## Introduction

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CHAPTER -I
INTRODUCTION

1.0.0 INTRODUCTION
The twentieth century has been called an age of technology. It is also known as an age of information. During the current century everything has undergone the change. It is believed that the technology has affected every sphere of the universe. The technology has brought the charm in the human lives. The customs, thoughts, philosophy, living styles, traditions, etc., almost everything has been found under the change. For all this, the wonder creation of almighty, human being is responsible. The technology is not the product of a day or two, it is the long process of generations to generations, ages to ages. In short it could be described as an uninterrupted process that has no barriers of class, creed, religion or region. It is an endeavour that started with the existence of the human being till today. The entire movement was initiated by our ancestors and still it is continued and it is very difficult to say when and where it will end. As it is believed that the process started with the existence of the human on this universe, it will end with his end. The achievements of our ancestors' are preserved in the form of the philosophy. It is very difficult to assess the achievements of human being but there is no blunder in saying that whatever we are today is the result of the precious heritage we have inherited.

The customs and traditions have preserved our great heritage either in the form of religion or in the form of philosophy. The great scholars have contributed a lot in setting principles and theories for us so we have not
to experience what they have experienced. The same is regarded as knowledge, and to pass on the information or knowledge from generation to generation, they might have initiated the movement of teaching. Though it was in the form of preaching, they were able to preserve and at last this generation has availed the same. Now it is our moral responsibility to pass on. For that the instrument that is used is teaching and the system is an education. It is also as old as the human being because the learning is primary instinct and all living organisms possess it.

The education is the system in which the teaching learning process is prime. The students and the teachers are the active components of the system. The society, the state, various boards play passive role, but they stimulate the process. The classroom is the place where the process is carried out. That does not mean that the learning is not possible out of the classroom, it is possible anywhere where the environment of learning exists, but the formal process is meant classrooms, schools, teachers, pupils, chalk-boards, etc. The teacher plays an important role in the entire process. The teacher plays very important role in shaping and moulding the habits, tastes, manners and above all the character of his students.

Dr. Radhakrishnan¹ points out the importance of teacher as follows:

"The teacher's place in the society is of vital importance. He acts as the pivot for transmission of intellectual traditions and technical skills from generation to generation, and helps to keep
the lamp of civilisation burning. He not only guides the individual, but also so to say, the destiny of the nation."

Bareday and Lauwerys\(^2\) state the importance of the quality of teachers in the following words:

"The strength of an educational system must largely depend upon the quality of its teachers. However enlightened the aims, however up to date and generous the equipment, however efficient the administration, the value to the 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 the best possible training and ensuring to them a status and esteem, commensurate importance and responsibility of their work."

The teacher occupies an important role in teaching-learning process. He is the person who is directly involved or engaged in the all-round development of the pupils. So the teacher training is also important in the development of the teacher. The training might be in-service or pre-service, it is very important for the teachers because it enables them to be more effective in the classroom teaching.

1.1.0 TEACHER EDUCATION

The teacher education is divided in different levels. It is according to the levels of education, pre-primary, primary, secondary, higher secondary and higher education. For pre-primary, primary, secondary, higher secondary, there are institutes in which the prospective teachers are
prepared for classroom teaching, whereas there is no such course for college teachers. For them, UGC has established Academic Staff Colleges to provide them in-service training for effective classroom teaching. The role of these institutes is to cater the need of effective teachers whether it is in-service training or pre-service. In short, the country needs effective, efficient, talented and professional teachers.

Education, too, has undergone a change. The development in psychology has brought scientific approach in it. The process is chiefly pupil-oriented, whereas it was teacher-oriented in earlier days. But it has not deflected the role of the teacher, he becomes more prominent than ever before. His varied roles have brought charm in the classroom teaching, for which he is to be professional in his attitude as well as in teaching learning process. The teacher is placed next to parents in the society and next to God spiritually. He is the craftsman who has carved many personalities. He has enlightened the souls of innumerable masters of the knowledge. It is very difficult to assess the efficiency of a teacher. A good teacher is always praised by the society. A teacher who observes minutely, imitates and analyses well and expresses excellently, is an extra ordinary teacher. The learning was in the form of the imitation in earlier days when there was no press for publishing books. Memorisation was the tool used to pass the information age to age, generation to generations. The teacher of that age was the experienced person.

In the twentieth century, the education is compulsory for all and is provided at almost no cost. The Government has initiated the movement of educating people, so more schools were needed and the Government
has established more institutes to suffice the need of education. But one more important thing, we have left behind is the quality of education, which reasonably depends on the quality of the teachers. National Council of Teacher Education (NCTE) has initiated the movement for the standardising the teacher training to uplift the standards of teacher education, which can be helpful in imparting education at various levels at a later stage. For the better teaching-learning activities, effective teachers are needed. The teacher training institutes try to achieve the quality of teachers and for that they have many programmes. But the questions are still there, whether they are able to prepare effective teachers or not. The effectiveness is always a question-mark.

