

CHAPTER - ONE

INTRODUCTION

INTRODUCTION

The quality of education is directly linked with the teacher. In schooling, the fundamental concern is the learning of the pupil, and in this concern the teacher and the teaching are of prime importance. Teaching and learning do not take place in vacuum. There is a school and a community environment which support or negate learning of the student. There is a need of competent, adequately trained teachers who are committed to the teaching profession. Consequently, what a teacher teaches concerns the school, community and the nation. The modernisation of teaching inherently implies a modernisation of teacher training programmes. If change must be initiated in teacher education, it can no longer be haphazard. It must be active rather than reactive, planned and systematic rather than merely expedient.

If a teacher education institution is to produce better teachers and in turn better citizens, it must also change its product, and preferably keep ahead of times rather than merely abreast of them. This can be accomplished by anticipating events rather than just letting them happen and by planning for orderly, rational, meaningful change, deriving cues, for its direction from consumer-feedback. Perhaps there is no intellectual activity that needs qualitative improvement to the same extent and degree as teacher education. The teacher occupies a pivotal position in society. Improve the teacher

and all other improvements will take care of themselves. There is yet another consideration that makes teacher education imperative. The teacher has to deal with evergrowing minds. This means that he must never cease to grow himself. He can ill afford to be static. Knowledge is advancing in all its spheres at an enormous pace and the techniques of communication is being revolutionised continually under the impact of scientific researches and inventions, as also according to the community needs. Lest the teacher should lag behind, he must be equipped more and more in respect of both contents and skills.

1.1 TEACHER EDUCATION

The strength of an educational system must largely depends upon the quality of its teachers. However enlightened the aims, however up-to-date and generous the equipment, however, efficient the administration, the development of children is determined by the teachers. There is, therefore, no more important matter than that of securing a sufficient supply of the right kind of people to the profession, providing them with the best possible training and ensuring to them a status and esteem commensurate with the importance and responsibility of their works. With the rapid expansion of schooling both in numbers and extent, all over the world, these problems have acquired new importance, and urgency.

It has been rightly realized that unless we have teachers of right type, that is, teachers who not only possess the necessary academic qualifications but also have a sufficient

measure of professional competence and the requisite personality traits - the right attitudes, beliefs, ideals and interests - all our plans of educational reconstruction, all our efforts to create a sound system of national education may have little chance of success.

Realization of the above basic fact has naturally actuated our educational planners and administrators to pay more and more attention to the subject of teacher education in the recent years, with the result that a lot of fresh thinking is now discernible on the subject and new schemes of teacher training are on the anvil.

The quality of a nation is judged by the quality of its citizens. The latter is mostly determined by the educational system in the nation which, in turn, is decided by the quality of teachers it has. The real dynamic force of the educational system is the teacher. Education Commission (1964-66) has rightly mentioned that - "The destiny of India is now being shaped in her classrooms." So the teacher occupies a key position in the total programme of educational reconstruction. Teachers are skilful in developing understanding about the world in which human beings live. He is full of insight with respective ways and means of stimulating intellectual appetites and is capable of patience and has understanding and sincere feelings for others. It is also generally agreed that goodness of an educational programme is determined to a large extent by the teacher. Therefore, the identification of qualified and able

teaching personnel remains one of the most important problem in any educational system of the world.

The teacher education institutions have a very important role to play in improving the system of education by training a body of ardent and inspired men and women. The essence of a programme of teacher education is 'quality'. If this is lacking, the programme is not only bound to become a financial waste but a source of deterioration of educational standards. This has to be avoided at all costs. It has been observed that although some changes have been incorporated, by and large, the system of teacher education in practice has remained unaltered. The existing system is neither flexible nor dynamic and hence cannot cope with the new objectives of teacher education. Weaknesses of the system of teacher education have been repeatedly pointed out from time to time by various commissions and committees like the University Education Commission (1948-49), The International Team on Teachers and Curriculum in Secondary Schools (1954), and Indian Education Commission (1964-66). The detailed reports submitted by visiting teams of the working groups set up by the NCTE (1975), the UNESCO publication entitled "Alternative Structures and Methods in Teacher Education (1975) and Exploring New Directions in Teacher Education (1976) have also identified the similar weaknesses in the existing Indian teacher education programme as well as in other developing countries.

