive, alert, significant. If the strokes are authentic, and are not overdone, they nourish a person. His winning streak is expanded.

Positive strokes can give a person information about his competencies. They help him become aware of his individual skills and competencies.

Listening is one of the finest strokes one can give another. The most effective listening involves focussing all one's attention on the speaker. When a person has been listened, he leaves the encounter knowing that his feelings, ideas or opinions have been really heard.

Everyone needs positive strokes and if a person does not get enough, he will often provoke negative strokes. A child may become bratty or delinquent, inviting parents to slap or scold him; a spouse can whine, overspend, stay out late, flirt, drink or in some way provoke confrontation.

### Discounting and negative strokes

A discount is a lack of attention or negative attention that hurts someone physically or emotionally. Ignoring a child or giving him negative strokes sends the message "you are not Okay". When a person is ignored, teased, humiliated, he is in some way being treated as though he is insignificant.

### Conditional and unconditional strokes

Strokes can be conditional or unconditional. Conditional strokes are those which are given for "doing" or performance. They are given on meeting the demands set by others. For example, a father who demands that his son must get certain academic results as otherwise he will not be happy is giving strokes conditional on the performance of the son.

Unconditional strokes are those which are given for "being" and no strings are attached or conditions are set on the stroke. A mother's stroke for her baby is an example of unconditional stroke - the baby does not have to do anything other than be there and exist.

### Stroking combinations

Strokes exist in combinations in real life than in isolation. There are four stroking combinations:

- (a) Positive unconditional and positive conditional (+U+C). This means something like "I like you and I like what you do." This kind of strokes are all embracing.

- (b) Positive unconditional and negative conditional (+U-C). This means something like, "I like you and I don't like what you do".
- (c) Negative unconditional and positive conditional (-U+C). This means, "I don't like you, but I like the way you do things."
- (d) Negative unconditional and negative conditional (-U-C). This means, "I don't like you, nor do I like what you do". This is the most destructive type of stroking, the kind that is given by a killer.

#### Different strokes for different people

Many positive strokes, given with good intentions, miss the target because the person giving them has assumed that a certain stroke would be well received. We need, therefore, make sure what strokes a person needs before giving them.

#### Guidelines for stroking performance

Effective stroking is essential to success and participation in life.

- (a) Avoid stroking undesirable behaviours : A good principle in stroking is : "What you stroke is what you get". We commonly invest 90% of our time and energy on correcting or complaining against negative behaviours and only 10% on strengthening positive behaviours. As a result consistent

good behaviour never gets stroked and people who break rules and otherwise goof off get a lot of attention. This situation tends to perpetuate mediocrity.

(b) Time your strokes : To be most effective in motivating a person, a stroke should come as soon as possible after desirable performance. Delay in stroking will result in its losing its effectiveness.

(c) Stroke approximations : When people have difficulty in meeting agreed to standards of performance, it is a good idea to stroke approximations of the final, desired performances.

(d) Raise the criteria for stroking : We must gradually raise the criteria for stroking as we want a person to reach mastery performance.

(e) At first stroke consistently, then intermittently: Where people are learning something new, they are likely to be a bit shaky and need assurance. So it helps to stroke them consistently each time they perform well. This feedback helps them know where they are and where to concentrate their efforts. Once they have begun performing on their own, gradually phase out your consistent stroking and begin stroking intermittently.

All of us, much more so children need positive strokes, both conditional and unconditional. Conditional strokes such as, "if you do your lessons regularly, I'll be happy", help develop good habits and manners. We need unconditional strokes like, "I am glad you are you", because we are real, alive people and they help to affirm ourselves. People who

receive positive strokes will develop good feelings about themselves and others, and those who receive negative strokes will collect negative feelings.

Good strokes humanize and improve the quality of work life at an organisation. When people stroke each other freely just for being, people feel better about themselves and about each other and are likely to put more energy into their work. Normally in a work situation people are stroke starved. As a result they tend to become grouchy, lethargic, unproductive and sometimes even sabotaging.

#### 4.3.6 Analyzing Transactions

In the language of TA, any exchange between two people is called a "transaction" and it involves an exchange between their ego states. In a transaction, one person sends (sender) a message-stimulus from one of his ego states and receives a response back from one of the ego states of the other person (responder). By using our knowledge of ego states we can diagram what goes on when two people are transacting. It is a fascinating experience to analyze transactions. It helps us understand what parts of our personality talk to other people and with what results. It may also help us learn why we don't get along with some people.

