PREFACE

Education is not only exclusively a pedagogical process but also it has expanded to include the development of wholesome attitudes, growth on the part of the young in social living as well as in academic scholarship. Children who are potential wealth of the nation are exposed to the educative environment of the institution. It is only by stimulating teaching and a suitable climate that a teacher influences the minds of his pupils, develops new ideas in them and arouses their interests and curiosity.

In the present study, full range of classroom processes and the significant interactions between teacher and pupils have been scanned, flow of teaching-learning acts and teaching patterns have been identified. The study also deals with the impact of teachers with different characteristics, on their students' affective and cognitive learning outcomes.

In the first chapter, a brief description of all the variables of the study was given along with the review of related literature and identification of unresolved and resolved issues that led to the emergence of the problem. The second chapter deals with development of tools used in the course of the study. The third chapter covers the sample design and the procedure of the study.

The fourth chapter is devoted to the analysis and interpretation of the data and results. The Summary of the findings and generalization of the conclusions, have been presented in the chapter five.