# CHAPTER - I

**NATURE AND SIGNIFICANCE OF THE PROBLEM**

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CHAPTER I

NATURE AND SIGNIFICANCE OF THE PROBLEM

I. INTRODUCTION

The keystone of democracy is education — not only that education should be accessible to all, but also that the aims and methods of education have been thought out afresh. That is why the Indian Education Commission (1964-66) has rightly said that 'the destiny of India is now being shaped in her classrooms'. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people. On the quality and number of persons coming out of our schools and colleges will depend our success in the great enterprise of national reconstruction the principle objective of which is to raise the standard of living of our people. In this context, it has become urgent,
- to re-evaluate the role of education in the total programme of national development;
- to identify the changes needed in the existing system of education if it is to play its proper role, and to prepare a programme of educational development based on them; and
- to implement this programme with determination and vigour.

Therefore, if the pace of national development is to be accelerated, there is a need for a well-defined, bold, and imaginative educational policy and for determined and vigorous action to vitalize, improve and expand education. In fact, Indian education is in need of drastic reconstruction, almost a revolutionary change in the teaching and learning processes. Further, the I.E.C. (1964-'66) felt that unless teachers and pupils are trained in new ways of teaching and learning, students in schools and colleges will not be able to receive the type of education needed for the new society.

Education is the process of bringing about desirable changes in the behaviour of the child in terms of knowledge, skills, attitudes, values and appreciation. For the effective organisation of this process, the teacher should be in touch with new trends in education and should try out new ideas, programmes and techniques experimentally, making scientific enquiry into their validity, utility and worthwhileness under school condition.
The programme of experimentation for educational improvement has to be planned in the context of the quantitative expansion of education throughout the country. The emphasis has to be on qualitative improvement which obviously has not received adequate attention of the administrators in this field.

Today, one of the acute problems of education in our country is the low level of scholastic achievement of school children at the primary and secondary stage of education. Pupil's achievement must be considered to be the index of the quality of education. In this regard, the present state of affairs in our country is not encouraging. This low level of scholastic achievement of school children and their unfriendly relationship with the teachers have invited attention of eminent educationists and research workers who have attempted to find the causes of these problems and suggest some remedial measures. The Report of the Education Commission (1964-'66) proposes a programme of reconstruction so that qualitative improvement of education in India may be possible. It also advocates the development of adequate standards of achievement at all levels of education. The Report of the Education Commission (1964-'66) stimulated administrators and researchers to initiate a number of programmes which would lead to improvement of education in general and classroom teaching in particular.
2. **CLASSROOM AS A NUCLEUS OF CHANGE**

Considerable attention has been directed during recent years to the techniques of revitalizing classroom teaching in Indian schools. Concentrated efforts have been made during the last decade through seminars, workshops, refresher courses and summer institutes to introduce the teacher to new techniques of instruction. But despite all these, in the average school today, instruction still conforms to a mechanical routine. It tends to be dominated by the old besetting evil of verbalism, remaining dull and uninspiring, as before. On analysis it has been found that four factors are largely responsible for impediments to progress in classroom instruction. These are (1) Weakness of the average teacher, (2) Failure to develop proper educational research on teaching methods, (3) Rigidity of the existing educational system and (4) Failure of the administrative machinery to bring about a diffusion of new and dynamic methods of teaching. In support of the second of the above four factors, UNESCO Report "Learning to be - The world of Education Today and Tomorrow" (1972) - says that classroom teaching methods are open to criticism because they overlook the complexity of the educative process, that fail to learn from research and are not sufficiently directed at Training minds and attitudes. But, in general, this report feels that the teachers' role is changing, in that authoritative delivery of knowledge is being supplemented by spending more time diagnosing the learner's needs, motivating and encouraging study and checking the knowledge acquired.
Of all the factors influencing classroom instruction, teacher behaviour is considered to be the most important factor. Instructional methods, text-books and all such facilities do contribute to a programme of improvement of classroom teaching, but these will not be effective in the absence of a competent teacher endowed with the right type of skills to make the teaching-learning process lively and effective. Today, the educational world is facing a dilemma where it has to select the allocation of scarce resources either for the development of educational hardware, i.e. text-books, instructional materials, teaching aids etc. or the development of human resources, namely teachers in the classroom. Whatever may be the efforts to change school practices, ultimately, it comes down to the teacher's classroom behaviour, his teaching and the teacher-pupil interaction. Examination reforms, free supply of books and other facilities have their own merits, but ultimately, it is the teacher and his teaching that does influence the quality of learning. This underlines the need for quality teachers and a sound theory of instruction.