The recommendations of Education Commission (1964-66) reads as follows:

"A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very much rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions".

Looking into the reports of the various education commissions in the post-independence period, it is clearly evident that the programme of teacher education requires clear scrutiny and improvement. In order to make the professional preparation of teachers effective, teacher education must be brought into the main stream of the academic life of the universities on the one hand and of the school life and educational development on the other.

In the teacher education programme, practice-teaching programme holds the key position. The quality of teacher education programme depends on the quality of practice-teaching programme in the colleges of education. The existing practice teaching programme in the teacher education institutions is the weakest point of the teacher education programme. Some most relevant short-comings of the traditional practice teaching programmes are highlighted here in below.

1.2 TRADITIONAL PRACTICE-TEACHING — SHORT-COMINGS

One of the main criticism of teacher training programme, is that student-teachers rarely spend much time in actually

studying teaching (Shore, 1972). It is now accepted that the training should emphasize teachers responding to the pupils at the feeling level, encouraging them to express themselves frankly and accepting their ideas. This kind of training is not easy and can not certainly be accomplished through the traditional methods of teacher training (Pareek and Rao, 1970).

The main emphasis in the traditional practice teaching programme is on the skill of communicating subject matter information to the pupils. This alone will not achieve the objective of bringing about modification of the teacher behaviour. His basic status needs control and the need of this control seems so great that a few innovative alternatives of teacher educators as a helping hand to them would be necessary (Lynton and Pareek, 1967; Pareek, 1968). Such innovative alternatives should make effective use of feedback to bring about change in the behaviour. Student-teachers do not get the maximum benefit from their teaching practice, because after some theoretical information and a few demonstration lessons they are sent to face real classes. Palsane and Ghanchi (1967) surveyed the practice-teaching programme of sixty-two colleges. They observed that:

- i) The number of lessons to be given by a trainee is fixed arbitrarily without taking into consideration the individual needs and abilities;
- ii) There is a lack of adequate orientation programme for initiating practice teaching;

- iii) The trainees do not get practice in teaching continuous units and they have no scope for developing dynamism, initiative and resourcefulness as teachers;
- iv) The trainees lack opportunities for planning through co-operative with pupils, teachers and supervisors;
- v) There is lack of block teaching and want of an organized internship experience;
- vi) The programme for the trainees are not planned in joint co-operation of school and teacher training institutions;
- vii) The assessment of student-teachers is not continuous and integrated which could carry further the seeds of progress; and
- viii) The practice teaching programme needs to be objectively studied and oriented in all the aspects.

Regarding the present situation in student teaching programmes, the Education Commission (1964-66) also expressed its dissatisfaction in the following words :

At present, student-teachers are commonly required to give a specified number of isolated lessons, many of which are often unsupervised or ill-supervised. The practice of continuous block-teaching, the duration of which varies from two to six weeks, is adopted only in a few institutions and its organization still leaves much to be desired (p.74).

At another place the commission observed :

The quality of training institutions remains with a few exceptions, either mediocre, or poor, competent staff are not attracted, vitality and realism are lacking in the curriculum and the programme of which continues to be largely traditional, and set patterns and rigid techniques are followed in practice teaching with a disregard to for present day needs and objectives (pp.67-68).

Griffiths and Moore (1967) found that

student-teachers improve during practice, but there was difficulty in specifying the improvement. Skills and techniques are the basic pre-requisites for putting into practice any teaching method or approach to a subject (Bishop and Levy, 1968). Moreover, many of these skills do not seem to be subject specifics. This implies that these basic skills could be practiced by student-teachers before concentrating on the more complex matter of method and approach for the individual subjects. Many of student-teachers, do not get the maximum benefit from their teaching practice because at the beginning they do not have the basic skills which could have been acquired outside.

Buch (1974, 1979) and Sood (1984) have observed that -

1. contemporary teacher education practices in India are based on convictions and experiences of the academics and educationists; which continued untested in the direction of confirming to the unadventurous stereotype.
2. Most of the teacher education programmes are theoretical; loosely assembled; unarticulated; incompletely defined; and poorly supervised.

