

Appendix - 2Concept of Teaching, Teaching as a Transactive  
Process and Analysis of Classroom Transaction:

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

'The teacher is (or must become) a professional who is capable of making rational, humane, and creative decisions regarding the teaching act'.

The results of teaching are ultimately manifest in the way people behave. The learned man, the skilled technician, the considerate mother are learned, skilled, and considerate because they behave in certain ways. One of the purpose of teaching is to help students behave in new ways. Another purpose of teaching is that of helping students gain the knowledge, skills, and feelings states that they will need to function effectively. The teacher can be most effective in carrying out these purposes when he consciously accepts his responsibility as an agent of change. Though facilitating learning results in changed behaviour, teacher should recognize that, at times, they should accept student behaviour as it is and, indeed, must even strengthen such prior learnings. Thus teachers often help students strengthen integrate prior learnings and build upon these to develop new behaviours. Nevertheless, the primary purpose of teaching is to

change the behaviour of students and to help them understand the potential and the implications of their behaviour.

'The act of teaching is a complex process that is influenced by a field of force of which teachers can be only in part aware and which the teacher can only partially control'.

When teachers engage students in classroom activities for the purpose of facilitating student learning and strengthening prior learning, they are instructing. Teachers can and do instruct by using a variety of instructional activities, instructional strategies, and instructional materials. For example a teacher can instruct by giving a short lecture, by showing a film, picture, chart on the functioning of the digestive system. If the purpose of these activities (lecture, discussion, review etc.) is to modify student behaviour in terms of stated instructional objectives, the activity is defined as instruction. It is necessary only that the teacher should engage in that activity with the intent of modifying student behaviour.

If a teachers instruction was effective and he wished to use that same instructional behaviour again with similar students and with similar objectives, he would need to know what characterized his instruction. Perhaps that is transaction, which characterized his instruction effective. On the other hand, if the teacher's instruction was ineffective, it would be equally important for him to know why so that he could modify his behaviour to make it more effective (i.e. lack of transaction).

Instruction is carried on for the purpose of facilitating student's learning. Transaction modifies behaviours in subtle ways. If we examine instruction closely with respect to the ways in which student behaviour is modified, we will see that in most cases it is through the intentional and persistent use of particular behaviours and not their casual or accidental use.

Teachers role may be defined as behaviour which concerns duties, responsibilities, and functions expected of the teacher. The term role refers to an expected effect of the teacher's functioning on the child. Technique of teaching refers to strategies and methods employed by a teacher to accomplish his/her objectives. For example, a teacher may use varying amounts of reward or punishment, praise or criticism, he may instruct large or small groups of children or concentrate on working with individual children, he may provide factual information or create opportunities for the child to discover such information on his own. He may use techniques of questioning, suggesting or active directing of children's activities. Teaching style refers to belief systems, attitudes and other personality characteristics of teachers which are not planned components of his/her role functioning. Characteristics such as relaxed or tense, warm or cold, intimate or detached, sensitive or insensitive, outgoing and friendly or reserved and suspicious are often not subject to training over a short period time.

Thus teaching can be defined as a series of transactions between someone in the role of teacher and someone in the role

of learner, with the explicit goal of changing learner's behaviour. Teaching is a rational process in that it is constituted of conduct planned to attain some specified goal of learner change (though of course unanticipated consequences may follow and unexpected barriers to goal attainment may arise).

Teaching-learning process is considered to be one of the most delicate, complex, challenging and significant of all the social processes so the teacher is expected to skillfully manipulate the learning situation in the class to enable the pupils to make the needed changes in their way of thinking and doing. The communication process of the teacher in the classroom has been found to be mainly responsible for the proper educational growth of the child. Whatever may be the effort to change the school practices, ultimately it comes down to the teacher's classroom behaviour, his or her teaching and the teacher-pupil transaction. The transaction between teacher and the pupil creates stimulus and response and the climate of freedom or restriction for the pupils in the classroom. Skill of communicating subject matter information to the pupils, alone will not achieve the objective of bringing about a change in the modification of the teacher behaviour. His status needs control and the need of this control can be fulfilled that teachers could develop new expectation of themselves and their pupils and more deliberate control of their action with respect to a classroom as a social system through behaviour modification. How best to help teachers to change their teaching behaviour or how such behaviour might be most effectively

developed, for this we are taking transaction training and with practice in use of different steps of this training later you will see how your behaviour is changed.