Improvement in educational standards depends mainly on effective classroom teaching which again depends on the teachers' classroom behaviour. The growing concern about the quality of teaching is a natural outgrowth of an urgent concern of society to seek ways and means to cope with rapid and fast changing social problems. Needless to point out, the concept of teaching is
a key concept in our every day classroom. This requires the development of a theory of teaching which throws light on "What teaching is", the problem of good teaching, and finally it turns to the "concept of teaching" and the "theory of teaching".

What is teaching? - It appears to be a simple question with a simple answer, but a careful scrutiny will reveal that "teaching" a common term, has varied definitions proposed by various authors and educators. Some educationists are not in favour of using the term 'teaching' at all as it has 'almost innumerable meanings', (Stephen M. Corey, 1967). Many educators, however, prefer to use this term in spite of many different meanings. As Soltis (1968) says:

"I believe that such an attempt to explicate these ideas would invariably result in the unveiling of nuances of meaning which we unconsciously assume in our discourse and in our actions as students or teachers. As a result, we would not only become more sophisticated and careful in their use, but also gain a deeper insight into education as a human endeavour in which all men take some part sometimes in their lives." (Hyman, 1971, Pp.29-30).

The term "teaching" has several definitions. One definition is 'the art of assisting another to learn'. It includes 'providing of information (instruction) and of
appropriate situations, or activity designed to facilitate learning'. (English and English, 1953). According to Smith (1960),

"Teaching is a system of actions intended to include learning. So defined, teaching is observed to be everywhere, the same irrespective of the cultural context in which it occurs. But these actions may be performed differently from culture to culture or from one individual to another within the same culture, depending upon the state of knowledge and skill. Didactics, or the science and the art of teaching are not the same as the action which they treat".

Brubacher (1939) describes teaching as

"arrangement and manipulation of a situation in which there are gaps or obstructions which an individual will seek to overcome and from which he will learn in the course of doing so".

Morrison H.C. (1934) defines teaching as

"intimate contact between a more mature personality and a less mature one which is designed to further the education of the latter."

According to Gage (1965),

"teaching or instruction mean - averaging the conditions of learning that are external to the learner. These conditions need to be constructed in a stage by stage manner, taking due account at each stage of the just previously required capabilities of the learner, the requirements for retention of these capabilities, and the specific stimulus situation needed for the next stage of learning".
Smith, B.O. (1956) feels, "... teaching consists of a succession of acts by an individual whose purpose is either to show other persons how to do something or to inform them that something is the case. The word 'teaching' thus defined is used to refer to what the teacher does rather than to the behaviour of the student or to what happens to him as a result of instruction." "Teaching behaviour, by its very nature," according to Flanders, N.A. (1970), "exists in a context of social interaction. The acts of teaching lead to reciprocal contacts between the teacher and the pupils, and the interchange itself is called teaching". "Three levels of teaching patterns consisting of level one - lecture, narrow questions and giving directions; level two - responding to pupils' ideas and asking a wider variety of questions; and level three - using patterns of more advanced social cognitive teaching skills and making use of model for longer range teaching strategies."

Amidon and Hunter (1967) define teaching as "an interactive process, primarily involving classroom talk which takes place between teacher and pupils and occurs during certain definable activities. The teaching activities recognised here are: motivating, planning, informing, leading, discussions, disciplining, counselling and evaluating."

Thompson, J.J. (1969) considers teaching as communication. The components of teaching closely resemble those of communication. According to him, teaching is: (a) bringing about change,
(b) securing attention (c) managing information and (d) interpreting feedback. Hough and Duncan (1970) define teaching as "an activity with four phases: a curriculum—planning phase, an instructing phase, a meaning phase, and an evaluating phase". Each phase can be elaborated. "To sensibly create a curriculum for teaching, one must have both some understanding of the goals of education and a clear formulation of more specific objectives. One must also select subject matter appropriate to achieve these ends."