3. Indian teacher education courses have been developed without any conceptual framework lacking the gestalt-view of the whole operation.
4. The current teacher education courses suffer from fundamental disjunction between theory and practice. Thus, there is no complementarity of theory and practice.
5. Indian teacher education courses have no linkages with schools and the community.
6. Empirical studies have demonstrated that prospective teachers lack classroom-teaching competencies and professionalism.
7. Indian teacher education courses lack innovative alternative approaches.

Again, in the traditional method, observational procedures do not lead to any quantification and as such reliance has to be placed on the subjective estimates of observers. Information which is given to student-teacher is not rich and clear enough to guide him toward self-directed improvement. This is a question of feedback. Lack of adequate feedback has plagued teacher training for centuries (Flanders, 1967). Most observations are made as abstract generalisations that have little relation to classroom behaviour of the teacher. They are only opinions and stereotype value judgements. Practising schools are not convinced of the efficacy of practice teaching programme and are reluctant to allow the student-teachers to practise therein. Time is changing. Yesterday's firm educational beliefs are fast becoming fallacies of today. When we concede so much of importance to improvement of teaching through classroom

observation, we can ill-afford any subjective observational estimate.

The question of how skills of teaching are to be developed has long confronted the teacher-educator. The commonsense way of approaching this problem has been to follow the apprentice pattern used in the teaching of various arts and crafts. Sometimes this approach to training has been reduced to short periods of apprentice teaching under the supervision of teachers whose skills are deemed to be a little better than those of the persons they are training. In other cases, the student-teacher in training has been assigned to a teacher of higher quality. It is supposed that by observing and studying the performance of the critic-teacher and by practising under his supervision, the student-teacher in training would acquire the skill appropriate for effective classwork. But this way of developing teaching skills has been criticized from several stand points during the past thirty-five years. Practice-teaching is none in the process of modification because more promising modes of teacher training have now become possible.

1.3 CONCEPT OF TEACHING

Teaching is central in the process of education and is linked with learning. Teaching is something one does, not something one studies. However, teaching may be described as a series of acts carried out by a teacher and guided by the formulation of teaching tasks in a formalised instructional situation. Hough (1970) in "Teaching description and

analysis", says that "Teaching is an activity - a unique professional, rational and human activity in which one creatively and imaginatively uses himself and his knowledge to promote the learning and welfare of others."

Different people have viewed teaching from different angles and thus have come out with different definitions. Some have stressed interaction in teaching, whereas others, the restructuring of situations that facilitate learning. In the words of Gage (1964) "Teaching can be analysed according to types of teacher activities. Gage (1963) defines teaching as an "interpersonal influence aimed at changing the ways in which other persons can or will behave". At another place Gage (1965), observes that teaching is "arranging the conditions of learning that are external to the learner". Amidon and Hunter (1966) describe teaching as an interactive process primarily involving classroom talk which takes place during certain definable activities. Houghes (1963) defines teaching as "interaction used in its dictionary sense of mutual or reciprocal action or influence. Flanders (1970) says, "Teaching behaviour, by its very nature, exists in a context of social interaction. The acts of teaching lead to reciprocal contacts between the teacher and the pupils, and the inter-change itself is called teaching." Quoting a Committee of the American Educational Research, Amidon and Hunter (1966) write that teaching is a form of interpersonal influence aimed at changing the behaviour potential of another person. Reporting a definition by Morrison, Bhattacharya (1973) writes that teaching is an intimate contact between a more mature

personality and a less mature one and is designed to further the education of the latter.

After going through the various definitions, it is no denying the fact that there has been some concept of teaching from the very inception of formal system of education. In absence of empirical data, the concept of teaching, as in other disciplines, particularly in social sciences, was governed by what philosophers said about the subject directly or about other related subjects. With the development of psychology in general, and learning psychology in particular, the concept of teaching trend its primary data from this source too. Experience of teachers was another source of its data. Broudy (1963) in "Historic Exemplars of Teaching ", Wallen and Traverse (1963) in "Analysis and investigations of Teaching Methods", Mitra (1970) in "Psychology of Teaching", Gage (1969) in "Teaching Methods", provide referential evidence to this effect.

