CHAPTER 2

REVIEW OF RELATED LITERATURE
Contribution of individuals and related literature is considered important for a new research. They are necessary in this era of knowledge explosion. Principles, thoughts, and theories produced by others become a source of inspiration, and a beaconlight for new researchers.

Study of previous researches are purposeful for new research. The researcher can get new direction in selection of subject, method, in the system of analysis, in the matter of population, sample and planning of study of research from review of related literature. It is necessary for development of new researches. New directions are transpired with the help of related literature.

Some past studies, which have helped this research work, are reviewed here. Here is some abridged scrutiny of such review.

Research on teaching and learning has shifted from unidirectional emphasis on correlates of teacher behaviour with student achievement to a focus on teachers’ thinking, beliefs, perceptions, attitudes, self-concept and efficiency.

2.1 REVIEW OF RESEARCHES ON TEACHER BELIEFS AND PRACTICE:

Traditional research on teaching examined how teacher behaviour influenced student achievement. Its major goal was to determine the criteria for excellence in teaching by estimating the effects of teachers' actions on teaching performance on student learning [Beattie, 1995, Mc Donald and Elias, 1976]. It has been classified under 'teaching effectiveness', 'process product studies' or 'teaching behaviour' [Brophy and Good – 1986, Shulman, 1986, 1986]. Process product research was often conducted under laboratory or contrived conditions and data were collected using categorical observation scales [Beattie – 1995]. The research assumed that the relationship between teachers' actions and their observable effect is linear and unidirectional. Data analysis was relatively decontextualized and objectified in a search for positive, generalizable principles, which can be used to formulate teaching, and learning theories statistical procedures used in these studies were often correlations and analysis of variance [Fang, Zhihui, – 1996].
Recently however researches have begun to represent the direction of causality as cyclical or circular, suggesting that teacher behaviour affects students' behaviour, which in turn, affects teacher behaviour and ultimately students' academic performance [Brophy & Good -1986].

With the advent of cognitive psychology and diversification of research paradigms [Fang, Zhihui. - 1995], researchers have become increasingly interested in teachers' thinking.

Since Philip Jackson's [1968] initial attempt in 'Life in Classrooms' to describe and understand the mental constructs and processes that underlie teacher behaviour, the study of teacher cognition is receiving added attention in the literature on teaching in general and on the subject area of reading/literacy in particular. [Fang, Zhihui. - 1996].

Teachers' theories and beliefs represent the rich store of general knowledge of objects, people, events and their characteristic relationship that teachers have that affects their planning and their interactive thoughts and decisions, as well as their classroom behaviour [Nisbett and Ross, 1980].

Theories and beliefs make up an important part of teachers' general knowledge which teacher perceive, process and act upon information in the classroom [Clark and Peterson, 1986; Munby, 1982].

Prior to the mid - 1970s and early 1980s, most of the studies on teachers' thought processes focused on how teachers manage their classroom, organize activities, allocate time and turns, make structure, assignments, ascribe praise and blame, formulate the levels of their questions, plans lessons and judge general student understanding. [Mc Donald and Elias, 1976; Shulman, 1986]. What is missing in this new line of research are issues with respect to teachers' such as: Where do teachers explanations come from? How do teachers decide what to teach, how to represent it, how to question students about it and how to deal with problems of misunderstanding [Fang, Zhihui. - 1996]. Although the cognitive psychology of learning has focused almost exclusively on such questions in recent years, it is invariably from the learner's perspective rather than the teacher's [Shulman, 1986, 1986].
Putman and Duffy [1984] indicated that teacher practice does not rely solely on impulse, but is directed towards certain preplanned outcomes. Other have argued that teachers’ beliefs act as a filter through which a host of instructional judgements and decisions are made [Nisbett and Ross 1980, Shavelson 1983, Shavelson and Stern 1981].

Many of the studies [Johnson 1992; Kinzer 1988; Readance Konopak and Wilson 1991] focused on hypothetical written tasks and did not include actual classroom observations of the teachers’ in action (actual teaching). It must be noted that teachers’ written responses in these studies may reflect what should be done rather than what is actually done in class. Recently a number of studies have attempted to overcome these limitations by using multiple measures including classroom observation, stimulated recalls, think aloud protocols and focused interviews, whereby teachers’ beliefs and practices were examined in actual classroom contexts.