1.1.1 The Importance Of Teacher Education

The teacher who is playing an important role in shaping the society as well as building the nation needs scientific and systematic training for the classroom teaching as he is to perform varied roles in the process of all-round development of the pupils. The teacher training institutes are working in that direction and they are committed for that aim. The teacher is the eccentric force and all planned activities are the result of his own scientific, psychological and advanced point of views. He is to understand the entire process so minutely to handle the millions of fragile hearts throughout his career as the teacher. Really, the task of the teacher is too complex in the modern world. All these innovations have led us to think about the effectiveness of the teacher. The teaching profession is regarded as the profession of skills. The old belief 'The teachers are born.' is reverted and nowadays as- 'Teachers are made.'
the teachers' training but they also undertake such experiments for the better training to be imparted. The word teaching has been explained in many ways but the following definition or explanation concentrates the teaching as well as the teacher.

Smith, B. O. (1987) has explained the term 'teaching' in the following passage.

"...The co-ordinated sentences represent teacher performance, the effect of which have been confirmed. This mode of the definition allows us to define certain other terms used in discussion of teaching. These are 'competency', 'competence', 'performance' and 'effective'. 'Competency' signifies that a teacher knows what a single sentence says and can do what it specifies; 'competence' signifies that a teacher knows what all the sentences say and can act in conformity with them. A teacher is then said to be competent. 'Performance' designates the behaviour of a teacher in the classroom (Medley 1981 p. 3.). If the behaviour confirms to the definition of 'effective teaching', 'the teacher is acting as a professional'. ..."

The Secondary Education Commission (1952-53) accepted the key role of the teachers and reported that:

"We are, however, convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community. The reputation of a school and its influence on
the life of the community invariably depends on the kind of teachers working in it."

Shah, Bina (1995, p. 14) has pointed out the recommendation of the 'Education Commission'(1964-65) in the following lines.

"The historical 'Education Commission'(1964-65) has also recommended honourable status of the teachers and observed- of all the different factors which influence the quality of education and its contribution to the national development, the quality, competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective."

Singh, L.C., and S.P. Malhotra describe the importance of teacher education and research in teacher education in the following words:

"Teacher education today is an integral part of any educational system. Teaching, being both the skill and the art, was found amenable to transmission in the early years of the 19th century. If, for ages, teacher education, per se, was a caste of family affair, it could not afford to remain so after education became a mass movement. Mass literacy goals as well as the emergence of technology transformed the very character of teacher training and its philosophy. The National Policy on Education, 1986, reflects precisely this change in its concept and practice, Now, teacher education is no longer limited to primary or secondary
levels of teachers but extends far beyond. The creation of the Academic Staff College under the aegis of the UGC is a case in point. No wonder that the teacher education has emerged as an important area of educational research."

The above discussion proves that the teacher should be competent and effective. The teacher training programmes should be designed in such a way so that they help trainees to be the effective and competent.

1.2.0 TEACHER EFFECTIVENESS

The development in the psychology has changed all old concepts of the teaching profession. The teaching was teacher centred in earlier days and now it has become learner centred. The teacher was the only source of the knowledge in earlier days and now pupils are getting information from many sources. The teacher in the profession of the teaching is to be well prepared and he is to justify his art of teaching in the classroom. The teaching is the scientific process. The teacher is not only appealing the brains but also hearts. He looks after physical, mental, social and emotional growth and development of the younger ones. He is the person whose impression is easily found in the behaviours of the students. The teacher is moulding innumerable hearts into the dynamic personalities. The question is, how does he do all these? The simplest answer is that through his personality, his talent, his knowledge and skills. It is now clear that the teacher is a craftsman and it is his art that makes classroom teaching more interesting and purposeful. The teaching art is considered to be an art having varied skills.
Dunkin, M.J. (1987) has explained about this in his article published in *The International Encyclopaedia of Teaching and Teacher Education*, 'Teaching: Art or Science?', he has quoted Highet in the same who has argued that the teaching is an art because it involves human beings, their emotions and their values, which he regarded as 'quite outside the grasp of science' (1954 p.viii) and even threatened by attempts to apply scientific aims and methods. He has also quoted Gallagher (1970) who had no doubt that teaching is an art. Gallagher also made valuable comments about what is meant by classifying something as an art. He saw two implications of calling something an art-only a few people possess the skills required to be called 'artists', and even the artists find it difficult to describe their artistry and pass it on only acting as models to imitate. To Gallagher, the improvement of teaching and education involved removing some of the mystery of teaching by the application of systematic study of it.

In Gage's later comment on the subject, he has agreed that teaching is an art, but saw it as "a useful, or practical, art rather than one dedicated to the creation of beauty and the evocation of aesthetic pleasure as ends in themselves" (Gage, 1978 p. 15). In relation to decisions made concerning materials, pacing, and especially in face-to-face interactions with students, Gage saw much scope for intuition, expressiveness, improvisation and creativity, which are commonly accepted ingredients of artistry.