The concept of teaching derived from philosophy and psychology is considered inadequate, as it fails to encapsulate the complex and fluid transactions featuring class-room teaching. Smith observes:

From casual observation of teaching, we come to the conclusion that actual classroom teaching does not confirm to the methods of teaching described in text-books. This conclusion has been sustained by subsequent observation. Actual teaching is so varied, so complex, so fluid as almost to defy any description whatsoever; and it certainly does not respond to the concepts of method set forth in the treatises on the

subject. When we speak of method of teaching, we are not speaking of realities, but the picture of teaching we have built out of the ideas borrowed from psychology and philosophy.

(Smith, 1963, p.10).

George Polya in Mathematical discovery (quoted by Philip W. Jackson in Life in Classroom 1968), said that:

Now in teaching as in several other things, it does not matter much what your philosophy is or is not. It matters more whether you have a philosophy or not. And it matters very much whether you try to live up to your philosophy or not. The only principles of teaching which I thoroughly dislike are those to which people pay only lip service.

There is no complete agreement as to what a theory of teaching is or should be, but all concerned with education feel its need. According to Gage (1963) a theory of teaching should answer three questions - how teachers behave, why they behave as they do and with what effects. It should be a general concept which applies to all subject matters and to all situations, both in and out of school in which teaching may occur. It should encompass the behaviour of teachers, the cause, and learning of pupils, its effect. It should explain, predict, and control the ways in which the behaviour of teachers affects the learning of the students. Although, at this juncture, the lack of well-developed theories of teaching is felt, one has a firm knowledge upon which one can build the theories of teaching.

1.3.1 Teaching and Teacher Behaviour

The most recent approach in the study of teaching, is the study of teacher's classroom behaviour. Different researchers

in this field have described teacher classroom behaviour as integrative or dominative (Anderson, 1939), democratic or authoritarian (Lippitt, 1939) and indirect or direct (Flanders, 1965). It has also been established that under certain circumstances integrative or indirect behaviour is conducive to better learning by students. Teacher behaviour as such exists in terms of social interaction. There is mutual or reciprocal action between the teacher and the pupils in the teaching-learning process. Teaching can be viewed as a series of verbal events which can be scientifically observed and systematically analysed.

Researchers on 'teacher behaviour' seem to agree that controlling acts should be reduced in classroom situations. Hughes and her associates (1963) state, 'It is quite probable that most teaching would be improved by the reduction of the present large number of controlling acts to one-third or one-half of what they are now. Flanders (1965) predicts higher student achievement and less dependence when teachers use the indirect approach (accepting feelings, offering praise or encouragement, accepting student's ideas and asking questions) rather than direct approach (teaching, giving direction, criticizing or justifying authority). It is found that the pupils dislike sustained domination by their teacher. Flanders discovered that sustained control reduces their ability to recall the material they are studying and results in disruptive anxiety and suppression. The behaviour of some teachers in the process of instruction in a classroom is less guided by pedagogical principles because his goal is not to attend the target of educational objectives but to reduce the psychological tension

which the task has generated in him. Therefore, many teachers start their teaching careers with dominative patterns of behaviour as they are afraid that they may lose control over their pupils. On the other hand, most of the teachers prefer to be less controlling than they naturally are. They feel that good teachers are 'indirective' rather than 'directive'. They learn how to motivate their class and will not have problems of discipline.

1.3.2. Effective Teaching Behaviour

The work on teaching behaviours is closely associated with the concept of teaching. Due to the absence of empirical teaching behaviours, the concept of teaching continued to lean too heavily on precepts rather than practice. It continued to be believed that improvement of teaching could be brought about by substituting the conventional behaviours of teachers by the teaching behaviours derived from learning theory.

Thousands of studies seeking relationship between teacher characteristics, contextual variables and teaching acts on the one hand, and pupil outcomes on the other, appeared. But the result, till late, were dismal. Morsh and Wilder, after reviewing quantitative studies on teacher effectiveness published during 1900-1952, concluded.