The inconsistency between teachers’ beliefs and their practices is not unexpected. Earlier researchers have noted that the complexities of classroom life can constrain teachers’ abilities to attend to their beliefs and provide instruction which aligns with their theoretical beliefs [Duffy 1982; Duffy & Anderson 1984; Duffy and Ball 1985; Paris, Wasik and Turner 1991; Rochler and Duffy 1991]. This suggests that contextual factors can have powerful influence on teachers’ beliefs and in effect, affect their classroom practice. Duffy and Anderson (1984) found that although reading teachers were able to articulate their beliefs about reading outside the classroom, their actual instructional practices were governed by the nature of instruction and classroom life. It was found that many teachers base instructional decisions on classroom realities such as mutual teacher-student respect, classroom management and routine, the amount of assistance needed by low or high-ability students, the way students learn, social and emotional characteristics and textbooks [Ashton 1990]. Pinnegar and Carter (1990) who compared theories in educational psychology textbooks with teachers’ implicit theories suggested that one reason prospective teachers’ theories are resistant to influencing their instruction is that they represent a moral vision of teaching that conflicts with the technical theories presented in textbooks and teacher education programmes. On the other hand
Kilgore, Ross and Zbikowski (1990) suggested that administrator and collegial attitudes can support or diminish the effectiveness of beginning teachers by influencing their beliefs about themselves and their students.

2.2 REVIEW OF RESEARCH ON TEACHERS’ BELIEFS:

Education does possess a body of shared knowledge and understanding. Teachers' beliefs affect their perception, behaviour, teaching practice, learner and many other factors. Here is a review of researches on teachers' beliefs. Clifford walker and Ian Newman (1995) studied teachers' beliefs on different subjects as learning, education, learners and themselves.

2.2.1 Teachers' Beliefs About Education System:

About 50% of teachers believed that education is a political process. 70% of teachers give definition of education that education includes certain subjects, skills, techniques, morals and values. Many teachers accepted that education is value laden.

2.2.2 Teachers' Beliefs About Learning:

About 50% of teachers believed that learning is a dynamic process and requires interaction between at least two minds through the medium of language. According to 58% teachers learning is not a matter of skill acquisition. It is rather individual understanding based on experience, interest and challenge. Many teachers believed that for a learning activity to be meaningful it needs to be personally fulfilling. Substantial learning can only take place when the whole person is involved. Many teachers' agreed that effective learning occurs only through experimenting, questioning, reflecting, discovering, inventing and discussing and learning activities should contain an element of surprise.

2.2.3 Teachers' Beliefs About Teaching:

About 60% of teachers believed that teaching is a researching activity and many teachers agreed that teaching aims often relate to choice, autonomy, self motivation and confidence as well as putting the stress on the development of thinking individuals but the actions which are taken are often incompatible with
these aims and sometimes are directly opposed to them. According to many teachers teaching was a co-operative activity.

2.2.4 Teachers' Beliefs About Factors Affecting Teaching and Learning:

Very few teachers believed that major instrument of learning is language, therefore learners need massive language experiences upon which they may base their learning. But many teachers agree that teachers need to understand the importance of language in learning.

Many teachers believe that parents are intrinsic to successful education. Community pressure, culture, peer group of learners, value of society, role of head teacher, audio-visual aids, motivation, training of teachers and managers were the factors which influenced teachers practice.

2.2.5 Teachers' Beliefs About the Learner:

About 50% of teachers believed that learners only learn what they want to learn. They gave importance of learners and said, "learners can be trusted." According to the 60% of the teachers substantial learning depends on the ability to integrate knowledge and to experience with the ability for the learners to make analogies. About 80% of the teachers believed that learners' interest were the major starting points for learning. Conclusions also suggest that learners' interest and ability is more important.

2.2.6 Teachers' Beliefs About Teachers:

They found that role of teacher as a guide was important but very few teachers agreed with them. They also found that teacher was an important factor for students' learning. Teacher's work and students' interest both were important.

In short, this study suggested that teacher, learner and aspects of society were important factors for teaching and learning. They believed that teachers and learners were accustomed to exploring ideas and had established a positive attitude to learning. Almost any material can be used as a stimulus for enquiry in the classroom. They gave importance to atmosphere of classroom and said, "classroom should be as stress free as possible."
2.3 REVIEW OF RESEARCHES ON TEACHERS' ATTITUDE, VALUES AND PERSONALITY:

Attitude and values are also important factors of teaching and learning. Here is review of some researches about teachers' values and attitudes and personality.