Jangira, N.K., and Pinki Jangira (1995, p. 96) have explained some of the characteristics of the effective teachers in the following lines:
performance in a specific work situation that some individuals are said to manifest.

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

According to Dickson (1980) Teaching effectiveness is a demonstrated repertoire of competencies involved with (1) teaching plans and materials (2) classroom procedures, (3) inter-personal skills and (4) learners reinforcement involvement reflected in teaching behaviour.

Very recently Gupta and Kapoor have derived the term 'Teaching Effectiveness' as a repertoire of efficacy exhibited by a teacher in (1) instructional strategies, (2) classroom management, (3) personal disposition, temperament and tendencies, (4) evaluation and feedback, (5) inter personal relations, (6) job involvement, (7) initiative and enthusiasm, (8) professional values and (9) innovativeness respectively in the everyday teaching-learning situations.

The above definitions clearly suggests that the teacher should be professional in terms of the outcome.
1.2.2 Characteristics of Effective Teachers

Effective teachers possess certain characteristics which are marked differently from those possessed by ineffective or poor teachers. Research findings on characteristics of effective teachers are accumulating day by day, and still it is continued. Various characteristics of an effective teacher as outlined by different educationists are as under: 1

An effective teacher

- is a good yogi. (The Mother, 1978)
- has in readiness a number of alternative moves for use in classroom situation. (Morine X., 1973)
- knows who he is and why he behaves as he does. (Shearron and Johnson, 1973)
- knows not only the skill of how to ask but when to ask.
- has the skill of decision making.
- brings in desirable and constructive changes in the learners through his instruction. (Henderson and Lanier, 1973)
- knows subject matter well, manages classroom well and is able to organise effectively learning materials and situations for teaching. (Miller and Miller, 1971)
- is a lifelong learner. (The Mother, 1978)
- joins the profession early in life, decides personally to join the profession, lives near the school, is satisfied with the additional duties given in the school, is interested in joining in-service education programme, is satisfied with his/her job,
and has favourable attitudes towards teaching students and democratic practices in schools. (Arora, 1978)

# has the ability to stimulate interest of pupils. (Poronto, 1961)
# is good in techniques of questioning.
# is interested in getting the pupils’ response.
# makes an adequate use of illustrated materials.
# has a thorough knowledge of the subject matter.
# is interested in extensive reading.
# provides for individual differences in his/her students.
# accepts children’s ideas and encourages child initiated talk.
# uses indirect teaching.
# uses divergent questions frequently.
# has high perception about oneself.
# has cognitive flexibility. (Sprinthall et al, 1966)
# has a sense of humour, creative flair, individuality, colour and imagination, a love of learning and is interested in ideas. (Seymar, 1963)
# has aptitude for teaching. (Natesan, 1963)
# has teaching aptitude, academic grades, socio-economic status and teaching experience. (Sharma, 1971)
# has more strength of imagination, less entanglement in family problems and the ability to use more of literary language and logical organisation pattern. (Singh, 1976)

# has clarity, variability in teaching methods, curricula and media enthusiasms, task oriented or business like behaviour and indirectedness.
Recently three studies have been taken for identifying common criteria of teacher effectiveness. Berliner and Tikunoff (1976), Gage (1978), and Meddy (1982) agree that an effective teacher:

- is direct and business-like and spends a minimum amount of time in classroom management and maintenance of discipline.
- gives more praise and fewer rebukes to students.
- spends more time in supervising and directing student work.
- asks most of the questions.
- clearly communicates instructional goals to pupils.
- communicates to pupils, teacher awareness of their behaviours.
- prepares assignments that are interesting, worthwhile and workable.
- conducts effective drill activities.

Jangira and Jangira (1995) has explained the importance of zeal and enthusiasm in effective teaching in the following lines:

- Be prepared for teaching. Do not enter the classroom with reservation, even for substitute teaching. Arguments about scheduling should be left to the head's chamber or staff room. Don't carry the burden of arguments to the classroom.
- Do not bring personal problem ridden face to the classroom.
- Enter the classroom with a smile and expression of welcome to the pupils.
- Convey the expression of alertness, sensitivity to pupil needs, and the optimism to succeed.
# Tone up pupils for committing best efforts and the desire to succeed in learning. Don't leave out any child. Involve each and enthuse each.

# Use meaningful movements and gestures in the classroom.

# Celebrate success and achievement of pupils.

# Make judicious use of humour occasionally.

# Be confident of succeeding and keep on enthusiasm in pupils continuously.

The teacher effectiveness is widely accepted factor for the classroom teaching. The teaching effectiveness is not only the behaviour in which the teacher is successful in his teaching but he is to be modest in his behaviour, he is to be a good performer and sound in his knowledge. The teacher who has ability to appeal the hearts of the pupils he succeeds in the classroom teaching. The teacher needs a breathing heart, means innovative in his task. The role of the teacher is very complex in that sense.