All transactions can be classified as complementary, crossed or ulterior. Any one of these transactions is sometimes OK, and sometimes not OK. It depends on what the goal of the transaction is, which may be to offer encouragement, criticism, information, etc.

### Complementary transactions

Transaction are complementary when the message and reply are such that only one ego state is used by each person for communication. A message sent from a specific ego state gets the predicted response from a specific ego state in the other person. In this kind of transaction, the lines of communication are open or parallel.

### Crossed transactions

A crossed transaction occurs when an unexpected response is made to the stimulus. An inappropriate ego state is activated and the lines of transaction between the people are crossed. Such transactions often lead to misunderstandings, to hurt and angry feelings between people. The recipient of a crossed transaction often feels put down. His response may be one of withdrawal (while fantasizing that he is misunderstood and that other people are incapable of understanding him); change of topic, or instigating a fight.

### Ulterior transactions

These are transactions with an ulterior (or hidden) as well as open messages. They are more complex than complementary and crossed transactions as they involve more than two ego states at once. The communication proceeds at the social as well as psychological levels. The ulterior message is disguised as a socially acceptable transaction. Of the two messages, the ulterior message is more important to both the sender as well as the receiver. The ulterior message is usually given by body language or tone of voice.

## Discount transactions

Any kind of transaction that discounts one or both of the people involved is a discount transaction. When we discount, we ignore or deny the feelings, thoughts or opinions of ourselves or others. Many discount transactions are related to problem solving.

Sarcasm is a frequent discount of someone else and carries the message, "you are not OK, you are stupid".

Complaining is another frequent discount. It is a discount of oneself and carries the message, "I'm not OK, I'm helpless".

## Rules of Communication

- (a) When transactions are complementary, communication remains open.
- (b) When transactions are crossed, communication breaks down.
- (c) In an ulterior transaction, the outcome is predictable at the psychological level.

The healthiest way to transact is to use complementary transactions. These transactions show understanding and can go on indefinitely. In a healthy relationship, people transact openly and directly from any ego state and receive the response they expect.

By becoming aware of our transactions, we can gain conscious control of how we operate with others. Knowing how to use each kind of transaction when desirable is one of the ways we enhance our effectiveness.

Crossed and ulterior transactions have also their place. Therefore, a judicious use of all three kinds of transactions are helpful.

#### 4.4 Training in the Use of "I-messages" as against "You-messages"

In this section the particular focus is on the ways we can handle situations that call for correction, criticism and classroom management. As teachers we will be failing in our duty if we do not offer correction and constructive criticism to our students as and when they are required. Yet, the way we do them is going to make a whole lot of difference.

The most effective criticism is growth-oriented and helps to educate or protect the other person. When faced with a touchy problem, ask yourself:

"Is what I need to tell this person going to facilitate his or her growth, potential and success".

"Will it strengthen this person and add to his or her resources?"

"Is my criticism cushioned by caring?"

Criticism affects people most productively if the relationship is basically a sound, positive one.

## 4.4.1 "You-messages"

Most of us tend to handle situations that call for criticism or that concern dealing with indiscipline by sending what are generally called "you-messages" (Gordon, 1974). You-messages are basically communication of unacceptance. They either inhibit or altogether stop the two-way process of communication that is so essential in such situations. Therefore, they are also known as road-blocks in communication and we need to avoid them in our interactions with students. You-messages may be categorized under three heads: solution-messages, putdown-messages and indirect-messages.

## Solution messages

As the term suggests, a solution message communicates to a student exactly what he or she must do. You might recall this is exactly what we learned to avoid in the third stage of Eagan's model. In the terminology of transactional Analysis, it is acting from over-nurturing Parent (rescuing) and prevents mobilization of the students own resources and potential.

A solution-message may be sent in anyone of the following ways:

- a) ordering, directing  
Examples, "You stop smoking".  
"Spit that gum out".
- b) warning, threatening  
Examples, "If you don't stop smoking,  
I'll report you to the principal".  
"Spit that gum out, or quit class".

- c) exhorting, moralizing  
 Examples, "A good boy does not smoke"  
 "Gum-chewing in class is discourteous".
- d) advising, giving suggestions  
 Examples, "Don't smoke, instead drink tea often".  
 "Don't make a habit of chewing gums".
- e) teaching, instructing  
 Examples, "Smoking is injurious to health".  
 "Chewing-gum spoils your teeth".

