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v. Personality and behaviour

A teacher as a leader has to lead his students in the teaching learning process through the magnetic influence and incredible impression left on the minds of the students on the basis of his personality traits and behavior. He is a role model for his students. His actions, behavior pattern and personality traits carry a great meaning to his students for being imitated and brought in to practice.

vi. Level of Adjustment and Mental health of the teacher

How adjusted a teacher feel in his personal and professional life and the state and level of mental health maintained by the teacher carries much weight in influencing his teacher behavior and teacher effectiveness needed for the effective control and management of the teaching, learning process. While a teacher possessing poor mental health and lack of adjustment in his personal and professional life may prove totally failure in realization of teaching learning objective, a teacher possessing good mental health and adjustment may prove an ideal image to his students and boon to the effectiveness of the teaching learning process.

vii. Discipline

In a classroom, a teacher uses discipline to



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vii. Discipline

In a classroom, a teacher uses discipline to ensure routine is maintained, school rules are enforced, and the students are in a safe learning environment. A great teacher has effective discipline skills and can promote positive behaviors and change in the classroom. Without discipline, learning cannot be accomplished.

2. Learner

The learner is the key figure in any teaching - learning task. How will he learn or what will he achieve depends heavily on his own characteristics and way of learning. Such factors related with him can be described as below:

1. Learner's physical and mental health

Teaching-Learning is greatly affected by the learner's physical and mental health maintained by him particularly at the time of teaching task. A simple headache or stomach ache can play a havoc with the process and products of learning. Children who did not keep up with satisfactory physical health of the learner at the time of learning become potent factor in deciding the outcome of the learning. A tense, emotionally and mentally disturbed learner cannot be expected to show satisfactory results in learning.



ii. Basic potential of the learner

The results achieved by learner through teaching-learning task depend heavily upon his basic potential to undergo such learning. Such potential may consist of the following things:

- Learner's innate abilities and capacities for learning a thing.
- Learner's basic potential in terms of general intelligence and specific knowledge, understanding and skills related to particular learning area.
- Learner's basic interests, aptitudes and attitudes related to the learning of a particular thing or area.

iii. The level of aspiration and achievement motivation

Learning is greatly influenced by the level of aspiration and nature of achievement motivation possessed by the learner. The teacher has to maintain the level of his aspiration and achievement motivation to a reasonable level neither too high causing frustration for non-achievement **not** too low as not to try for the things for which **he** is quite capable. In this way, one's level of aspiration and achievement motivation works significantly towards gains in learning.

9. **From induction to deduction :** Induction means drawing a conclusion from set of examples. For example we find that a crow is black ; another crow is also black ; still another crow is also black. We then come to the conclusion that all crows are black. The process of induction calls for perception, reasoning, judgement and generalisation. The teacher should proceed from induction to deduction, i.e., first of all present the principle or generalisation before students and then verify the truth of this principle or applying it to particular instances or examples. Induction discovers knowledge and deduction is a consequence of such discoveries.

10. **From whole to parts :** According to Gestalt School of psychology whole is more important and meaningful than the parts. Whole is more understandable, motivating and effective than the parts. Whole is more teacher should acquaint the pupils with the whole lesson first and then the different parts of the lesson may be explained. For example, the teacher while teaching 'parts of a plant' should first of all show the entire plant and then proceed to teach the structure and function of each part of the plant. Similarly if a poem is to be taught to the students, they should be acquainted with the whole poem first. Gradually they may be asked to grasp the poem stanza by stanza.

11. **From definite to indefinite :** A good teaching should always lead from definite to indefinite. It is easy to trust the definite. Definite things, concepts, events or knowledge may be used for catching the indefinite ones. For example definite rules of a grammar may help a pupil to learn the concerned language effectively. Similarly definiteness in a multiplication table may help a pupil to acquire the knowledge concerning hundreds of odd combinations related to multiplication, division and square root, etc.

Conclusion :

In order to make the teaching successful and effective the teacher should utilise all these maxims and present the subject-matter accordingly. It should be remembered that these maxims are meant to be our servants and not masters. They are means and not end. In fact the use of these maxims should be guided by the nature and the child. They are not to be followed blindly on every occasion and in every lesson. They are simply guides that will help us very often.