The World Book Encyclopaedia describes teaching as "the process by which one person helps others achieve knowledge, skills and attitudes". Teaching in common usage is considered an impartation of knowledge to an individual by another in a school.

In the classroom set up, another terminology commonly used is 'instruction'. Instruction is related to teaching, but it is not actual teaching. Instructing is in fact, so closely bound to teaching that the phrase, 'giving instruction' seems only another way of saying 'teaching'. There seems to be no case of any activity which could be described as 'giving instruction' which could not equally and more simply be described as teaching. But teaching and giving instruction are not the same thing — for there are so many instances of teaching which do not involve instruction. For example, one can correctly
speak of 'teaching a dog' to heel, to sit or to fetch. It is imprecise and incorrect to speak of instructing a dog in sitting, fetching and so on. Instruction seems to involve a kind of conversation with an object in mind. It is true that whenever one is involved in giving instruction, it follows that one is engaged in teaching, but it is not true that whenever one is engaged in teaching one is giving instruction.

Instruction as an activity of teaching allied more closely to the acquisition of knowledge and beliefs. Instructing always involves matters of truth and falsity. Instruction is the central activity to teaching. In order to approach the truth through reasons, arguments etc., a certain kind of communication is required. If there is less and less conversation in instruction, there is less and less apprehension of truth because conversation in instruction is characterised by arguments, reasons, objections, explanations etc. The teaching-learning system is also argued to be called the instructional system as it includes a certain kind of communication. The instructional system includes not only a classroom with a teacher and group of students, but also the whole educational paraphernalia. It reflects the unique quality of interaction in any given classroom. All these terms are interrelated and have their own role to play in explaining the teaching process. Thus, teaching is defined as behaviour of the teacher, and
learning as the change in learner behaviour and instruction as the teacher - pupil interaction situation.

3. THE CHALLENGES OF THE FUTURE CLASSROOMS

The present classroom teaching (i.e. traditional way of talking by the teacher) will cripple a child's changes in the world of tomorrow. Alwin Toffler (1972) says that we have to create a super industrial 'education system for our future taking into consideration the future kinds of jobs, professions and vocations. Assuming the people who live in super-industrial societies, will need new skills we have to develop our students' skills in the crucial areas of learning, relating and choosing only from our classroom setting.

Indeed, it is surprising to find that educational researchers have for years, focussed mainly on the improvement of teaching through attempts to identify the characteristics of good teachers or good methods rather than on a process as it generally occurs in the classroom. However classroom situations and the teaching process have received scant attention. It seems that educational researchers have slightly changed their concern from effective teachers and effective methods to actual happenings in the classrooms. This shift in educational research has many valid reasons. Research in the past does not seem to have paid off. Now, research attempts
are centered around the teaching process, which brings teachers and pupils face to face. This area of research that has recently been attempted is identified as 'classroom communication'.

This research focuses on classrooms by way of interaction between teacher and the pupils and also amongst the pupils themselves. It is over three decades now that the attention of research workers has been focussed on the classroom communication phenomena. The researchers seek to demonstrate the effects of quality teaching on the performance of the pupils in an interactive setting. Some attempts have been made to investigate aspects of teacher effectiveness. According to Biddle (1964):

"It has been said that the central problem in understanding teacher effectiveness is establishing relationships between teacher behaviours and teacher effects. The statement suggests that two classes of variables are minimally necessary in the study of effectiveness: teacher behaviours (an independent variable) and teacher effects (a dependent variable). The problem becomes complex because teacher-pupil interaction is imbedded in historical, social and physical contexts that constrains and interacts with it. It is additionally compounded when examining both short and long range effects and when considering types of teachers or teacher properties rather than the specifics of the teacher behaviour". (Pp.5-6)
Biddle (1964) offered a "seven variable model" for the investigation of teacher effectiveness. In this model (a) formative experiences, (b) teacher properties, (c) teacher behaviour, (d) immediate effects, (e) long term consequences serve as main sequence variables (f) classroom situations and (g) school and community contexts serve as contextual variables. The main sequence variables form a causally linked chain, while the contextual variables provide the situations and environments which imbed and interact with the variables thus linked. Barr (1961), Byons (1963) and Smith (1962) have also contributed to the field of teacher effectiveness.