A significant relationship was found between teaching attitude and teaching behaviour and level of job satisfaction [Garg, D. P. – 1983]. These findings were supported by Jain, B. A. [1982]. According to his study, teachers with a positive attitude towards child-centered practices, educational process, pupils and teachers devoted more time to asking questions in the classroom while guiding the more content oriented part of the discussion. Not only this but teaching with a positive attitude towards teaching profession, classroom teaching, child-centered practices and educational process related to ideas and feelings of pupils created an emotional climate in the classroom.

Theoretical values were significantly related with the teachers' attitude towards pupils and teachers. Teachers with high aesthetic values did not have a favourable attitude towards profession but teachers with high religious value had favourable attitude towards teaching profession, educational process and pupils and teachers. Theoretical and aesthetical values were not significantly related to the affective behaviour of teachers.

According to Garg, D. P. [1983] the main causes of dissatisfaction reported by the teacher were absence of appreciation for good work, overload of work of a clerical nature, partiality of administrators, lack of autonomy in work and low salary. His findings also suggested that urban teachers were being more satisfied than their rural counterparts. Highly satisfied teachers possessed a more favourable teaching attitude and shared better teaching behaviour than highly dissatisfied teachers.

Personality characterwise the outgoing, more intelligent, emotionally stable, humble, sober and restrained, tender minded, trusting, imaginative, shrewd apprehensive, conservative, group dependent, controlled and relaxed teachers were found to be more indirect in the classroom behaviour than the reserved, less intelligent, affected by feelings, assertive, happy-go-lucky,
expedient, venturesome, tough minded, suspicious, practical, forthright, placid, experimenting, self sufficient, self conflict ridden and tense teachers, [Mittal Anupama – 1989].

2.4 REVIEW OF RESEARCHES ON TEACHING EXPECTANCY AND LEARNING RESULTS:

Teaching is an effective way of learning. The effects of learning by teaching are often not only attributed to the teaching activity itself, but also to the pure expectations of a later teaching demand. Several research projects have shown that tutors substantially profited from their teaching experience [Goodlad and Hirst, 1989]. A positive effect of teaching expectancy was found. [Benware and Deci (1984), Ross and Di-Vesta (1976)]. According to Ross and Di-Vesta teaching expectancy induced and fostered learning.

It is important that anxiety, intrinsic motivation, superficiality of processing and initial problem elaboration influenced learning process.

The motivational-affective variables (i.e. state anxiety, worry and intrinsic motivation) are all significantly associated with each other [Renkal, Alexander. – 1995].

2.5 REVIEW OF RESEARCH ON SOCIAL CONSTRUCTION FOR AN EXPERIENCED TEACHER:

This study was designed to explore an experienced teachers' thinking and teaching with in the social and cultural environment of the classroom.

Results demonstrate that the teachers' teaching was more social than originally anticipated. His experiences as a learner and as a teacher influenced the way he taught and the way he thought about himself as a learner and as a teacher. Pre-planning and interactive thinking were based on the interpretations and judgements of previous experiences. The social context of the teaching was the basic source of reflective thinking. [Moallem-Mehnaz and Others – 1994].
2.6 REVIEW OF RESEARCHES ON CONCEPTUALIZING TEACHERS' KNOWLEDGE ABOUT TEACHING:

Teachers' professional knowledge has generally been regarded as practical knowledge tightly linked to action.

Zuzovsky, Ruth. (1994) studied conceptualizing teachers' knowledge about teaching. This study deals with the different ways teachers represent their experiences as teachers' process whereby teachers' private 'knowing – in action' is converted into professional public knowledge.

Some researchers [Howard, 1987; Munby, 1986, Ortony, 1980; Schon, 1983] regard metaphor as a representation that conveys the essence of a concept. Metaphor seemed to be the easiest and most preferred form of expression for all of them.

During the study Zuzovsky, Ruth. (1994) found metaphor produced by the student teacher as well as changes occurred in these metaphors over a six-month period.

2.6.1 Metaphor Used by Teacher:

➢ One teacher believed teacher as an artist, craftsman processing raw material, creates a piece of art, embeds personality and thought in work, revises corrects until it reaches its final form. After six months she changed her belief. According to her students are not to be conceived as raw material. They have there an identity before their interaction with teacher. There is a similarity between the self corrective nature of the artists' work and the ever-corrective nature of the teacher's work.