QUESTIONS

1. Explain maxims of teaching.
2. Name various maxims of teaching. Explain any five maxims of teaching.

25.1 Significance of the Teacher and the Teaching Profession

Premises and equipment are needed in the education enterprise but persons are vital to them and a teacher is the supreme factor. There is no exaggeration that a spacious building, costly equipment and sound syllabus will serve some useful purpose only when there are teachers who are fully alive to the nobility of the profession and its accompanying responsibilities. The teachers play an important role in moulding and shaping the attitudes, habits, manners and above all, the character and personality of the students. Here we quote the views of some great philosophers, statesmen and thinkers on the significance of the teacher and the teaching profession.

The Teacher is a Maker of Man

John Adams (1735-1826 second US President)

"A teacher affects eternity; he can never tell where his influence stops."

Henry Brooks Adams (1838-1918 American Man of Letters)

"I am indebted to my father for a living, but to my teacher for living well."

Alexander (355-323 B.C. The great conqueror)

"Teachers who educate children deserve more honour than parents."



Bureaucracy

Hawthorne
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1. Teacher

If the learner stands on one end of the ongoing teaching-learning process as one of the pole then teacher act as the other pole for the desired flow of the teaching learning activities in classroom. Hence, teacher related factors play quite significant role in the process of teaching. Following are the teacher related factors in the teaching learning process.

i. Subject Knowledge

There is a saying that a teacher is only as good as what they know. If a teacher lacks knowledge in a subject, that dearth of understanding is passed along to the students. A teacher who knows his subjects well can only play a decisive role in leading the journey of the teaching learning process. How effectively the task of teaching learning will be carried out then depend merely on the scholarly nature and mastery over the subject matter demonstrated by a teacher in the class or work situations.

ii. Knowledge of learners

This is a broad category that incorporates knowledge of the cognitive, social and emotional development of learners. It includes an understanding of how students learn at a given developmental level; how learning in a specific subject area typically progresses like learning progressions or trajectories; awareness that learners have individual needs and abilities; and an understanding that instruction should be

between a missionary and a teacher, for every true missionary is first and last a teacher. S. Balakrishnan Joshi feels, "Without a band of devoted teachers who are inspired by holy zeal, an institution with the paraphernalia of modern convenience will be like beautiful corpse without spark of life, a carcass without should." According to the same author teaching is a divinely ordained mission.

Patience—He has to deal with a large number of students having low and high power of understanding. He may have to repeat his lesson many a time for the sake of the less intelligent and he should not be irritated in doing so. Some students, by nature, pick up lessons very slowly and a teacher should possess the required patience to make them understand gradually. Good habits are not formed overnight. It requires time and patience to inculcate virtues in the students.

Emotional stability—Various research studies show clearly that the emotional stability of teachers affect that of pupils. The unhappy, frustrated, dissatisfied teachers cannot help their pupils to become happy, well adjusted young people.

Good vitality—In the opinion of Arthur B. Moehlman, "Good vitality is essential to successful teaching, not only in its reflex influence upon the children but also in making possible continuity of work with the fewest possible interruptions from illness because of general fatigue."

Good memory—A teacher with a poor memory is ridiculous. It becomes easier for a teacher having a good memory to correlate many things. A good creative memory is one of the qualities that differentiates the good teacher from the mediocre.

Good voice—The voice of a teacher should be clear, moderately pitched and well-modulated. A thin low voice develops dullness and monotony in the class. A very high pitched voice or shrill must be avoided. It distracts the minds of the students and does not appeal to their aesthetic sense. Plenty of variety must be introduced in the voice. A teacher must be slow and emphatic when he is making statements he thinks worth copying. No effort



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knowledge or the cognitive, social and emotional development of learners. It includes an understanding of how students learn at a given developmental level; how learning in a specific subject area typically progresses like learning progressions or trajectories; awareness that learners have individual needs and abilities; and an understanding that instruction should be tailored to meet each learner's needs.

iii. Teaching Skills



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A teacher may know his subject well but for sharing, communicating and interacting various experience related to the learning of the subject, he needs specific teaching skills. The proficiency and deficiency possessed by a teacher in this regard are quite responsible for turning the teacher learning process a big success or failure.

iv. Friendliness and Approachability

managing
 3. **Managerial variables** : Teaching effectiveness also depends on proper class management. The teacher should possess the managerial skills also. Good discipline is to be maintained in the class. The teacher's instructions should be followed by the students. The teacher should see to it that the students are engaged only in those activities which he has prescribed for them for achieving the educational objectives.