4. **TEACHER BEHAVIOUR IN THE CLASSROOM AND ITS EFFECTS ON PUPILS**

The teacher occupies a leadership position in the classroom. Teacher behaviour plays a major role in determining pupil achievement, pupil growth and development. The study of the teacher and his classroom behaviour is, therefore, of paramount importance. In over a thousand articles, attempts have been made to discuss one or more aspects of teacher effectiveness. The problem of teacher effectiveness is so complex that no one knows what the competent teacher is or how to study the phenomenon of effectiveness with appropriate research strategy. By 'teacher effectiveness' is usually meant the teacher's effect on the realization of some value
(Gage, 1963). This value usually takes the form of educational objectives in terms of desired pupil behaviour, abilities and habits - in short the dynamics or interaction of the pupils. Education is designed to develop in the pupil certain knowledge, skills, attitudes and attractions. The ultimate criterion of a teacher's effectiveness is usually considered to be his effect on the pupils' achievement of these objectives. It is universally agreed that effective teachers are primarily those who contribute to pupil gain and pupil growth. Differences between measures of pupil achievement before and after the teacher's influence, help to define such gains. Assessment and prediction requires specification of what is to be assessed and predicted but methods of defining measurable objectives of education are still in the infant stage. This does not mean that no efforts have been applied to develop adequate techniques or methods. Teacher effectiveness being a complex problem, one is faced with the question of appreciable magnitudes of measurement tasks involved in the evaluation of such activities.

According to Flanders (1970), research on teaching effectiveness attempts to discover the relationship between classroom teaching behaviour and measures of pupils growth.

In most of the research on teaching effectiveness no assessment of classroom interaction takes place and the investigator finds himself in the rather awkward position of
trying to explain his results. It is somewhat ridiculous
to spend time and energy over the assessment of pupil growth,
only to conclude that pupils in classrooms taught by
experimental teachers learnt, or did not; without collecting
data which would be helpful to explain why the results
turned out the way they did. Interaction analysis provides
information about the verbal communication which occurred;
and this often helps to explain the results.

Medley and Mitzel (1963), in their studies on
comparison of judgements of teaching effectiveness and actual
measurements of changes in pupils, concluded:

"Teacher rating scales ..... are only slightly
related to the observed pupil growth."  
(Hellfritch, 1945).

"...... evaluations based on supervisor's ratings
and those based on measures of pupil growth and
achievement were not significantly correlated."  

Efforts to determine the characteristics of effective
and ineffective teachers, defined in terms of pupil growth,
proceed within a frame-work. The frame-work may be expressed
in the form of an equation:

\[ \text{Behaviour (Pupils)} = \int \text{Behaviour (Teacher)} \]
This question indicates that the behaviour of the pupil is a function of the behaviour of the teacher (Rabinowitz and Travers, 1953). This question further indicates:

\[ \text{Achievement of education} = f(\text{Teacher goals (Academic Achievement)} \div \text{effectiveness}) \]

This question is adapted from the domain of learning:

\[ \text{Response} = f(\text{Stimulus}) \]

In applying this formula it is necessary to consider the teacher as a complex stimulus to which the pupils are responding in varied ways. After specifications of desirable pupil behaviour, an effort could be made to study the relationship between teacher and pupil behaviour. This proposed design which may reveal teacher behaviour and classroom dynamics, under specified circumstances, can be expected to produce desirable types and amount of pupil growth. Great difficulties are encountered on account of the lack of suitable measures for the outcome of pupil growth, and adequate definitions of each outcome.
Over the last decade research has centred on teacher and pupil behaviour and their interactions rather than on 'teacher effectiveness'. This is an important step in educational research. Relevant and reliable data can be obtained by observing classroom behaviour and by using various technically appropriate measures. According to Hughes (1963), teaching is an interactive setting. The present attempts seek to develop more and more observational schedules in order to measure this interaction in the classroom. This will result in gaining insights regarding such variables as teacher-pupil interaction, teacher internal processes, pupil internal processes and other environmental factors which influence pupil and teachers and end results such as change in the cognitive, affective and skill domains of pupil behaviour.