No single, specific, observable teacher acts has yet been found whose frequency of occurrence is invariably and significantly correlated with student achievement (Morsh and Wilder, 1952, p.4).

Tiedman (1950), Barr (1953, 1961), Howsam (1960), Mitzel (1960), Fattu (1962), Anderson and Hunka (1963), Medley and Mitzel (1963), Biddle (1964, 1967), and Soar (1964), are among large number of reviews on the subject, wherein dissatisfaction of one kind or the other has been echoed. Negligence of the natural teaching behaviours in the classroom has been the cause of the gap between the professed teaching behaviours in education courses and the actual teaching behaviours as obtaining in the classroom. For example, it is emphasised in the principles of teaching that the teacher should provide opportunity to the students for participation and even initiation in the teaching-learning process. But the evidence collected from the actual teaching situations in the classrooms is just the reverse of it. Flanders observes,

the foregoing evidence shows that no matter what a prospective teacher hears in education courses, he has, on the average, been exposed to living models of what teaching is and can be that are basically quite directive. (Flanders, 1967, p.285).

A number of studies directed at finding out what goes on in the classroom, reveal that mostly teachers are dominative and provide very little opportunity to the pupils even to participate, what to speak of initiation, in the classroom discourse. Anderson (1946), Withall (1949), Hughes (1959), Flanders (1964, 1965), and Amidon and Hunter (1966) abroad, and Buch and Santhanam (1970), Buch and Quraishi (1970), Santhanam and others (1970), Pareek and Rao (1970), and Mitra (1971) in India, provide testimony to this effect.

The teacher education lacking the actual-input-empirically discovered effective teaching behaviours - the programmes continued to thrive upon the concepts derived from the expert opinions rationalized on the basis of ideas drawn from psychology, philosophy, and other social sciences, their validity remaining doubtful. It is not intended to undermine the role of psychology and philosophy in education, but this is to point out the need to try out an alternative approach based on studying teaching behaviours, understand them, and then integrate the contributions of the two approaches. This may provide a better base to teaching.

1.4 TEACHER TRAINING

The teacher is the ultimate factor in the development of the educational well-being of learners. This generalization is not only currently valid, but it has always been held and will continue to be true. The teacher is a unique human being and has to utilize his self effectively and sufficiently for carrying out his own and social purposes. He is not just a teaching machine but a sensitive human-being who is conscious of his role and responsibilities as a teacher. In this way teacher occupies a key position in any programme of educational reconstruction. Teaching is a complex activity and its complexity lies in its different types of techniques, materials, social, intellectual and emotional. To handle the materials skillfully one must be a master of techniques of things and of social interaction. The teacher is involved in the manipulation of ideas as they relate to the growth of the pupils. He can be successful at this only if

he is, in fact, skilled in linguistic, logical and psychological techniques.

To acquire skills in these techniques, it is generally agreed that student-teaching and field experiences are the most effective ways. Whatever may be the effort to change the school practices, ultimately it comes down to the teacher's classroom behaviour, his teaching and the teacher-pupil transaction. More is needed than just practice of a technique in a training situation if skill in its performance is to be developed. Feedback is also necessary. Thorndike showed that not only practice but awareness of the consequences of one's behaviour is necessary to its improvement. When the sensitive teacher observes the effects of his actions in the faces, postures, eyes and speech of the children, he is receiving feedback. What he does next, is influenced by these information. When the teacher assess an action and decides - how to do it better or to try something else, he is acting in the light of feedback. The teacher who is not trained to observe the effects of his behaviour does it intuitively and crudely.

The teacher also emits cues. These cues function in teaching because they are taken by pupils as indications of the teacher's attitudes. The teacher has a great deal of influence on pupils. It has been shown by several studies that through the process of internalization of the influence, pupil's behaviour is shaped to a great extent, by the kind of influence the teacher exerts (Amidon and Flanders, 1961; Anderson, et al, 1945, 1946; Filson, 1957; Smith, 1955; Wishpe, 1951). This is

the time for those who are interested in studying the dynamics of classroom instruction to apply the knowledge to the training of teachers for the improvement of instruction through modification of their classroom behaviour.