We are all so used to using solution-messages in our interaction with students and others, we may not so much even be aware that we use them. Therefore, we need to cultivate awareness as to when and how we make use of them.

You may also want to know what is wrong with using solution messages. They contain a hidden message that "you're too dumb to figure out things yourself", or "I'm the expert (or the boss) and you do things the way I say". Solution-messages also carry a high risk of backfiring on the sender because the best that can be hoped for is submissive compliance, a positive behavioural change accompanied by a negative attitudinal change. The student may stop smoking publicly but may resort to it secretly. This is because only the problem is considered and not the person.

#### Putdown Messages

Putdown-messages denigrate a person and chip away his or her self-esteem. They carry evaluation, criticism, ridicule and judgement. They have been classified into six categories:

- (a) judging, criticizing, blaming  
Example "you should be ashamed of yourself for wiling away your valuable time in such frivolous things".
- (b) name-calling (labelling), ridiculing  
Example "you're a lazy bum".
- (c) interpreting, diagnosing (playing the psychologist)  
Example "you're doing this to get attention".
- (d) praising, giving positive evaluation  
Example "when you put forth the effort, you do such good work".
- (e) reassuring, sympathizing  
Example, "I realize it's hard to sit with books when there is a test-match telecast on TV".
- (f) probing, questioning  
Example, "Just why didn't you study when you knew the exams were approaching?"

You may ask what is wrong with the putdown-messages. These are messages heavily loaded with negative judgement of the other person. What the other person hears is the hidden message, "there is something wrong with you". The other person is therefore forced to defend himself or herself against what appears to be an attack.

#### Indirect Messages

Withdrawing, distracting, being humorous or sarcastic are some of the ways by which we send indirect messages.

Example, "Come on, let's talk about something more pleasant."

What is wrong with the indirect message is that it carries a hidden message, "If I confront you directly, you may not like me". What is the result? The other person feels that you are untrust-worthy and manipulative. We must realize that the most beautiful gift we can give another person is to tell the truth about him.

The twelve roadblocks are the language of unacceptance. When the students have a problem, using any one of the 12 ways mentioned above communicate to them that having a problem is unacceptable and something must be wrong with them for having the problem.

#### 4.4.2 "I-messages"

In passing critical comments it is often helpful to begin with a statement of how you feel when the other person does whatever it is that you do not like. It is helpful to follow a four-step pattern in such communications:

"I feel.....(express whatever is your feeling at the moment) when you.....(describe what you do not like in specific terms).

"I would like you to...(describe what you would like regarding his or her behaviour) because....(explain why?).

When criticizing it is important to express your feelings through your Adult ego state. This will activate the other person's Adult and remove some of the sting. Suppressing your feelings of frustration, anger, etc. is no help as they are likely to be expressed non-verbally and hook the undesirable ego state of the other person.

Sometimes our attitudes may be positive and may still want to offer some constructive criticism. In the case it is helpful to acknowledge first what you like before commenting.

While criticizing, avoid negative implications about the other person's being, or inner self and characterizations of any kind. What we have to realize is that people are not problems; they have problems. And they can always change.

#### 4.5 Training in the Facilitative Use of Questioning

The earlier three training inputs focused chiefly on the affective facilitative dimensions that a teacher could employ in his or her classroom communication. In this section, we want to look at the facilitative use of the questioning skill.

A lot has been written about the skill of questioning and it has been thought to be the central part of the educational process. With an increasing trend toward an interactionist or an inquiry approach to teaching and learning, educators are arming themselves with a host of questions which they believe will stimulate students. Yet over 90 percent of the questions that teachers ask deal with recall of cognitive knowledge.

There is no doubt questioning is a valuable tool in the learning process. However, bombarding students with questions can be a frightening experience. A student may also try to give the kind of response that will satisfy the teacher.

A question is a facilitative response when it is designed to seek additional information, stimulate further discussion, or to query an individual regarding a particular matter. It may also open up a new area of discussion.

For our purposes in this section, we will divide all questions into two types, open and closed (Wittmer and Myrick, 1974). The open-ended questions encourage students to develop their answers in whatever length they wish. The closed-ended question, on the other hand, is structured for only a "yes" or "no" response, and is usually phrased in such a way that answers are limited to a few words, or perhaps there is choice among several responses.