Both attending and non-attending behaviours of the students are to be recognised. Attending behaviours are to be reinforced while non-attending behaviours are to be eliminated by giving proper direction.

4. **Guidance variables** : Teaching effectiveness also depends upon teacher's guidance. Educational, vocational and psychological guidance should be provided by the teacher. Proper guidance and counselling will enhance academic and overall development of the students. The teacher has to guide the students in the following areas :

- (i) In preparing notes from the examination point of view.
- (ii) In making the best use of library.
- (iii) In developing regular study habits.
- (iv) In selection of suitable co-curricular activities.
- (v) In developing healthy and scientific attitude towards life.
- (vi) In improving the behaviour.
- (vii) In making suitable educational progress and adjustment.

5. **Evaluating variables** : The teacher must evaluate the achievement of the pupils, diagnose weaknesses, spotlight brightness and provide guidance in the light of achievements. For the purpose of evaluating the pupils he has to conduct weekly, monthly and terminal tests, score papers and tabulate results. The teacher must be fully conversant with the latest techniques of evaluation.

(B) General Teaching Variables :

General teaching variables of teaching effectiveness can be studied under two headings :

- (1) General academic variables and (2) General personality variables.

(1) General Academic Variables (Competencies) :

1. **Adequate general knowledge** : The scholarship of teacher should not be confined to narrow field of specialisation. He must have broad-based knowledge. He must be conversant with various branches of learning. He must be jack of all trades and master of one. He must possess a fair knowledge of current affairs.

2. **Thirst for knowledge** : The teacher must have a zest for learning. He should improve upon his knowledge by making extensive use of libraries, visiting exhibitions and museums and attending educational seminars, refresher courses etc. As Rabindra Nath Tagore remarked, "A teacher can never truly teach unless he is still learning himself." There is no end to knowledge and this attitude should be like that of Newton who said, "I am only a child, playing in the sand by the seashore, picking up a pebble here and there with a vast ocean of truth lying undiscovered before me."



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iv. Friendliness and Approachability

Because it's the teacher's job to help students learn, they must be easy to approach. Students will have questions that can't be answered if the teacher isn't friendly and easy to talk to. The unapproachable, mean, arrogant, rude, teacher can't last long. If the students think of their teacher as their enemy, they certainly won't learn much. The best teachers are the most open, welcoming, and easy to approach. A good teacher possess good listening skills and take time out of their busy schedule to solve all kinds of problems of their students.



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v. Personality and behaviour

A teacher as a leader has to lead his students in the teaching learning process through the magnetic influence and incredible impression

and 'Community Service' etc., as these have become an integral part of the educative process.

Ninth, the present teacher is expected to be up-date and conscious of various explosions—explosion of knowledge, explosion of population, explosion of frustrations, explosion of expectations and explosion of technology, etc.

25.4 Essential Qualities and Characteristics of an Effective Teacher.

Earlier we have mentioned the important roles a teacher is expected to perform. For this, he needs to possess certain qualities which can broadly be classified as under:

1. Qualities relating to professional requirements.
2. Qualities relating to character and personality.
3. Qualities relating to human relationships.
4. Qualifications relating to professional education/training.

Qualities Relating to Professional Requirements

Love of the profession—The teacher should feel the importance of his profession. He would be showing a dishonesty of purpose if once having entered it, he is engaged in other pursuits. Without an exclusive attention to his job he would fail in bringing forth a fine harvest of young men and women who are able to contribute their best for the welfare of man kind. If a teacher takes to his work just to make his living because nothing else is available he will lack the essential zeal required by the teaching profession. He must be a teacher first and a teacher last. A person who wants to join this profession must feel the call for it. "If a teacher has not an ideal aim, he had better take to shopkeeping at once, he will there doubtless find an ideal within his capacity", says Laurie. In the words of the Secondary Education Commission, "They will not look upon their work as an unpalatable means of earning a scanty living but as an avenue through which they are rendering significant social services as well as finding some measure of

activities is conducive to creative discipline. A well-prepared lesson helps to overcome the feeling of nervousness and insecurity especially to summon in the first attempt at teaching. Bagley emphasises the importance of daily preparation in these words. "However able and experienced the teacher, he could never do without his preliminary preparation."

