A number of techniques are being used currently in India as well as in other countries for the modification of human behaviour. Some of these techniques include T-Groups, role-play, Programmed learning, Achievement Motivation Training, Interaction Analysis, Micro-Teaching, etc. These techniques have become the educational innovations in the training of teachers, both at pre-service and in-service levels and have shown promising results in other countries.

Since in last decades, some educational researchers have been trying to develop concept in terms of which classroom interaction could be described, attempts have been made to analyse interaction in a classroom. The advantage of classroom interaction analysis lies in the fact that its utility has been established as a training tool as well as a tool to measure classroom behaviour patterns.

Several studies have indicated the effectiveness of Interaction Analysis in helping teachers to modify their teaching behaviour in the classroom.

The present study is conducted to know the
effectiveness of Flanders Interaction Analysis Category System as a training strategy for modifying the teaching behaviour of student-teachers. For this purpose an Experimental Study was conducted to compare the F.I.A.C.S training technique with the traditional method of teaching. 

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