The open-ended question is broad. It invites the person to answer the question from his own perceptual field. A closed-ended question is narrow and forces the person to answer in terms of the teacher's perceptual field. The open-ended question can solicit a wide range of thoughts and feelings, whereas the closed-ended question tends to seek cold facts.

Of all the questions, the open-ended questions are the most facilitative of a person's growth and learning. They give the students most room to discover their innermost feelings and thoughts about a matter.

Some of the main advantages of open-ended questions are that they communicate to students that there are no right answers. They develop in them trust in their own reasoning and an openness to new ideas. Cultivation of independent thinking in students is something that any teacher can aspire for. Thus, open questions build the roots of creativity as against conformity in young people.

Now the challenge for each one of us is to include as many open questions as we can in our daily teaching. What we have discussed in the third stage of Eagan's model on problem solving have to be kept in mind while using open questions. The purpose of having more open questions is to enable students to experience their own resources and to feel confident in using them.

Some examples of open questions :

1. "How do you think we can strengthen the roots of democracy in India?"
2. "What is your opinion regarding the possibility of practising democracy in the classrooms?"

After the talk on open questions, examples of open and closed questions were elicited from the teachers from subjects of their own specialization in order to make the use of open questions familiar to them. Conversion of one type of questions to the other form was also undertaken.

This was followed by a discussion on the topic, the pros and cons of adopting democracy in the classroom. The investigator was the chairperson and modelled for the teachers how one could use open questions in classroom discussions.

#### 4.6 Intervention for Students

The intervention for students consisted of the following training components: group dynamics, interpersonal skills and cooperative classroom management. For the last mentioned item, teacher participation along with the students was also sought.

#### 4.7 Group Dynamics

My dear students, I invite you to these group sessions. These sessions are going to be very different from your classroom experiences. In the classroom you learn mainly from teachers and books about things or events that are mainly outside you. In these sessions, however, you will learn from your own and others' experiences. Therefore, experience is going to be the source of our learning in these sessions. Through our shared experiences, we want to discover who we really are, and who others are and how we can cooperate with each other in order to enrich ourselves mutually.

(After the introduction the group was led through the following group dynamic exercises. The aim of the first set of exercises was to facilitate self-discovery and liking for what one discovers about oneself (boosting of self-esteem) and group cohesion.

##### (a) Mutual introductions

Goal : to pay attention to and to get to know another person in a new way

- to learn to talk about oneself to another
- to learn to listen to another

Process :

Dear students, please get up from your seats and move around the room without talking with each other. However, you may contact one another nonverbally through eye contact, smile, nudging each other, etc. Look around

for someone in the group whom you know the least and form a pair with that person and move away from the centre once you have formed into pairs.

Each pair then will spend five minutes (2½ mins. each person) to get to know each other. You may ask the other any question which you yourself are willing to share. Use the time to discover each other regarding as many aspects of the person as possible.

After this, the group assembles and is seated in a circle along with the facilitator. Each person will in turn get up and introduce his or her partner to the entire group, highlighting only the positive aspects of the person that he or she had chance to discover during the time that they spent together. The person being introduced was asked to pay attention to his or her feelings of satisfaction/dissatisfaction with the way he or she was introduced.

After each introduction thus carried out, the person who was introduced was asked to share how he or she felt while being introduced, what was satisfying or dissatisfying about the introduction. After this the other members could share their observation, or ask for more information regarding the person being introduced.

Once everyone had a chance to introduce and of being introduced, the group was asked to share what they learned personally from this experience in the group. They were also asked to keep a diary of their significant learning in this as well as in the subsequent exercises.

## (b) . Rough Spot

Goal : to enable students to share some of their personal experiences with the group.

- to enable students to get to know the others in the group
- to enable students to perceive that what they are today is to a certain extent their reactions to different experiences in their lives.

## Process :

Students are asked to stand in a straight line one behind the other, facing the facilitator and number off 1, 2, 1, 2... etc. Then all no.1's are asked to take one step to the right and all no.2's one step to the left and one step back. Then the 1's turn around to face the 2's and the 2's turn around to face the 1's. Each of the 1's will be facing a 2 and the pairs sit close to and face each other.