Skill in questioning—The success of a class teacher in the class also depends on the art of questioning. One who questions faultlessly, teaches effectively. With the help of right type of questions a wise teacher can lead the students from dark and unknown regions to known and bright ones.

Thirst for knowledge and experimental spirit—A teacher must refresh himself by constant reading not only about his subjects but books which touch life at every point. It would be very helpful if he would get opportunities of attending educational seminars, refresher courses and the like which enable him to get a good grip of his own thoughts.

Interest in curriculum activities—It is needless to stress the importance of co-curricular activities in the present system of education. They are equally important as the academics subjects and such a teacher can hardly afford to be indifferent to this aspect of school life.

Punctuality—We should realise that coming late to the school and going late to the class upsets the school work, causes indiscipline and undermines the tone of the school. A good teacher will make it a point to be punctual in his work. Following the teachers coming late, the students may also develop in themselves this very habit.

Professional ethics—(Separately discussed)

Use of teaching technology—(Material Aids) Various teaching aids bring clarity and vividness. It is a great asset to the teacher to narrate stories and anecdotes which appeal to children at different ages and attainment levels. Abstract words and phrases can be made clear by illustrations.

Knowledge of the aims of education—Never for a moment should the teacher forget that the aim of education is not to prepare the child for Matriculation or any other examination but to inculcate in him the quality of head, heart, hand and health.

8. Total school effectiveness.
9. Professional growth and ethics.

Character development—For this, the teacher:

1. Creates an atmosphere of purposeful order, enlists pupil's assistance in orderly, friendly, courteous and co-operative inter-personal relation.
2. Develops a respect for the rights, privileges and opinions of others.
3. Creates group situations which will develop desirable leadership and followership qualities in the pupils.
4. Sets a standard of class-room and school environment behaviour which conforms to socially acceptable behaviour.
5. Directs discussion and develops understanding on moral and other ethical issues in order to develop the understanding of the reasons for ethical standard.
6. Encourages each pupil's thinking and action.

Technique of teaching—(Effective teaching) This includes—

1. Selecting materials, teaching aids and methods which will facilitate the learning process and stimulate the desire for further learning.
2. Meeting the needs, background and capacities of the children being taught.
3. Teaching by use of a suitable variety of lectures, discussions, demonstrations, visual and oral presentations, recitation, directed group effort, experimentation, special projects and field trips.
4. Analysing and evaluating the effectiveness of various teaching techniques in order to improve the learning process.
5. Endeavouring to obtain and maintain pupil interest and attention so that teaching is done in a receptive environment.
6. Endeavouring to assure that material taught is applied in such a manner so as to develop a pattern of understanding for future use in other areas.
7. Encouraging and guiding critical thinking by pupils.
8. Developing desirable work and study skills and habits.
9. Enlisting pupil participation in the lesson planning process.

The teacher should follow in his programme of teaching the following time honoured maxims of teaching, which have been framed while keeping the child in the forefront :

1. **Proceed from known to unknown** : The child knows something and we are to enlarge his knowledge. The law of working of mind is that all new knowledge is to be interpreted in terms of the old. So we should link up our work in school with the life and experience of our pupils. If we link new knowledge with the old knowledge we shall make our teaching clearer and more definite. So this maxim makes a link between the old and the new. This maxim facilitates the learning process and economises the efforts of the teacher and the taught. If we do not follow this maxim then it is just possible that pupils may be confused and hence they may not take interest in the lesson. While using the previous knowledge the teacher should see that it is perfect, definite and complete. He must see which of the experiences can help the children gaining new knowledge.