1.2.3 Micro-teaching and Teaching Skills

The teacher is the agent of all activities carried out in the classroom in whatever role he is, for that he is to master teaching skills. The microteaching is one of the concepts of the training which helps the teacher trainees in becoming the better teacher. The teacher while teaching in the classroom does so many activities, each of the activities is considered in terms of behaviour, it crosses about twenty thousand marks. According to Dr. Passi, these varied behaviours bring changes in the behaviours of the students. So it is very important to understand the
importance of teacher-behaviours in the classroom teaching. In order to modify such behaviour for better classroom teaching, the concept of microteaching is originated. Micro element is one of those concepts to enable teacher trainees to be more competent in terms of the teaching skills. It is laboratory training procedure and its aim is to simplifying complexities of regular classroom teaching. Perlberg A. \(^{13}\) has described microteaching in the following passage.

"Underlying the micro element is the supposition that before attempting to understand, learn and perform effectively the complicated task of teaching, one should master the components of the task. By focusing the training on a specific task and reducing the complexities of the situation it is possible to concentrate the training process and assure greater effectiveness in the learning process."

The above concept is supported by ample theoretical and empirical evidences. Another aspect of the micro element is the focus on particular teaching skill. Gage (1963) stated that for better understanding and investigation of the complexities of teaching-learning interactions we should move from the macro to micro situation. Allen and McDonald have applied the same concept to training and have developed the concept of "technical skills of teaching". The competency based teacher education (CBTE) or performance based teacher education (PBTE) has contributed greatly to the identification and development of a wider range of classroom interactive skills.
1.2.4 Teacher Effectiveness and Teaching Skill

The teaching is the skill and it is accepted by almost all the educationists all over the world. The effectiveness of the teacher depends on how he uses his skills in the classroom teaching. The teacher must be aware of the useful tactics which may be helpful in his teaching. The concept of specific teaching skills seems first to have been implemented in teacher education in the microteaching programme at Stanford University in the early 1960s. This programme was carried out as a part of the teacher training programme in order to train prospective teachers to be more effective in his classroom teaching. Soon the concept of the microteaching became an important component of competency-based teacher education.

According to Allen and Ryan (1969) the first technical skill used in the microteaching clinic at Stanford University was "how to begin a lesson". Subsequently such skills as achieving "closure", providing "frame of reference", and probing student responses were added until a list was developed which included the following skills:

a. Stimulus Variation: using stimulating material and variations in movement, gestures, interaction techniques, and sensory channels in order to alleviate boredom and inattentiveness.

b. Set induction: preparing students for a lesson by clarifying its goals, relating it to students' prior knowledge and skills, through using analogies, demonstrations and posing stimulating problems.
c. Closure: assisting students to establish links between new and past knowledge by reviewing and applying material to familiar and new examples, cases and situations.

d. Silence and non-verbal clues: reducing reliance on teacher talk by encouraging teachers in the proper use of pauses and in effective use of facial expressions, body movement, head movement and gestures.

e. Reinforcing student participation: encouraging students to respond through the use of praise and acceptance as well as non-verbal cues such as nodding and smiling.

f. Fluency in asking questions; eliminating unnecessary hesitations and repetitions of questions.

g. Probing questions: skill in framing questions which lead students to elaborate on, or raise the level of their response.

h. Higher order questions: questions which elicit responses that require higher intellectual levels from students instead of responses that involve only fact stating or descriptions.

i. Divergent questions: questions which elicit student responses that are unconventional, imaginative and cannot be judged simply to be correct or incorrect.
Other skills to become incorporated in the Stanford list were "recognising attending behaviour", "illustrating and use of examples", "lecturing", "planned repetitions" and "completeness of communications" (Allen and Ryan, 1969 p. 15).

An Australian team of authors (Turney et al 1973a) developed a system for classifying teaching skills under which seven categories emerged. These were:

a. Motivational skills, including reinforcing student behaviour, varying the stimulus, set induction, encouraging student involvement, accepting and supporting student feelings, displaying warmth and enthusiasm, and recognising and meeting students' needs.

b. Presentation and communication skills, including explaining, dramatising, reading, using audio-visual aids, closure, using silence, encouraging student feedback, clarity, expressiveness, pacing and planned repetitions.

c. Questioning skills, including refocusing and redirecting, probing, high-level questions, convergent and divergent questions, stimulating student initiative.

d. Skills of small group and individual instructions, such as organising small group work, developing independent
learning, counselling, encouraging co-operative activity and student to student interaction.

e. Developing student thinking, such as fostering inquiry learning, guiding discovery, developing concepts, using simulation, role playing and gaming to stimulate thought, developing student problem solving skills, encouraging students to evaluate and make judgements and developing critical thinking.

f. Evaluative skills, including recognising and assessing student progress, diagnosing learning difficulties, providing remedial techniques, encouraging self-evaluation and handling evaluative discussion.

g. Classroom management and discipline, including recognising attending and nonattending behaviour, supervising classroom work, encouraging task oriented behaviour, giving directions and coping with multiple issues.