➢ One teacher believed teacher as a gardener fertilizes the ground and prunes. He considered teaching as moulding and cooking. Teaching as a chemical laboratory. Teaching as an adventure.

➢ One teacher believed teaching as a journey. A non-formal shared experience, elements of coincidence chance, and common search for a way. There is trial and error and knowing is the destination. Teacher is considered as a guide.
One teacher gives metaphor as 'Holy Service' which passes from one generation to the other.

Another teacher gave the metaphor of 'A bird in its nest' and 'Symbiosis'.

2.7 REVIEW OF RESEARCHES ON THE INFLUENCE OF CLASSROOM PRACTICE ON STUDENT TEACHERS' THINKING:

We know that training is an important factor for any profession. Experience can be an excellent teacher. Teaching is like other professions in its use of experience to sharpen and broaden novices' understanding of their field.

Classroom experience shape and accelerate novice educators' growth toward expert pedagogy [Berliner, 1987; Zeichner and Liston 1987]. Teacher education programs could be more useful an intellectually demanding if they closely integrated methods courses and actual classroom teaching [Goodlad, 1990, 1991; Holmes Group, 1990; Meade, 1991]. The experience of teaching with skilled professionals can accelerate novices' learning of pedagogical skills and strategies not easily acquired in isolated campus – based methods course, the traditional one semester of student teaching or alternate programs where novices rapidly enter the teaching world [Cochran –Smith, 1991; Meade, 1991].

The student teachers who had extensive experience in classrooms revealed different kinds of thoughts about teaching than who did not require classroom practice. Teachers who had given practice experience wrote comments directly pertaining to children's learning while other student teachers appeared more oriented to their identifies and teachers and the basic skills. [Peter Mc. Dermott, Kathleen and Others – 1995].


Male teachers were found to be more initiating, expressive, careful, introspective, mentally exertive and concentrated than female teachers but female teachers tended to higher than male teachers in their attitudes towards
teaching, the teaching profession and pupils. Teachers were normal in respect attitudes towards pupils [Som P., 1984].

2.8 REVIEW OF RESEARCHES ON PERCEPTIONS:

Perceptions of students, teachers etc are reviewed as under.

2.8.1 Perceptions Concerning Efficiency of Technology for Children Program:

Teachers' ratings of 509 students indicated that the teachers perceived significant growth in children's self awareness and understanding of technology, but not in academic skill development. [Wanko, Michael A. – 1977].

2.8.2 Students' Perception of Teachers:

There were significant effect of school background of student and education level on students' perception of teachers, but there was no significant effect of achievement on the students' perception of teachers. [Khan, R. S. – 1988]

2.8.3 Some Reviews on Perception of Teachers:

➢ Relation to overall efficiency, teaching experience, grade level taught, and teacher-gender were explored in perceived attributional difference. Past research on teachers' attribution has shown little relation between perception of responsibility for positive versus negative student learning outcome. Elementary teachers tended to attribute their lack of success to lack of effort more than did secondary teachers. [Guskey, Thomas. R. – 1981].

➢ Most important among the perceived constraints on reflective thinking in schools were student lack of prior experience, curriculum pressure and lack of stress on reflective thinking in statements of school philosophy, teacher education programs and the curriculum. Urban as compared with suburban teacher reported less stress on reflective thinking in statements of school philosophy, less teacher autonomy, and lower levels of basic skills and background knowledge among both teachers and students. Teachers believe administrators value quiet and order over reflective thinking. The

Sachar, Banna (1997) assessed junior high school teachers' work satisfaction and perceptions of teaching difficulties before and after participation in a faculty in service instructional change project. Pre and post in service surveys indicated that satisfaction remained stable, whereas dissatisfaction declined over time. Students were the main source of difficulty. Distinct difference emerged between schools related to principals' management pattern.

2.8.4 Selected Attitudes of Teachers and Students Perceptions of Instruction:

Benninga, Jacques and others (1980) concluded about teachers' views that the more responsibility teachers assumed for the learning of their students; the more they liked teaching, the more freedom they felt children should have and the more democratic values tend to be. But the more confident teachers (high teaching self-concept) felt less responsibility, liked teaching less, felt more restrictive in regard to children's freedom and tended to be more authoritarian. The grade level at which a teacher teaches (within this narrow range) had little effect upon students' ratings of the teacher. In regard to years of teaching experience, again there is little difference between the groups. Male students consistently rated their teacher more positively than did the female students.