2. **Proceed from simple to complex or easy to difficult** : The teacher should first present simple or easy ideas and then complex or difficult ideas. But simplicity and complexity of ideas should be determined from child's point of view and not from the point of view of teacher or parents. If the teacher proceeds from complex to simple then the initiative and interest of the students will be crushed. Hence the teacher should start with the most striking features of a topic, and then add further details. For example, in order to teach different parts of flower to the children, the teacher should show different types of flowers to the children and they should be asked to know their colours and fragrance. After this different parts of flower can be explained to children.

3. **Proceed from concrete to abstract** : The child understands ideas more easily when they are presented through concrete materials and illustrations as compared to when they are presented in their abstract form. Hence the teacher should begin with concrete objects. Examples and activities before abstract ideas are presented to children. The idea of $3 + 4$ is equal to 7 is an abstract one which would really be simpler if introduced by the actual addition of 3 and 4 cards or balls. Such manipulation with concrete material will help the children to understand the abstract idea underlying the whole process. Herbert said, "Our lessons should start from the concrete and end in the abstract." We must lead the children to abstraction as and when required.

4. **Proceed from particular to general** : Particular facts are easier to understand as compared to general facts. Particular is more definite for child, as contrasted with the general. Hence particular facts and examples should be presented to the children before giving them general rules and

Limitations of Anecdotes :

- (1) **Subjective** : Anecdotes are generally subjective because it is very difficult to separate the observer from the observation. Teacher may report the action taken rather than the observation made.
- (2) **Heavy work load** : In our schools, there is heavy load of students. It is difficult for the teachers to keep a record of number of anecdotes for the big number.
- (3) **Difficult to organize and summarize** : It is difficult to organize and summarize anecdotes in usable form.
- (4) **Difficult to interpret** : It is difficult to interpret the results of anecdotes.
- (5) **More anecdotes of undesirable behaviour** : There is a great danger that teachers might note more anecdotes of undesirable and unfavourable behaviour more than they do of desirable and favourable behaviour. So the total effect of anecdotal records will be negative rather than the positive.
- (6) **Isolated incidents** : There is danger that teachers might observe those incidents which are not typical of the behaviour of the pupil concerned.

Points for writing and using Anecdotes :

While writing and using anecdotes teacher should keep in mind the following points :

- (1) Anecdotes should not be considered substitutes for other records, but as supplement to them.
- (2) Any significant behaviour, be it in the classroom, in the school or outside the school should be noted.
- (3) Behaviour, whether it is (a) favourable, (b) unfavourable or (c) neither favourable nor unfavourable to the child should be recorded. In the last category only behaviours that help in straining understanding about the child should be noted.
- (4) The facts presented in all the anecdotes must be arranged so that they may be studied in relation to another.
- (5) The objective description of behaviour should not be mixed up with the subjective comments.
- (6) The record should be regarded as confidential. It should not fall into irresponsible hands.

(i) Autobiography :

Autobiography is the story of the subject narrated or written by himself. It is a faithful record of one's past and present. Psychologists supply the various headings of the story, if needed. The subject narrates about various aims, ambitions, achievements, attitudes, adventures, events, experiences, moods and activities of his life. In this method the subject has freedom to write according to his science and manners. It is economical and very useful to explore the personality of the person.

Limitations : (1) The subject generally exaggerates his qualities and conceals his drawbacks. So autobiographies are generally full of lies. We cannot have many Saints and Mahatmas among us.

- (2) Autobiographies though true may be full of irrelevant and insignificant things.
 - (3) The subject writes from memory and his memory may fail.
 - (4) The subject may suffer from language handicap.
- Due to these drawbacks this method has not proved very successful.

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observer (observer) and by the child himself gave an indication (observer) and by the child himself gave an indication of the degree of dishonesty shown by some children though some were found honest and some less honest than some others. In similar manner cheating as a trait could be studied by asking a group of children to write down the names of all the books they had seen, consulted or read during the last year. The degree of cheating can be known from number of titles put in the list by each child without knowing anything about them.