The above classification of the skills incorporated with the microteaching lead all educationists to think about how to promote them effectively in the teacher training programme. Many researches have been conducted in this direction and have tried to evaluate the microteaching as an effective tool for developing teaching skills.

One very important thing is to be noted here that the microteaching is not the training which directly affects the classroom teaching, but it
enables the teachers to be more effective in his classroom teaching. Shah, D.B.,(1991)\(^6\) has described the effectiveness of microteaching in the following words.

"Microteaching is not intended to supply teachers with all skills required for professional competencies. It is not concerned for example, with decision making process by which teachers plan a programme of activities for several weeks or even select content for a single lesson. It is not concerned with the preparation of teaching aids, measuring pupil progress, or planning an excursion. Its special concern is with behaviours displayed by teachers in face-to-face encounters with pupils in the classroom. The skills which microteaching is designed to develop are, ideally, classroom behaviours that are specific, definable, observable, qualifiable and known to be casually related to pupils' learning."

It is obvious from the above passage that the microteaching is the training programme in which the teacher behaviour is more important and the training is provided with a view to bring significant change in their behaviours.

1.3.0 IMPORTANCE OF TEACHER EFFECTIVENESS

As it is observed earlier that the teacher effectiveness is one of the important factor in the teaching learning process. The skill based teacher training has enabled educationist to think about the effectiveness of teachers in terms of out-come of the entire teaching learning process. It was believed earlier that the teaching was the divine job and skill of teaching was gifted one. The psychology has uprooted this belief and
have established that the teaching is as scientific as another branch of the knowledge. The teacher is to be effective not only in his teaching but also in outcome of the entire teaching learning process. Flander has described teaching effectiveness in following words:

"Teaching effectiveness is concerned with the relationship between the characteristics of teachers, teaching acts and their effects on the educational outcomes of classroom teaching."

Earlier it is discussed that the teacher effectiveness is chiefly concerned with the teacher's behaviour in the classroom. Being the skilled one in his profession, the teacher is required to be efficient in his all classroom activities. He is the man who handles all classroom activities like an efficient and skilled professional.

1.3.1 Training of Micro Teaching in Teacher Training Institute

In the most of the teacher training institutes the skill development programme through microteaching is adopted. They have included certain skills which are really helpful in the classroom teaching. The model of the microteaching is the same in the almost all the institutes of India. In the teacher training institutes of the Gujarat, following skills are included as the part of the training programme. 17

2. Skill of fluency in questioning.
3. Skill of reinforcement.
4. Skill of stimulus variation.
5. Skill of illustrating with examples.
7. Skill of using black board.
8. Skill of silence and non-verbal cues.

The above list is not complete in the sense of the skill development programme. It is the list of such skills which are included either theoretically or practically in the syllabus of the training. The training of microteaching is too specific in the sense of skill development because the trainees are explained the theoretical concepts of the skills. The trainees are explained the purpose and requirements but there are very limited scopes found in the development of the interpersonal skills of the teacher trainees. The aim of the microteaching is to develop the various skills of teaching one by one to enable him to be an effective one in the classroom teaching. Through the training of microteaching, he is enable to develop his behaviours required for better and effective classroom teaching.

The modern concepts of teaching learning process have changed the outlook of the classroom teaching. The models of teaching have introduced varied roles of teacher in the classroom. For that teacher is to perform many activities instead of preaching. For carrying out the activity like role playing, he needs sound base of the dramatics as well as the power of imagination, observation, analysis and presentation. He is, not directly involved in such activities but he is to initiate such activities in the classroom. He is the man who leads activities, and directs his students, motivates them and indirectly he helps learners in their development. The teacher who is not equipped cannot perform better.
So he is to be all rounder and should be able to carry out almost all the educational activities to be a qualitative, an effective teacher and in the real sense, a professional.

1.4.0 THE THEATRE AND EARLY EDUCATION

Looking back, one can see the social education existed first in the form of preaching by theatres. The plays were written for bringing awareness in the society or to establish prominence of morals and values to the people. The Greek is found the pioneer in the field of the social education. Playwrights from Sophocles to Brecht have used their plays to teach, convey facts, political attitudes or moral instruction to their audiences. The theatre has played vital role in preserving our customs and traditions alive. It was the only medium through which the philosophers could communicate their ideas and were able to maintain harmony among the people. The concept of the theatre is very old. It might be with the existence of the society because it is the tool in which the idea of passing information is interwoven. It was found very effective medium for transmitting thoughts to the audience. The approach was nonformal and people could interpret the message inductively. The theatre was the centre for delight and relaxation.

In the Indian civilisation imparting education or reading of Vedas was considered the right of the Brahmins, so to uproot this limitation Bharat Muni composed 'BHARAT NATYA SHASTRA,' a fifth Veda, for all. Bharat Muni has described the nature and the function of the theatre in it. The theatre existed in the early civilisation with a view to promote harmony among different sects of the people. This might be the initial step
towards the universal education. Thus the education, though disguised in the form of the literature-plays, might have borrowed from the theatre.

