The destiny of India is being shaped in our classrooms as was emphatically stated by the Kothari commission long back. This still holds true today even in our present day context of the global world. Teacher is a crucial factor in all matters pertaining to planning and implementation of teaching learning process. It becomes, therefore, quite imperative that teachers' competence should be assigned high priority in preparing him on effective basis through the portals of teacher education institutions. In this frame of reference much has to be done in respect of augmenting the behavioural skill repertoire of student teachers when they are provided pre-service exposures. Teacher education colleges have to own this responsibility by specifically improving the contents and processes of training as being imparted in the country in general and the state of Jharkhand, a newly created state with its plethora of problems and constraints in particular.

The present research was planned and undertaken with some of these seminal concerns relating to quality of teacher education program at the B.Ed level being conducted by the self financing colleges in the state. The ambit of this research was accordingly confined to studying the classroom interactional styles of B.Ed. entrants with intent of exploring the possible relationships of these with two important personality variables- self efficacy and locus of control as measured by an appropriate tool. The study could be completed within a stipulated time frame as a part of the mandate from the IER of Manglayatan University of Aligarh. The findings of the study have been presented in six chapters as described hereunder.

The first chapter is an introduction which provides a backdrop of the study along with a brief description of the concept of teaching behaviour,
classroom communication and the problem of the study, the definition of variables, the objective and need of the study, the hypotheses formulated and the scope of the study along with the delimitations conceptual and geographical under the ambit of which the entire research was conducted.

The second chapter is devoted to a comprehensive review of related literature spanning a period of more than twenty years. This review has been regulated in terms of the problems studied, the objectives formulated, methodology used and the results as reported by the research investigator thereon. The findings emerging from these studies were the basis for placing the results of the present investigation in a proper perspective. Most of the research studies have been accessed from the fifth survey of the research Written by Buch and the surveys available through internet.

The third chapter describes the design of the study by lying bare the methodology of research employed, population and the sample and sampling frame of the study and tools used for data collection. The date analysis procedure and its design and the schedule followed for data collection and details thereon have also been indicated here.

Chapter four is concerned with a detailed presentation of data and its analysis. This presentation has been done in three sections. The first section presents the data in respect of the interaction analysis styles of B.Ed. student-teachers arrived at on the basis of master matrices and further analysed on the basis of twelve variables conceptualized for the purpose. The second section discusses the findings with regard to relationship between self efficacy and interaction style of B.Ed. student teachers using contingency coefficient via chi square as indicator of results. Almost on similar lines, the third section deals with the outcomes of results in the context of relationship as evident between locus of control and interaction style of student-teachers. This
analysis has been conducted with a specific focus on the research hypotheses formulated for the study.

Chapter five offers the picture emerging from these findings under the caption generalizations, conclusions and implications of the study. At the end of the chapter possibility for further research in the state of Jharkhand has been hinted along with the broad implications of the study for revisiting teacher education in the state in particular.

Chapter six provides a detailed executive summary of the entire research which can be relied upon for a quick overview of the research.

(Narendra Pandey)