Once all are thus seated, the facilitator tells the group that he will be giving them a number of things to share with their partner. The 1's will share first for 2½ mins. and then the 2's will share. After every 2 mins. there will be a warning and after 2½ mins. the facilitator will announce 'time up" and ask the two to share their experience for another 2½ mins. each way. The same procedure for warning and ending will be announced for each sharing.

After the two partners have finished sharing, the facilitator will ask the 2's to stand up and move to the chair on the left and face a new partner. Similarly, the partners were changed till everyone had a chance to share with everyone else in the group. As there were 12 members in the group, there were 12 changes in all. The experiences given to students for sharing were the following:

- a sad event
- a happy event
- a frightful experience
- a time when you got angry
- a personal loss
- a time when someone misunderstood you
- a moment when you really felt loved
- the most serious lie you have ever told
- something you were most ashamed of in your past
- a time when you helped someone and you felt happy about it
- your goal in life
- how would you feel if someone criticizes you in public

After these twelve rounds were over, there was time given for general sharing. They were asked to share how they felt being in the group and how they felt related to each other and what they discovered during the sharing.

(c) On the Event of Fire

Goal : to enable students to discover what they really value in life

- to enable students to recognize who they are close to

Process:

(This is done by leading students, through a fantasy). Imagine that your house is on fire and you have just about five minutes to salvage some of your personal belongings. You may salvage some five things. What will be these five items? Rank them in the order of importance to you.

Briefly describe why these things are of importance to you.

Now imagine that years have gone by. Your doctor tells you that you are suffering from some terminal illness. He gives you some 15 days more to live. You want to give away the five items to someone dear to you. Take the items in order and call someone in your life and give the item to him or her and tell him or her why you are giving the item.

After the fantasy, each student will share what were the five items salvaged from fire and why, and who were the persons to whom they gave away the items and why.

After everyone in the group got his or her turn to share, there was a general sharing regarding what they learned from this exercise.

(d) Strengths and Needs

Goal : to enable students to recognize that we are all interdependent, that we contribute to others' happiness and growth and are contributed to by others

Process:

Each student takes a large sheet of paper roughly 10" x 8" and divides it into two columns. On the left top he writes down strengths and on the right needs.

- On the strength column each student writes down 3-4 strengths and in the need column 3-4 needs.
- The students then pin the paper to their chests and move around and find someone in the group who could support them to meet their needs. Have a dialogue with that person on how to go about getting their needs met.
- Then move on to find another person and have a dialogue similarly. Everyone gets 3-4 rounds of the dialogue.
- The group reassembles and is seated in a circle. The students then share their experience in the exercise.
- This is followed by a general discussion on how we are all interdependent on each other and everything else in the universe.

(e) Trust Walk

Goal : to enable students to discover to what extent they are able to trust another person.

Process:

The group is divided into pairs. (Only all-girls and all-boys pairs were formed for this exercise). One member from each pair is blind-folded and is taken around the room, outside the room and so on by his or her partner. The partner may take the blind-folded partner across obstacles, etc.

- After five minutes of walk the roles are switched. The seeing partner will be blind-folded and taken around by the blind-folded partner in the first round. Another five minutes are provided for this round.

- The group reassembles and each student shares his or her experience in both the roles. The exercise is closed with a general discussion on the nature of trust or distrust.

(f) Strength Bombarding

Goal : - to enable students to recognize and appreciate some of their own personal qualities  
- to enable them to further develop some of their qualities

Process :

The students alongwith the facilitator sit in a circle. Each student writes down as many positive qualities as he can about himself and 5 positive qualities of each of the other students.

- Each student in turn reads out the qualities that he has written about himself. Then each of the other students in turn will tell him or her the five qualities he or she has noted down about the person. The student takes down the qualities as they are told. He or she could ask for any needed clarification from anyone.

- The students are to collate the list of qualities and read them as often as they can and enjoy being the possessor of these qualities. They are to choose one quality that they further want to develop and chalk out a plan for it for the next one week. At the end of the week they will evaluate their functioning in the quality and if required work on the quality for another week. Then they may choose another quality to work on and to further develop it. The facilitator will guide them on how to prepare the action plan.

-- The aim of the next two exercises was to bring home to students experientially the value of cooperation and mutual support.