5. THE NEED FOR CLASSROOM COMMUNICATION

The classroom in a school as a unit of communication and interaction between teacher and pupils and amongst pupils, can be said to play an important role in determining the achievement of pupils. Recent research has focussed attention on what transpires in the classroom by way of interaction between teacher and pupil as also between pupils themselves. Classroom interaction is the process of verbal interchange between the teacher and the pupil and also among pupils themselves. It is a process through which the teaching-learning
task takes place. Effective teaching is said to occur when the teacher and the pupils interact with each other and also when the pupils interact amongst themselves. The interaction in the classroom is usually teacher-initiated as the teacher occupies the leadership position in the classroom. The study of classroom interaction, therefore, would be of no significance without observing the classroom behaviour of the teacher and its implications. Classroom interaction and teacher behaviour are thus interdependent, that is, functionally related to each other.

6. WHAT IS CLASSROOM INTERACTION ANALYSIS?

Interaction analysis is a system seeking to observe and codify spontaneous verbal communication between a teacher and his pupils. The assumption underlying this is that teaching behaviour and pupils' responses are expressed primarily through the spoken word, as a series of verbal acts which occur one after another. These events are identified, then coded so as to preserve the observed sequence, and tabulated in such a way that it represents a sample of the spontaneous teacher influence.

The critical problem is decoding the data. Decoding is a process of displaying coded data in order to make appropriate statements about the original behaviour which were codified, eventhough one may not have been present when the data were collected.
A system of interaction analysis will usually include: (a) a set of categories, each defined clearly, (b) a procedure for observation and a set of ground rules governing the coding process, (c) steps for tabulating the data in order to arrange a display which aids in describing the original sequence of events, and (d) suggestions which can be followed in some of the more common applications (Flanders, 1970). Interaction analysis is a chain of classroom events laid out in such a manner that each agent is taken into consideration.

Most of the category systems which have been developed thus far have been restricted to verbal communication. However, this would not mean that no other kind of spontaneous behavior is amenable to encoding and decoding.

Classroom Interaction analysis systems seek to abstract communication by centering on certain essential characteristics. The loss is more than offset by keeping an accurate record of the number of times that a teacher attempts to elicit verbal responses from pupils. It is conceded that the procedure makes no sense at all when what is lost by the process is more important than what is gained. That is, the procedure is meaningful only when keeping an accurate record of the verbal expressions encoded is crucial to some investigation. Therefore, this highlights the need for establishing usefulness, in terms of appropriateness of the observational system to the problems under investigation.
Classroom interaction analysis would provide reasonably objective information which helps the teacher to readfast his behaviour, and to develop strategies of teaching behaviour.

Teacher-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 teacher behaviour and the nature of classroom dynamics. The knowledge of these relationships ought to help in measuring educational outcomes associated with teaching. In other words, this technique provides a method of quantifying concepts which refer to spontaneous behaviour, which can be measured indirectly in terms of pupil's attitudes and achievements. Actual classroom communication might contribute to an understanding of the nature of 'teaching-learning' process taken place in the classroom. Traditional methods and observational procedures do not lend themselves to any quantification, since they are based on subjective estimates by 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 efficiency as compared with subjective and imperfect estimates by the use of traditional methods.
7. **IMPLICATIONS OF CLASSROOM TEACHER BEHAVIOUR RESEARCHES**:

Different researches 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 by a couple of studies 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 ideas and asking questions) rather than the direct approach (teaching, giving directions, criticising 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 under study. It results in disruptive anxiety and suppression. The behaviour of some teachers in the process of instruction in classroom is guided less by pedagogical principles, because the teacher's effort is not directed on the taught of educational objectives, but on reduction of tensions created by the task within his mind. Therefore, many teachers start their teaching careers by dominant behaviour, as they are afraid that they might lose control over their pupils. On the other hand, most of the teachers prefer to exercise less control than they ordinarily do. They feel that good teachers, are 'indirective' rather than 'directive'. They learn how to motivate their class and thereby to forestall problems of discipline.