Cooperation could also be tested by asking children to contribute as much money as they could from their own pocket money to the relief fund of flood affected people. In a room, a tray or box was put for the money to be deposited by individual children going into the room one by one. There was also a device installed in the room by which the child putting the money in the tray could be seen as reflected by a mirror in the ceiling. The amount donated by each child could be thus known. Some may not have donated at all. The amount of the money thus donated by each child could be taken as the basis of the measure of children's sense of cooperation to help in such a case. This could also reveal their sense of social service. Some such experimental situations can be created to bring out the character traits and to assess them in different children or others.

Merits of Controlled Observation :

1. **Social traits** : It is useful in observing social behaviour, likes and dislikes.
 2. **Specific personality traits** : Controlled observation is useful for studying specific personality traits such as honesty, cheating, deceit or lying, self-control, cooperation, social service, self-denial, charity and persistence.
 3. **Leadership qualities** : It helps in assessing various leadership qualities.
 4. **Character** : Controlled observation helps in assessing various traits of character.
 5. **Intellectual and emotional traits** : Intellectual and emotional traits can be assessed with the help of this technique.
 6. **Reliable and valid** : It is reliable and valid technique of personality assessment.
 7. **Exact results** : It gives us exact results. It has made psychology an exact science.
 8. **Wide applications** : It has wide applications in case of children, adolescents and adults.
 9. **Quantitative assessment** : Behaviour of the individual is assessed in terms of degree. Thus it has introduced quantitative assessment of personality.
 10. **Individual differences** : This technique helps us in knowing individual differences in terms of attitudes, values and other dimensions of personality.
 11. **Pre-planned** : It can be pre-planned and the observer can be fully prepared for accurate observation.
 12. **Controlling conditions** : The observer can control and create the conditions himself.
 13. **Verification** : Results of controlled observation can be verified.
 14. **Guidance** : Controlled observation can be used in providing guidance to the students.
- Limitations of Controlled Observation :**
1. **Lengthy and time consuming** : It is a lengthy and time consuming technique.
 2. **Costly** : It is an expensive and costly affair.
 3. **Difficulty in controlling variables** : There is difficulty in controlling variables.
 4. **Artificiality** : There is some artificiality in controlled conditions.

Structured Interview Procedure :

There are three important steps or phases of interview : (1) The opening, (2) The body, (3) The closing.

1. **The opening :** The opening of interview aims at establishing a relationship of mutual respect and rapport between the interviewer and the interviewee. The rapport once established has to be maintained throughout the interview.

2. **The body :** The body of the interview is a phase when interviewer secures the facts and information from the subject in order to judge the subject's personality. Here the questions should be clearly asked. The interviewer should not interrupt the subject in the middle of a statement or when the latter is trying to choose the appropriate words. He may, however, ask questions to probe into the meaning of subject's statements about his attitudes, feelings and interests etc. If the subject digresses too much from the main topic, he should be clearly brought back on the track. Sometimes, however, shifts in conversations, or changes in a circle, on the part of the subject, are very significant in revealing about his personality.

3. **The closing :** The closing is a difficult phase of interview. It should, however, be such that it gives the subject a feeling of satisfaction.

The interview data should be recorded in the form of brief and salient points during the course of the interview. Detailed notes may be developed immediately after the closing of the interview.

Precautions to be Taken :

1. **Proper physical setting :** There should be proper physical setting and environment.

2. **Rapport :** Rapport should be established with the interviewer. Rapport is characterised by mutual respect, co-operation, friendliness, sincerity and mutual confidence.

3. **No premature judgement :** Interviewer should not make premature judgement. He should not base his notions on the basis of first impressions which are generally misleading. Before finalising his opinion, he must give the subject a chance to reveal himself.

4. **No abrupt closing :** Interview should not be closed abruptly. Interviewer should close the interview with a constructive note.

Merits of Structured Interview :

1. **Total view :** We can get a total view of personality. Interview helps in knowing interests, attitudes, ambitions, aspirations, sociability, difficulties and problems of the subject. Moreover, it gives the opportunity of observing the physical characteristics of the subject, his dress, his voice quality and stylistic and expressive side of his behaviour such as body adjustments, manner of speaking, speed of reactions and behaviour of eyes.

2. **Private experiences :** It is well said, "If you want to know about a person's private experiences, perhaps the most direct method is to ask person himself."