1.4.1 The Strategy of the Study of Teacher Behaviour

The teacher's classroom behaviour can be studied through actual observation of classes in natural settings. The process of teaching can be perceived as a series of verbal events occurring one after another. The chain of verbal events reveal the relationships between the teacher's behaviour and the nature of the classroom climate. The knowledge of the relationships should help to measure the educational outcomes associated with teaching. In other words, this technique provides a method of quantifying concepts which refer to spontaneous behaviour and can be measured indirectly in terms of pupil's attitude and achievement. The actual classroom communication might contribute to the nature of 'teaching-learning' process going on in the classroom. In the traditional methods, observational procedures did not lend themselves to any quantification as they were based on the subjective estimates of the observers. Recently more reliable and valid observation techniques have been developed to provide exact quantification and scientific analysis of classroom communication. As such, these new methods are capable of more objective and reliable assessment of teaching than the subjective and imperfect estimates of the same by the traditional methods.

1.5 CLASSROOM TRANSACTION - THE NEED

The classroom in a school, as a unit of communication and transaction between teacher and pupils and amongst pupils, can be said to play an important role in determining the achievement of pupils. The recent researches have focussed on what goes on in the classroom by way of transaction between the teacher and the pupils as also among the pupils themselves. Classroom transaction is the process of verbal interchange between the teacher and the pupils and also amongst the pupils themselves. It is the process through which the teaching - learning task takes place. Effective teaching is said to occur when the teacher and the pupils transact with each other and also when the pupils transact amongst themselves. The study of classroom transaction analysis, therefore, would be of no significance without observing classroom behaviour of the teacher and its implications. Classroom transaction and teacher behaviour are thus interdependent, that is, functionally related to each other.

1.6 TRAINING OF TEACHERS - A BREAK THROUGH

A breakthrough in the training of teachers occurred with the advice of Ackerman (1954) regarding the development of reliable tools for systematic observation and measurement of the teaching behaviours. Medley and Mitzel (1963) review a number of systems developed for studying classroom teaching. Simon and Boyers (1967, 1969) give 79 systems of observation. Rosenshine (1971) points out that there are about four hundred and fifty systems of observation in use. Although quantity of observation systems does not necessarily ensure

quality of the work accomplished, yet it definitely points out the concern shown by researchers in the area. At the same time attempts were directed to conceptualize teaching, operationalize it into teaching behaviours, and collect empirical data on teaching to validate the same. Along with the break-through in analysing teaching behaviour, came a break-through in the technique of training in teaching skills.

The teacher in training can now analyse his performance. Side-by-side there came a new emphasis on the analysis of teaching behaviour. Teaching behaviour incorporates elements that can be improved, and the improvement can doubtless be effected by studying teaching in the light of the psychological knowledge.

1.7 ANALYSIS OF CLASSROOM TRANSACTION

The growing interest in classroom transaction analysis in recent years is indicative of the recognition that if there are to be significant improvements in our schools, it will be necessary to find means of modifying and improving teacher behaviour. In both pre-service and in-service education programmes, there is a need to provide teachers with objective information about their teaching, involving teacher in very indirect way in the study and analysis of the effects of their own teaching behaviour and to provide teachers with opportunities to practise revisions they choose to make in their transaction with pupils. These are possible if classroom transaction analysis techniques are employed in our teacher training programme as tools in training as well as tools with which to measure teacher classroom behaviour patterns.

Analysis of classroom Transaction (Harris, 1975) facilitates the observation of teacher-pupil verbal inter change by using a time sampling technique and coding. Observers are trained in the method before they observe a teacher. After this training, their observation in coded forms are analyzed and placed in the form of suggestions, which will aid the observed individual in modifying his behaviour. If the teacher is using patterns of verbal communication that are not consistent with his intentions, he would profit from feedback that reveals their nature. If a training programme seeks to develop specified behaviour in teachers, transaction analysis might assist teacher and others in observing the progress made toward acquisition of desired skills. The observer records a code symbols. No category is necessarily better than any other. It is the patterning and frequency of categories that is important. By sampling about every three seconds, the observer will have made about four hundred entries in twenty minutes. From these data matrix may be drawn up, which may provide a number of possible analysis of verbal communication. A second matrix after a teacher has evaluated his efforts may indicate the degree of progress he has made.