2.9 REVIEW OF RESEARCHES ON QUALITY TEACHING:

Relationship between students' perception and criteria of good teaching is significantly positive [Jayappa, M. S. – 1991]. Quality teaching is necessary and there are some conditions for quality teaching. Teacher, student, parents all have different opinions about quality teaching. Pupils preferred extra co-curricular activities, parents preferred a school for the quality of its discipline,
standard of teaching and results and facilities for extra co-curricular activities. Teachers also preferred discipline as a condition of quality teaching [Manuel, N. V. – 1964]. Academic freedom to headmaster and teachers, free time to teachers parental cooperation were the perquisite quality of teaching.

The book ‘The Quality School Teacher’ written by Gasser-William (1993) offers specific suggestions to teachers who are attempting to relinquish old boss-management systems by putting the newer lead management theory into practice in their classrooms. Leading, rather than bossing, creates classrooms in which students not only do competent work but begin to do quality work. The book begins by explaining that to persuade students to do quality school work, teachers must first establish warm, totally non coercive relationship, teach only useful material (which means stressing skills rather than asking students to memorize information), and move from teacher evaluation to student self-evaluation. The volume is organized in 12 chapters as – Quality School Teachers Always Lead, They Never Boss, The Quality School Teacher is a Professional, The Six Conditions of Quality, Your Students know to you and like you, Quality School Teachers Teach Useful Skills, Teaching Useful Information in the Secondary School, Quality School Work, Teaching the Nonacademic Skills, Concurrent Evaluation, Expanding the Classroom Staff, Teaching Control Theory to Students and Ungraded Quality Assignment.

The name of the twelve chapters of this book suggest that this book presents suggestions about quality teaching.

2.10 REVIEW OF RESEARCHES ON TEACHING EFFICIENCY:

A number of variables affect teaching efficiency.

Teaching attitude is an important variable which affects efficiency. The correlation co efficient between the two variables – teacher attitude and teacher adjustment was computed. [Samanta roy, G. K. – 1971]. Questionnaire suggests academic qualification and classroom observation suggests experience affects efficiency [Debnath, H. N. – 1971] while according to findings of Sundar Rajan and Shri Nivasane (1993). Experience and academic qualification are not significantly related with effectiveness of teachers.
Other important correlates of teaching efficiency is found were knowledge of subject matter, mastery of the method of teaching, mode of exposition, sympathetic attitude towards students, discipline, students participatory, proper use of aids and appliances in teaching, art of questioning. Academic qualification or academic achievement were also related to efficiency also found out through class observation and questionnaire both. Intelligent, interest in teaching friendliness and democratic behaviour ability to judge reactions of others and professional training age also affected efficiency [Debnath, H. N. – 1971]. Sex and teachers’ effectiveness are related. Administration of school either by government, non-government and municipalities also affect efficiency. According to Shri Sundar Rajan and Shri Nivasane (1993) women teachers considered themselves efficient. The teachers of co-education schools and teachers of science subject considered themselves more effective than their counterparts.

2.11 REVIEW OF RESEARCHES ON CLASSROOM BEHAVIOUR OR CLASSROOM COMMUNICATION:

No relationship between the age of the teachers and their communication pattern was seen [Mehta, Y. M. – 1976] while findings of another research showed negative relationship between chronological age of teachers and their indirect-direct behaviour and also negative relationship between chronological age of teachers and teacher response ratio [Mathew, George. – 1976]. Young teachers have more favourable attitude towards teaching profession, classroom teaching and educational process [Jain, B. A. -1982].

Male teachers were not found to differ significantly from female teachers regarding direct/indirect behaviour [Mehta, Y. M. – 1976, Mathew George – 1976]. They also did not differ in Teacher Question Ratio [Mehta, Y. M. – 1976]. No relationship between sex of teachers and their communication pattern in the classroom was found [Mehta, Y. M. -1976]. Male teachers devoted more time in asking questions [Jain, B. A. -1982] while female teachers have demonstrated better teaching behaviour than male counterparts [Garg, D. P. – 1983]. Some skills of teaching were common between male and female but the skill of illustration was found to be specific to the teaching behaviour of male teachers, while skill of using teaching aids and skill of questioning to develop critical
awareness were specific to female teachers [Singh, Prabhakar. – 1985]. The trained graduate teachers were indirect in their classroom behaviour as compared to trained postgraduate teachers [Mathew, George. – 1976].