3. **Level of self-understanding :** As Prof. Jones remarked, "Perhaps the most useful method for disclosing the individual's level of self-understanding is the interview."

4. **Flexibility and dynamism :** Interview is a flexible and dynamic technique of understanding the individual as a whole. It permits variations of adjustments according to the situation. It is useful in almost all situations and with all people having different backgrounds.

5. **Illiterate persons :** Interview can be practised on illiterate persons. In other words, interview is very useful where subjects are illiterate.

6. **Day to day conversation :** Interview is a natural like day to day conversation.

(ii) **Questioning** : Teaching effectiveness depends upon the skill of questioning and answering. An effective teacher possesses the skill of questioning and answering. Questions are asked for various purposes. Sometimes questions are asked to ascertain if the students possess adequate knowledge to take the new lesson. Sometimes questions are asked to know if the students have comprehended the new concepts, ideas etc., presented during that period. Questions are to be appropriate, well structured, properly asked. Their answers should be properly handled. Students' questions should be properly answered by the teacher.

(iii) **Explaining** : Teaching effectiveness depends upon the skill of explaining. The new concepts and ideas are to be explained with the help of interrelated and meaningful statements.

(iv) **Illustrating** : Teaching effectiveness is influenced by illustrating skill of the teacher. The concepts and principles should be illustrated with the help of appropriate examples through appropriate media (verbal and non-verbal).

(v) **Maintaining students' interest and attention** : If the teaching is to be effective the teacher has to sustain the interest and attention of the students throughout the class time. For this purpose he can use stimulus variation, silence and non-verbal cues. Stimulus variation can be achieved through purposeful movements, appropriate gestures, switching over from auditory to visual medium, change of interaction pattern etc.

(vi) **Increasing pupils' participation** : Effective teaching implies effective learning. To achieve this the teacher has to increase pupils' participation. This can also be done through skilful questioning and use of non-verbal cues.

(vii) **Using blackboard** : Teaching effectiveness is influenced by teacher's skill of using the blackboard. Using blackboard to draw sketches, diagrams or to write the important points of the lesson etc., is an important ability that the teacher requires.

(viii) **Achieving closure** : The teacher should know how to conclude the lesson. This can be achieved through consolidating the main points of the lesson, linking the new knowledge with the previous knowledge, and so on. Students are to be given assignments which serve as a good reinforcement.

Some other instructional variables influencing teaching effectiveness are given below :

- (ix) Thorough knowledge of the subject.
- (x) Appropriate selection and application of learning materials.
- (xi) Effective use of appropriate techniques, devices, maxims, principles and methods of teaching.
- (xii) Improvisation and effective utilisation of appropriate audio-visual aids.
- (xiii) Motivation for the students.
- (xiv) Effective recapitulation.
- (xv) Assigning suitable task and its proper checking.
- (xvi) Individual attention to the pupils.
- (xvii) Efforts for making the best development of personality of the pupils.

3. **Fluency in expression** : The teacher must possess fluency in expression in speech as well as in writing. Power of expression is one of his great assets. He should possess good pronunciation. He should possess the power to speak effectively. His voice should be sweet, pleasant, clear, audible, moderately pitched and well modulated.

4. **Teaching experience** : The teacher should continue to grow on the job from year to year. His experience from year to year must be reflected into his teaching. He should remain on the move on the road to improvement. He must acquire wisdom in proportion to the years he spends.

5. **Love for profession** : An effective teacher must have a profound love for his profession of teaching. He should have an inner burning urge impelling him to teach. He must have missionary zeal to work for the teaching of the youngsters. He must have heart and soul in the profession. He must take pride in his profession and be wedded to it. He must possess a strong sense of vocation and true devotion towards teaching.

6. **Progressive outlook** : The teacher must possess progressive outlook. He should possess originality, creative powers, and an experimental attitude making him willing to try out new ideas and new ways. He should be research minded doing some sort of educational research and be ever occupied in the pursuit of acquiring more and more of professional efficiency. In the words of *Dr. S. Radhakrishnan*, "Look far ahead, do not be short sighted."

(2) General Personality Variables (Competencies) :

1. **Physical health** : The teacher should have good physical health. His duties require vigorous and active life. He has to deal with children who are full of energy and vigour. If he has vitality only then he will be able to infuse zeal and enthusiasm in his pupils.