The theatre was very effective in ancient time. It was the tool of communication. The playwrights wrote plays with a view to bring awareness in the society. So it is obvious that the theatre was deliberate process. The dramatics is a very ancient art. It has kept our traditions and customs alive. It was the only source available with our ancestors to know the society and the world. Through “Ramlila” and “Raslila”, our ancient epics became popular among the people. The chief aim of the theatre was to spread the voice of God. Later on it became the centre for the entertainment. As per BHARAT NATYA SHAstra, the function of the theatre is to delight and to spread the message of harmony. The word ‘KRIDNIYAK’ is used by Bharat Muni, means entertaining. He wanted such a tool which enabled the audience to relieve from miseries or unhappy emotions. The same function of the tragedy is described in Poetics by Greek scholar, Aristotle.

The theatre in any form has become the centre for amusement and learning. The dramas are written to be staged. Playwrights take liberty to convey novel ideas through dramas. Actors have to rehearse before its performance. So it is a deliberate process like education. The actors have to act according to demands of the plays. They have no liberty to act as they wish. It is totally a controlled activity and it is controlled by playwright and director of the play.
Education too is a preplanned and a deliberate process, the teacher is to work according to the objectives prefixed by educationists or society. He is to plan his activities within the norms of the society. He has not any liberty to work on his own. Both the activities are social activities.

1.4.1 Actors and Teachers

As it is discussed earlier that the teaching is an art or not, and it is accepted that the teaching is an art. Dramatic is also an art and the actors who are taking part in it are called artists because they are working for an art called drama. The teachers are also the artists because teaching is also regarded as an art. Both the teachers and the actors are working with human beings. Their function is to communicate ideas, principles, morals and ethics to their target audience. Though their working places are different, they do almost similar jobs. It does not mean that the teacher is to act like an actor or he has not to work in the theatre, but it suggests that the training of dramatics might be very helpful in becoming good or effective teachers looking at so many similarities in their jobs.

Dr. C.C. Mehta, an eminent educationist and dramatist once being interviewed by the Doordarshan-Amdavad, pointed out the teacher training is incomplete without the training of the theatre. He considered that the role of the teacher is very important and he must possess the qualities of a good actor. Before understanding the training of dramatics it would be better to understand what drama is.

1.4.2 What is drama?
None can escape from the reality. Everybody has to face the reality. One who acts what one is not, is called drama. Knowingly or unknowingly, everybody is taking help of the drama. It is very interesting to know what drama is. Charlyn Wessels (1987) has described Drama in the following lines in her book 'Drama'

"Drama is doing. Drama is being. Drama is such a normal thing. It is something that we all engage in daily life when faced with difficult situations. You get up in the morning with a bad headache or an attack of depression, yet you face the day and cope with other people, pretending that nothing is wrong. You have an important meeting or an interview coming up, so you 'talk through' the issues with yourself beforehand and decide how to present a confident, cheerful face, what to wear, what to do with your hands, and so on. You have spilt coffee over a colleague's papers, and immediately you prepare an elaborate excuse. Your partner has just run off with your best friend, yet you cannot avoid going in to teach a class of inquisitive students. Getting on with our day-to-day lives requires a series of civilised masks if we are to maintain our dignity and live in harmony with others. For, as Shakespeare said:

All the world's a stage
and all the men and women merely players.

(As You Like It)"

It is obvious from above lines that the drama is the life. Drama can save anyone from the difficult situations. Here there is no intention to
describe how drama helps an individual but the art of the dramatics could be helpful to prospective teachers in moulding their behaviours as the training of microteaching is intended to bring change in the behaviours of teacher trainees.

1.4.3 Training Of Dramatics

The training of dramatics is very important for being a good actor. The training concentrates on the behaviour of the prospective actor. It concentrates on good communicative ability, effective personality, ability of observation, imagination, interpretation, analysis and presentation or expression. He must possess all qualities to be a good actor, then only he can succeed in his profession. The training has two aspects, one is theoretical and another is practical. The theoretical aspect concentrates on the following subjects:

1. Theory of Acting
2. Theory of Play Production
3. History of Dramas or Plays

The practical aspect of the training concentrates the all-round development of the actors, backstage artists like, make-up artists, set designers, light designers and directors. The practical training is provided for the acting which has been taken under consideration in this research. So the following practical training designed for acting is described.

1. Voice and Speech.
2. Mime and Movement.
3. Improvisation.
The above training is given to the prospective artists to enable them to be an effective or a good actor. Its purpose and utility for the teacher trainees is described in the section to be followed.

1.4.4 Teacher Training and Training of the Dramatics

The teacher training is very important in the development of the teacher trainees. The teaching is the skill and without having the mastery over it one cannot be a good teacher. One good quotation was found in a monthly, "Readers' Digest", it is as under:

'Good Teaching is one-fourth preparation and three-fourths theatre.'