## (g) Prisoner's Dilemma

- Goal : - to enable students to understand that helping another to win is the best way to help oneself
- to demonstrate to them an inherent competitive nature in most of us, and now it can be self-defeating

## Process:

- The facilitator tells the group that they are going to play a game. He asks them to divide themselves into three groups of 4 students each. Two groups will be playing the game while the third group acted as observers.

- The facilitator then tells the group that "the aim of the game is to earn as much money as possible, without hurting or without helping the other groups".

- The way money will be made is by playing combination of cards, chosen by a group decision. Each group must decide whether to play a yellow or red card.

- The following combinations are possible.

<u>Colour Played</u>		<u>Money Earned</u>	
<u>Team A</u>	<u>Team B</u>	<u>Team A</u>	<u>Team B</u>
Red	Red	-2	-2
Yellow	Red	0	+5
Red	Yellow	+5	0
Yellow	Yellow	+3	+3

The play will go on for a number of rounds (there will be 10 rounds, but not announced). The observers take note of what they see is happening.

Put up the scheme of play and the possible ways money can be earned for everyone to see. After each round write down money earned on a black-board in front.

After the 3rd, 6th, and 9th rounds negotiations could be held between the representatives of each group regarding how the play could go on. Announce to the group after the 2nd negotiation that the combination values will be doubled from then on. Before the 10th round announce that the next round of play will be the last.

The observers will be asked to report on the following points :

- the actual objectives as against the stated objectives
- the strategy employed by the two groups of players. Was it consistent, or changed during the play? Why?
- who emerged as leaders in the two groups of players? Was there any rivalry? How was any difference of opinion resolved?
- what was the group's reaction when the other group did not keep the terms of negotiation?
- what were the assumptions of the group about the other group? How were these expressed?

After the observers report, and group members will be asked to reflect on their experience and find out why they behaved the way they did.

The facilitator will then analyze the scores of the 10 rounds and point out who collaborated and who competed.. He will then lead the group on a discussion about the advantages of collaboration over competition. In this connection, he will tell the group the story, "the Prisoner's dilemma".

The story is about two prisoners who were lodged in the same cell. They decided to escape the prison together by digging a tunnel that would take them outside the prison wall. This is an example of collaboration. They dug for months. Thinking that the tunnel would have taken them outside the prison wall, they broke open to the surface only to discover that their tunnel ended just a few feet off the prison wall inside. They could now escape by helping each other to climb over the wall and **flee** to freedom. One of them could allow the other to climb on his shoulder and then to the top of the wall. The one who climbs first could pull the partner up the wall. But both of them could not agree as to who would go **up first** as they were afraid the one who went up first might not take the trouble to **pull** the other up. They lost their precious time in arguing and convincing each other. In the meanwhile, they were found and captured by the sentries.

Things worked well for both of them as long as they collaborated and they lost the chance of a life time when they started to distrust and **compete** with each other.

(h) The Game of Squares

- Goal : - to analyze certain aspects of group cooperation in solving a group problem
- to sensitize the participants to some of their own behaviour which may contribute toward or obstruct the solving of a problem

Process:

The facilitator asks for five volunteers to play the game who are then made to sit around a table. The rest of the group are observers and they sit behind the players.

The facilitator then gives out an envelope to each player and tells them that these envelopes contain pieces of chart paper cut in different patterns. When properly arranged they form five squares of equal size. (The facilitator prepared the cut-outs previously).

The facilitator then gives the rules for the game:

- no player may speak, not even nonverbally
- no member may take a card from another
- members may give cards directly to another and not throw them in the centre
- each player must construct a square
- observers watch and write down what they see

The facilitator calls the observers to a place separately and tells them what to look for and report:

- who is willing to give away pieces of the puzzle?
- does anyone give away everything and divorce himself from the struggle of the rest?
- is there anyone who continually struggled with his pieces, yet unwilling to give any away?
- who puts the pieces in order mentally?
- is there any turning point at which cooperation begins?
- any violation of rules by talking or pointing as a means of helping another

The envelopes are then allowed to be opened and begin the play. The game ends when everyone forms a square, or they get stuck and stop playing.

The players are then given opportunity to aware their experience. This will be followed by the observers' reporting. Finally the facilitator engages the group in a discussion on the meaning of cooperation. He points out certain aspects of cooperative problem solution and asks them to view **them** against their classroom situation:

- each individual must understand the total problem;

- each individual must understand how he or she can contribute to solving the problem;
- each must be aware of the potential contribution of the other individuals;
- there is need to recognize the problems of other individuals in order to aid them in making their maximum contribution.