Analysis of classroom transaction is also useful for training exercises. While certain behaviour patterns are practised, the system could be used by other trainees to observe the practice. It is thus possible and desirable that all trainees learn transaction analysis and use the technique to pursue individual self improvement goals. The advantages of analysis

of classroom transaction as against the traditional teacher training method lie in the fact that it has utility as a training tool as well as a tool to measure teacher classroom behaviour patterns. Training activities involves increased sensitivity of teachers to their own behaviour and behaviour of others. Teachers can compare classroom descriptions provided by classroom transaction analysis matrices as a source of useful feedback for individuals desiring to change their teaching behaviour. The application of analysis of classroom transaction in research is valuable. The most important research application of transaction analysis would be to study teaching behaviour and classroom transaction in an effort to develop theories of instruction. In a certain classroom setting and with certain learning objectives some lawful relationship between what the teacher does in classroom and its effects on the learning of pupils may be found out. It is quite likely that an effective teacher may adjust his own behaviour to the learning situation. Analysis of classroom transaction can be used to quantify the degree of flexible adaptation which is characteristic of teacher's behaviour. From information of this sort pooled together, theories of instruction may some day be developed.

1.8 NEED FOR FURTHER WORK

The break-through achieved in research on teaching and teacher effectiveness is promising for teacher education, as it will provide the much needed foundational data, which can be used for improving the existing programmes suited to emerging needs. Whatever has been accomplished so far is only

spadework. A lot of empirical data on effective teaching behaviours, and the techniques through which they can be developed, is needed. It is yet to be confirmed whether differential teacher education programmes produce differential teaching behaviours, and if they do, whether these teaching behaviours are carried over to the actual teaching performance.

Turner concludes :

..... if research findings are to be of value in teacher education, they must at least be able to show differences between particular kind of teacher education programmes. Indeed, if research is really to be of value, it must ultimately be able to show the relationship between teacher education programmes and subsequent teacher performance (Turner, 1971, p.11).

Getzel and Jackson (1963) and Moustakas (1956) have supported the fact that the most effective learning occurs in the educational situations where threat to the learners self is minimal. Specific and distinctive features of teachers and the kinds of teacher behaviour are necessary for pupil learning and pupil growth. An indirect approach on the part of the teacher, by encouraging and inviting pupil participation, enlarge their freedom of expression which, it is considered, results in more learning. On the other hand, a 'direct' approach on the part of the teacher curbing or curtailing the student's freedom of action would hamper their learning. Learning plays the crucial role in a pupil's developments.

In India, at this juncture therefore, investigations of teacher behaviour are of prime importance. The tools developed by experts in Western countries can be modified to study teacher behaviour implications in the classroom and to suggest remedial strategies of reconstruction of the whole concept of teaching methodology. It is the concern of educational research to make the classroom life of pupils successful. The only way to achieve this objective of education is to probe into the teacher classroom behaviour and classroom transaction analysis.

To achieve the goals outlined for improvement in classroom instructional methodology, an established broad theory of teaching is needed which can only be evolved after classroom transaction has been explored thoroughly and sufficient data accumulated which would allow one to proceed so as to suggest remedial strategies.

Teacher behaviour is the focal concern of teacher education institutions and school systems. A teacher affects eternity, he can never tell where his influence stops*. Thus the present study gets support in conducting an experiment related to teacher behaviour and outcomes of his behaviour.

1.9 THE PRESENT STUDY

The question that is raised often is, "How does systematic training in classroom behaviour affect the teacher's effectiveness?" The answer is that there is a possibility that teachers could develop new expectations of themselves and their pupils and more deliberate control of their actions with respect to general

parameters of a classroom as a social system through a systematic training in classroom behaviour, modification. Techniques-T-group simulated skill training, interaction analysis and microteaching, have some place with some evidences are tentative and not yet complete. Faced with incomplete knowledge about how best to help others change their teaching or how such behaviours might be most effectively developed, the present study is an attempt to introduce a new technique - Transaction Training of scientific observation of teacher behaviour and training to find out whether the training leads to any change in teaching performance of teachers.