There was significant negative relationship between the teaching experience and the teacher attitude to classroom teaching [Jain, B. A. – 1982].

Some skills of teaching are same to teachers of Urban schools and rural schools, but the skill of using teaching aids and skill of asking with examples were specific to the teaching behaviour of urban school teachers and skill of convergent questioning and the skill of illustrating with examples are specific to the rural school teachers [Singh, Prabhakar, – 1985].

Teachers having history at the graduate level as well as professional level did not differ from those teachers who did not have history at the both the levels in their communication pattern in actual classroom situations [Mehta, Y.M. – 1976]. There was more pupil talk in the biological science class as compared to history. The physical science teacher also responded less than the history teachers, but pupils' talk percentage was higher in the physical science class than the history class [Meera, S. – 1988]. English teachers talked less, responded less; their instantaneous response and content emphasis also were less than the mathematics teachers [Meera, S. – 1988].

Skill of illustrating with examples, skill of attending to pupils' difficulties and skill of maintaining classroom discipline were found specific to science teaching. Skill of responding to pupils' questions was specific to social science teaching while no factor was found specific to language teaching. [Singh, Prabhakar. – 1985].

There was a significant positive relationship between teachers' status and teachers' questions. Teachers who had full freedom to discuss controversial issues in the classroom asked more questions [Jain. B. A. -1982]. Opportunity for further progress and intellectual stimulation had a significant and positive correlation with motivation and questioning and negative correlation with lectures. Freedom of work had a positive and significant correlation with stimulation and teachers' response. [Khatoon, Tahira. – 1990].
2.12 REVIEW OF RESEARCHES ON SELF CONCEPT, SELF-PERCEPTION AND ACHIEVEMENT:

Self-concept and self-perception play a crucial role in teaching performance. Women student teachers perceived their future more vividly, they also had more positive perceptions than men student teachers. They had clear life goals. [K. Sangeetha Rao, 1975]. On emotional stability also, female teachers perceived themselves emotionally more in stable than male teachers [Sharma, M. C. - 1981].

Sharma, M. C. (1981) concluded that primary school teachers perceived themselves to be better achievers than the college teachers while college teachers perceived themselves to be suffering from withdrawing tendencies more than secondary teachers. Concept about self-confidence of the college teachers was positive than other teachers. College teachers perceived themselves as having the least feelings while working with the students.

2.13 REVIEW OF RESEARCHES ON TEACHING - LEARNING PROCESS:

Teaching and learning both are interrelated. Teaching affects learning and learning affects teaching. American Educational Research Association Committee (1962) considers teaching as a form of interpersonal influenced aimed at changing the behaviour potential of another persons. Reviews of some researches about teaching and learning process are presented here:

Indirect behaviour (means actions of teachers which encourages and supports students participation, accepting, clarifying, praising and developing the ideas and feelings expressed by the pupils support and student participation) of the teachers helped the pupils to achieve more as compared to direct behaviour (refers to action taken by the teacher which restrict student participation, expressing one's own view through lectures, giving directions and criticizing with the expectations of compliance tend to restrain pupil-participation). According to Lulla, T. P. (1997) the students who were taught by the teachers trained in using indirect behaviour scored higher as compared to their counterparts working under teachers who were not provided any training of this technique.
Teachers' perceptions for teaching techniques can differ according to their race and location of schools. This statement was supported by research of [Lincoln, Eugene A. – 1981]. According to him black teachers and white teachers differed significantly on items concerning students' ability to reason, homework policies, work assignment, student motivation, effecting teaching methods... His findings also suggested that teachers' opinions tended to differ according to schools of inner city, outer city and suburban schools. They differed in students' evaluation, use of audio visual materials and students' activities.

Regular college teacher trainees have favourable attitude toward teaching than correspondence course teacher trainees. Female teachers trainees had a more favourable attitude than male teacher trainees. P. G. teacher trainees had a more favourable attitude than under graduate teacher trainees. The sons and daughters of teachers had a highly favourable attitude towards teaching but nature of the course did not influence the attitude of teacher [Ramchandran G. – 1991].

Learning experiences could be brought about through a number of ways such as classroom interactions, library, laboratory work, radio, T. V., film strips, museum, seminar, tutorials, assignment and other similar situations. The teacher should make a decision about it. Evaluation is important component. It related to teachers' goal. It measuring the content of achievement, objectives and suggesting remedial instructing to the learner for enrichment of learning experiences and to reach the goals. [Gupta S. K. – 1990].