(i) Role Plays

The students are led through the following set of five roles to play in pairs.

Goal : - to enable students to experience that any role involving a one-up or one-down relationship is not satisfying;

- to enable them to realize that a role-free expression of self is satisfying and enriching self and others.

Process:

The facilitator asks the group to form into pairs. He tells them that they are going to do some role plays according to the situation provided. One of the pairs will be 'A' and the other 'B'. After playing the particular role the players will switch roles and continue playing. There will be five minutes for a role-play. After 2½ mins. the pairs will switch roles. The facilitator asks them to give themselves to the roles that they are acting at the moment and be aware of their feelings. The situations are:

- i) Hammer and nail
- ii) Dog and cat
- iii) Master and slave
- iv) Strong tree and climbing vine
- v) Twin stars

After the role plays each student reports what he or she felt while playing each of the roles and what was satisfying or not satisfying about them.

The facilitator will discuss, taking points from the students' sharing, about how to build up meaningful relationships. He will point out that any function involving superior -inferior roles will not ultimately lead to satisfying relationships. He will attempt to relate it to student's life in the classroom as well as outside.

#### 4.8 Training in Interpersonal Skills

In this part of the intervention for students, they will be given training in some select interpersonal skills taken from both the Eagan's model of human relations training and Transactional Analysis, both of which were discussed in connection with the intervention for teachers. Therefore, here only a brief mention of skills and ideas dealt with is made.

The students will be trained in the following skills from the Eagan's model :

1. Attending
2. Listening
3. Respect
4. Empathy

The students will also be explained the following concepts from transactional analysis:

1. Ego states
2. Transactions
3. Strokes

Students were also given training in identifying their own ego states, patterns of transactions and the kinds of strokes they give and receive. They will be shown how a judicious use of these ideas will enable them to build up and maintain healthy interpersonal relationships.

#### 4.9 Cooperative Classroom Management

This is an application of the democratic classroom that was discussed in Chapter one. Both students and teachers will be involved in drawing up classroom ground-rules. The underlying belief of the approach is that when students are made a party in drawing up classroom code of conduct, their commitment to it will be stronger and any possible power struggle between teachers and students that could otherwise arise can be avoided.

The facilitator will go about involving students in framing the ground-rules and get everyone's commitment to abide by them in the following steps.

##### 4.9.1 Drawing up classroom goals

The facilitator will tell the students that every group exists to achieve certain goals. For example, an army exists to protect the country from the enemy. Similarly what gives any group its identity is the goal that it pursues. The classrooms are also similarly constituted to achieve certain ends.

The facilitator will divide the class into groups of eight and ask them to come out with what they think are the goals their class strives to achieve. In other words, what is the purpose for which the class is constituted? Each group will report what they think are the class goals to the entire class. The facilitator will make a summary of the group reports on the blackboard and lead the class in discussing them. The class teacher and the other subject teachers who may be present will also contribute their views.

#### 4.9.2 Students' individual goals

The facilitator will tell the class that not only has the classroom been constituted to achieve certain goals, but each of them has his or her own individual purposes for which they will be working this year. But most of the time one may not be aware of his or her purposes. Bringing them up to awareness and consciously striving to achieve them will give a new thrust to what each of them is trying to achieve this year in class IX.

The facilitator asks each student in the class to write down his or her specific goals for the year. He will then ask each student to share his or her goals to check to see whether they are specific and behaviourally measurable when achieved.

#### 4.9.3 List of problems that arise in class that prevent achieving both classroom and individual goals

The facilitator will ask the class to point out problems or situations that prevent achieving both classroom and individual goals. He reminds them that when any

group works together problems and conflicts are bound to arise. A problem or conflict exists when someone's action interferes with what you need to do. Therefore, there is need to look at them rationally and dissolve them for the mutual satisfaction of the parties concerned.

The facilitator will allow time for a brainstorming session on the existing problems in the classroom. Any student can raise any problem without fear of being evaluated. The facilitator will put down the list of problems suggested by students and teachers on the blackboard.

#### 4.9.4 Finding possible solutions for the problems

The facilitator and the students will discuss the issues pointed out to arrive at a concensus as to which of the problems listed need more serious attention by all.