-Gail Godwin, The Old Woman(Knopf)

The above quotation emphasises the importance of the theatrical skills in the classroom teaching. The teachers are unlike the actors because both are working for transmitting thoughts, experiences, messages, morals, values, etc. The training of dramatics might be helpful in the teacher training programme in the following areas:

1.4.4.1 Communication

The important aspect of the teacher training is to develop the communication skill of the teacher trainees. It is observed in above discussion that the communication occupies very important place in the teacher training. Desai, Dolatbhai has quoted Dean and Brison in his book "Methods of the Classroom Teaching" (Vargshikshani Paddhatio) as under:
"A teacher who can't communicate ideas effectively isn't a teacher at all."
-Howard Dean and Kenith Brison.

The communication is further divided into following two criteria:

a. **Verbal**
b. **Non-verbal**

The use of language means verbal communication but how to use it, is the skill. There is specific training for developing verbal communication of an actor, i.e., voice and speech. In this training the articulation, pitch and volume, play-reading, effective dialogue delivery, etc. is emphasised. Such skills are very important in the training of dramatics for being a good actor. The teacher also needs such training to overcome communicative problems, such as keeping volume according to the size of the classroom or the strength of the students, for developing the skill of stimulus variation, etc. The training of the voice and speech was included with a view to develop or promote following skills in the teacher trainees.

Presentation skill, including explaining, dramatising, reading, using audio-visual aids.

Communication skill, including clarity, expressiveness, pacing and planned repetitions.

Questioning skills, including refocusing and redirecting, probing, high-level questions, convergent and divergent questions, stimulating student initiative.
Use of gestures and postures means non-verbal communication. It is the mode of the communication in which the actor is to achieve without the use of a language. Mime and movement is training programme for developing non-verbal communication. An actor is to communicate through actions and movements. He is to use his body as the medium for transmitting messages or to communicate whatever he wants to convey. He is not allowed to use words or language during this activity. The teacher is also using this technique in his classroom teaching for better communication. This training was included in the training with a view to promote the following skills in the teacher trainees.

Motivational skills, including reinforcing student behaviour, varying the stimulus, set induction, encouraging student involvement, accepting and supporting student feelings, displaying warmth and enthusiasm, and recognising and meeting students' needs.

1.4.4.2 Presentation

The presentation is one of the integral part of the effectiveness. It is very important for both, the teachers as well as the actors. If they are not able to present whatever they have, they are not good in terms of teaching as well as acting. They have to be real in their presentation. For that they need the ability of observation, imagination and analysis. In order to develop these abilities in the prospective actors, there is one training programme namely improvisation. The teacher also needs these abilities in order to be real in his presentation in the classroom. In order
to develop following skills in the teacher trainees, the training of the improvisation was included.

Classroom management and discipline, including recognising attending and nonattending behaviour, supervising classroom work, encouraging task oriented behaviour, giving directions and coping with multiple issues.

Developing student thinking, such as fostering inquiry learning, guiding discovery, developing concepts, using simulation, role playing and gaming to stimulate thought, developing student problem solving skills, encouraging students to evaluate and make judgements and developing critical thinking.

It is clearly understood from the above topics that the investigator wanted to develop the inter-personal skills among the trainees. In the teacher development the training of the micro-teaching is also very important. One of them is stimulus variation, in which, some of the above concepts are easily found. The verbal and non-verbal communication can be developed through the training of the voice and speech as well as mime and movement. The training of the improvisation is included with a view to develop their ability of observation, analysis and presentation. The methods like role-play, simulation, need the sound base of the observation for better classroom interaction.
1.5.0 RATIONALE

The teachers and the actors are alike in so many ways. The teacher is working with individuals, the actors also. The function of the actors is to convey the ideas portrayed in the plays, teachers convey the facts, ideas, principles, theories, etc. In general, one can say that in any form they try to communicate. For better performance the actors preplan his activities through rehearsals, The teachers have to preplan in order to achieve prefixed goals. The actor needs a strong base of observation, imitation, analysis and presentation or expression without which he cannot succeed in his performance. The teachers also need the same quality for better and effective classroom teaching. In the training of the dramatics, there is specific training programme for better communication and to develop such characteristics of actors. Here also there was an humble effort to employ the same tactics in order to achieve the aim of effective teaching by providing them the training of dramatics. There was no intention to justify the superiority of any of the training, but to help the trainees by whatever sources are available to promote them.

The earlier researches conducted in the field of teacher education shows that there was little attention paid towards the development of interpersonal skills. It is also observed from the earlier researches that they have involved themselves in identifying the factors of the teacher effectiveness. Singh and Malhotra 23 has suggested that the investigators need to see the student-teacher from different angle and study the characteristics that are conducive to attaining particular teaching skills and promote learning. The earlier researches were carried out with a
view to study the effectiveness of microteaching on teacher effectiveness or to determine the constitutes of effectiveness.


Above mentioned researches clearly suggest that they have tried to find out the effectiveness of microteaching on teaching competence. Almost no efforts have been found in any of the researches in which such technique is employed to boost teacher effectiveness of teacher trainees. The researcher has found sound base in his investigation to develop the interpersonal skills of teacher trainees because the skill attainment is
the dynamic process. It requires to sharpen the behaviours of teacher trainees required for better classroom teaching.