Recently, studies in the area of teaching have been experimental. Further, the emphasis has been on considering the process of teaching or teacher behaviour as an independent variable. Though difficult, such an approach is feasible in the teacher-pupil interaction process, and can be helpful in finding out its effects. The experimental approach does not require an equipped laboratory but does require assigning children to experimental and control classes on a random basis. The experimental approach involves application of different treatments to two sets of classes on a planned basis.
Rosenshine and Furst (1971) go a step further and specify the criteria of subsequent performance:

"Experimental studies in teacher education involve a number of steps. The first step is to determine whether teachers trained for specific performance criteria behave differently in their classroom from similar teachers who do not receive such training. But it is more important to determine whether the trained teachers engender greater cognitive or affective growth in their students compared to the controls." (Rosenshine and Furst, 1971, Pp.65)

The authors further feel that "hypothesis derived from process-product studies and other studies on instruction can be validated only through experiments of this type." (Rosenshine and Furst, 1971, Pp.65). There is a dearth of this type of studies.

The research needs in the context of improving teacher education programmes may be summarised as under:

(a) Correlational studies involving variety of teaching behaviour patterns and pupils outcomes in the three domains of educational objectives taking into account the hierardical levels of mental processes involved therein.

(b) Experimental studies attempting to establish cause-effect relationships between the teaching behaviour patterns and pupil outcomes.
Experimental studies identifying the techniques suited to develop particular types of teaching behaviour.

Experimental studies linking training with subsequent teaching behaviour and ultimately, with pupil outcomes.

All the same, the need exists to undertake studies in all domains of teaching - cognitive, affective and psychomotor. Teacher behaviour needs to be considered as the predictor variable if new light is to be thrown on the cause and effect relationship between teaching/teacher behaviour and learning/pupil attainment.

8. THE PRESENT STUDY

Some of the research findings of Getzels and Jackson (1963) and Moustakes (1956) have supported the fact that the most effective learning occurs in the educational institutions where threat to the learner's self is minimal. Specific and distinctive features of teachers and the kinds of teacher behaviour are necessary for pupil learning and pupil growth. According to Moustakes (1956) the resulting interpersonal relationship was one:
"When there was freedom of expression within the limits of the classroom, where each person could state himself in terms of himself without fear of criticism or condemnation, where feelings were expressed and explored, where ideas and creative thinking was treasured, and where growth of self was the most important value." (Monstakas, 1956, Pp. 259).

To make operational this global conception of the conditions of teacher-learner interaction the most effecting means of learning and developing ideas, where implemented after orienting the teachers about the observational system. An indirect approach on the part of the teacher by encouraging and inviting pupil participation, enlarges their freedom of expression which, it is considered, results in better classroom dynamics. On the otherhand, a 'direct' approach on the part of the teacher curbing or curtailing the students' freedom of action would hamper their learning and development.

In India, at this jucture, research studies on teacher behaviour are of paramount importance. "If you want to travel fast, keep to the old roads" - is the age old proverb that has to be followed in spirit in the present situation. 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 teacher classroom behaviour and classroom interaction analysis.
Teacher behaviour is the focal concern of teacher education institutions and school system. "A teacher affects eternity, he can never tell where his influence stops" (Adam).

There may be several significant variables affecting the teacher's classroom behaviour. A large number of studies have justified probing classroom interaction and thus the present study gets support in identifying the variables related to teacher behaviour and outcomes of his behaviour.

The investigator participated the All India Seminars on Teacher Behaviour organised by CASE, Baroda University and acquainted with research scholars undertaking studies of teacher behaviour. Further, out of keen enthusiasm and interest in this area the investigator voluntarily selected certain projects and conducted them in some schools in Coimbatore. Since the findings were very encouraging the investigator felt that it would be well worth undertaking a research project having a wider scope, on the topic "TEACHER BEHAVIOUR AND CLASSROOM DYNAMICS".

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