Once the problems that need solution are identified, another brainstorming session on possible solutions to each problem is undertaken. After various possible solutions to a problem are suggested, the facilitator will strive to get the class to agree upon the most probable solution. The class concensus could be ascertained by a show of hands. Until concensus has been reached, the class keeps debating on the pros and cons of the solutions proposed. At the end of this step, the class arrives at a list of solutions that could <sup>be</sup> considered as ground-rules for their conduct in the classrooms for the mutual satisfaction of both students and teachers.

The facilitator will tell the class that the most crucial step in any problem solving effort is implementation. Unless everyone whole-heartedly commits himself or herself to the solutions worked out, things will remain as they are, plus the additional burden of a feeling that nothing can be done to change the prevailing situation.

By way of starting on with implementation, the facilitator will propose that everyone take these solutions as their pledge to the school and to one another. Each one will write down the ground-rules in his or her school diary and sign it. The following format is suggested for taking the pledge.

"We, the students of Std. IXA, after having considered the purposes for the attainment of which the class is constituted and after having considered our own individual goals to be strived for this year, pledge ourselves to follow the undermentioned ground-rules for creating an atmosphere conducive to the attainment of the aforesaid purposes.

"We promise...

(The problem solutions are written down here)

We pledge to observe these ground rules from this day on."

A copy of the pledge will be put on the class bulletin board for the reference of all concerned.

The facilitator tells the class that they need to know the effectiveness of their efforts to create a conducive atmosphere in the classroom for the attainment of their purposes. Besides, some problems may be non-existent after sometime and new problems may crop up which may need to be handled. Therefore, he will tell them, there is need to periodically assess their success and plan out new strategies for greater effectiveness. He will, in consultation with the entire class and the teachers, fix up how often the entire class will meet for evaluating the success of their efforts.

#### 4.10 A Report on the Proceedings of the Sessions on Cooperative Classroom Management.

##### 4.10.1 Class goals

1. The class should have the right atmosphere in which teachers can teach the prescribed syllabus.
2. The class should have the right atmosphere for students to learn the same from teachers, peers and reference material that may be provided.
3. The class should provide students opportunities for learning
  - (a) Interpersonal relating
  - (b) Cooperating
  - (c) Developing their special talents in any or several cocurricular activities, like sports and games, singing, public speaking, dramatics and leadership.

#### 4.10.2 Students' individual goals

These are not reported here as they were more or less in line with the class goals, except that they are personalized. It is not considered necessary for our present purposes where the focus is on the class-room as a whole.

#### 4.10.3 List of Problems

(Only those that the class came up with as important to be dealt with are reported here)

- \* students come late to class
- \* talking or otherwise disturbing during teaching
- \* students laugh at a student when he or she answers wrongly or asks questions in class
- \* free periods are noisy and no work can be done in them
- \* the majority of students do not understand what is taught by some teachers
- \* the majority of students are not willing to help each other in studies
- \* some teachers show partiality
- \* some teachers ridicule students in class if they happen not to know an answer
- \* often teachers themselves come late to take class
- \* students from other classes come on errand during teaching which disturbs the whole class

#### 4.10.4 Solutions arrived at

The list of problems arrived at in step two above are of two types: those created by students themselves and those that are created by others where the students are the effect of them. The students can only do something about the problems they themselves have created. Regarding the other problems, which are also nonetheless a real issue for them, they resolved to request the class teacher and the principal who were provided with copies of the proceedings of these sessions, to convey to those concerned how the students feel about the problems and to seek acceptable solutions to them.

The ground-rules (solution to the problems) that the students came up with are mentioned along with the strategy of implementation in the next session.

#### 4.10.5 Strategy of implementation (the pledge)

(See the format suggested earlier. Here only the solutions are mentioned)

- \* We promise to be on time for every single class.
- \* We promise not to talk loudly or otherwise disturb teaching.
- \* We promise not to laugh at students who may answer wrongly or ask irrelevant questions.
- \* We promise to be quieter and not to disturb those who study during free periods.

- \* We promise to take responsibility for our learning. Therefore, where we do not understand what is being taught, we will take the responsibility to seek clarification from teachers either immediately in class or afterwards, or ask any student who has understood the topic.
- \* We promise to do our best in helping each other with studies.

#### 4.10.6 Strategy to assess success

The students and the class teacher decided to have a review of how their approach at creating a better classroom teaching-learning climate was working in the last week of every month in one of the character formation classes.