1.6.0 STATEMENT OF THE PROBLEM

The title of the present investigation was worded as:

"EFFECTIVENESS OF TRAINING OF DRAMATICS ON TEACHER EFFECTIVENESS"

1.7.0 DEFINITIONS OF TERMS

The following words used in the title are defined with a view to clarifying the connotation in which they are used in the present investigation.

1. Effectiveness
An ability to make an improvement in teacher trainees' scores on a criterion test.

2. Training of Dramatics
A practical training which is necessary for those who wants to be a good actor.

3. Teacher Effectiveness
The term teacher effectiveness means that an effective teacher who succeeds in producing desired changes among the students through his teaching. He is satisfied with teaching as a profession and able to accomplish the prefixed goals.
1.8.0 OBJECTIVES

The present investigation was carried out with the following objectives.

1. To study the effectiveness of training of dramatics on teacher effectiveness of teacher trainees.

2. To compare teacher effectiveness of teacher trainees trained through training of dramatics with those trained through traditional training.

3. To compare the effectiveness of training of dramatics and the traditional method of teaching on teacher effectiveness.

4. To compare the adjusted mean gain scores of the experimental and the control groups when pre-test teacher effectiveness, SES, adjustment, attitude towards teaching and teaching aptitude is taken as covariates.

5. To study the effect of treatment, sex, faculty and their interactions on teacher effectiveness of teacher trainees.

6. To study the effect of treatment, sex, SES and their interactions on teacher effectiveness of teacher trainees.

7. To study the effect of treatment, sex, attitude towards teaching and their interactions on teacher effectiveness of teacher trainees.
8. To study the effect of treatment, sex, teaching aptitude and their interactions on teacher effectiveness of teacher trainees.

9. To study the effect of treatment, sex, adjustment and their interactions on teacher effectiveness of teacher trainees.

1.9.0 HYPOTHESES
The following hypotheses were formulated in the study.

1. There is no significant difference between the pre-test teacher effectiveness scores of teacher trainees of both the groups, experimental and control.

2. There is no significant difference between the adjusted mean gain scores for teacher effectiveness, of both the groups when SES is taken as covariant.

3. There is no significant difference between the adjusted mean gain scores for teacher effectiveness, of both the groups when adjustment is taken as covariant.

4. There is no significant difference between the adjusted mean gain scores for teacher effectiveness, of both the groups when teaching aptitude is taken as covariant.
5. There is no significant difference between the adjusted mean gain scores for teacher effectiveness, of both the groups when attitude towards teaching is taken as covariant.

6. There is no significant influence of treatment, sex and faculty and their various interactions on teacher effectiveness and on their components.

7. There is no significant influence of treatment, sex and SES and their various interactions on teacher effectiveness and on their components.

8. There is no significant influence of treatment, sex and attitude towards teaching and their various interactions on teacher effectiveness and on their components.

9. There is no significant influence of treatment, sex and teaching aptitude and their various interactions on teacher effectiveness and on their components.

10. There is no significant influence of treatment, sex and adjustment and their various interactions on teacher effectiveness and on their components.
1.10.0 LIMITATIONS

The present investigation has the following limitations:

1. The present investigation was carried out on the teacher trainees of Gujarati medium teacher education colleges affiliated to North Gujarat University, Patan.

2. The investigator had studied teacher effectiveness and their following components only.
   a. Information source.
   b. Motivator.
   c. Disciplinarian.
   d. Advisor and guide.
   e. Relationship with pupils, fellow teachers, Principal and parents.
   f. Teaching skills.
   g. Co-curricular activities.
   h. Professional knowledge.
   i. General appearance and habits in relation to classroom.
   j. Classroom management.
   k. Personality characteristics.

3. Besides treatment only sex, faculty, teaching aptitudes, attitude, towards teaching, SES and adjustment were taken as independent variables.
1.1.0 SCHEME OF CHAPTERSATION

A brief description of the chapters to follow is given below:

Chapter - II Review of Related Literature
This chapter throws light on the past research studies carried out in the field along with a summary of major points by the investigator.

Chapter - III Methodology
In this chapter the methodology followed in carrying out the present experimental study is described. It gives the details with respect to sample, design, tools, procedure of data collection and statistical techniques used for analysing the data.

Chapter - IV Results and Discussion
The results obtained through the statistical analyses of the data are tabulated, interpreted and discussed in this chapter.

Chapter - V Summary and Implication
In the last chapter a summary of the report is given along with the major findings, observations and implications of the investigation.

Thus this thesis contains the detailed description of all the essential steps taken in carrying out the present investigation. It also contains bibliography and appendices.
Endnotes


In B.D. Dave: *An Inquiry into the Professional Attitude of the teachers Effectiveness and Responsibility and Its Impact on
the Achievement of the Pupils; Ph. D. Thesis, Guj. Uni., 1993, pp 74-76.


19. Ibid ; p. 5.