2. **Emotional and mental health** : The teacher should be emotionally and mentally healthy.

3. **Good intellect** : The teacher must possess various intellectual qualities like (i) High level of intelligence, (ii) Versatile imagination, (iii) Deep understanding, (iv) Keen observation, (v) Power of discrimination, (vi) Originality, (vii) Good memory, (viii) Foresightedness, (ix) Resourcefulness and alertness, (x) Broad and varied interests – literary, cultural, intellectual and aesthetic interests.

4. **High character** : The teacher should be a man of high character. He should possess moral alertness, courage, perseverance, patience, love and humility. He should be frank, sincere, and industrious. He should possess purity of thought, word and deed. He must avoid everything that is petty and mean.

5. **Love for children** : "Love the child and the child will love you; hate the child and the child will hate you" is a well known maxim. The children are the teacher's main concern. A good teacher should become one with the children. Only then he can gain their confidence. In the words of *Emerson*, "The secret of education lies in respecting the pupils."

principles. Particular is inductive method and general is deductive method. Thus process of induction is easier to comprehend than the so-called deductive one. Induction and deduction should go side by side. The rules of arithmetic, of grammar, of physical geography and of all sciences are based upon this maxim of proceeding from particular instances to general rules.

5. **Proceed from analysis to synthesis :** When the child comes into the class his knowledge is incomplete, indefinite and imperfect. Analysis makes the child's incomplete, indefinite and incoherent knowledge complete, definite and coherent. The teacher should begin his teaching with analysis so that the complex problem is divided into systematic and comprehensible units. Synthesis must be performed in the end in order to make the knowledge definite and fixed. Analysis is useful for understanding and synthesis is useful for fixing the knowledge in the minds of the students. The lesson should start and be developed with analysis, and it should end with synthesis. Thus the ideal approach is the *analytic-synthetic*.

6. **Proceed from empirical to rational :** Empirical knowledge is that which is based on observation and first hand experience but about which we cannot give any reasoning at all. Rational knowledge implies a bit of abstraction and argumentative approach. In rational knowledge facts form part of general system of truth and these facts are explained rationally and scientifically. The maxim "proceed from empirical to rational" is an extension of some of the previous maxims, namely proceed from concrete to abstract and proceed from particular to general. It is always a safe approach to begin with what we see, feel and experience than with what we reason, argue, generalize and explain. This is the essence of heuristic method of teaching.

7. **Proceed from psychological to logical :** Psychological approach takes into consideration the pupil—his interests, abilities, aptitudes, developmental level, needs and reactions. Logical approach considers the subject-matter and its arrangement into logical order and steps. Firstly, the teacher should keep in mind the psychological selection of the subject-matter to be presented. After this he should have the logical approach to arrange the matter into logical order and steps. An eminent writer remarked, "Logical procedure has its place in the middle of a lesson but the approach must be determined psychologically. How the story must be told should be governed by logic, but what story must be told should be determined by psychology." In other words first we should approach to the suitability of the content and secondly to its proper gradation and sequential order.

8. **Proceed from actual to representative :** The child learns more easily and quickly from the actual, natural and real objects than from their improvised representative objects like models, charts and other aids. To learn something about 'Taj Mahal' will be more vivid and rapid from an actual visit to the place than from a sketch, a model or pictures or even from a screen display. Similarly to learn something about a post office will be more rapid and vivid from an actual visit to a post office than from a picture, model or even a film. Wherever possible the teacher should try to show the actual to the students.

Rorschach Ink-Blot Test is a "multi-dimensional instrument" which yields information about the aspects of the personality, like :

- (1) **Intellectual level** of the subject which includes,
 - (i) Intelligence, (ii) imaginative abilities, creative abilities, (iii) Maturity.
- (2) Degree and mode of intellectual control over his actions and experiences.
- (3) Mental problems of the subject.
- (4) Extroversion and introversion characteristics.
- (5) Emotional responses of the subject with degree of emotional control.
- (6) Level of maturity.

A group of psychologists categorise measures of Rorschach test into three main dimensions.

- (1) Conscious intellectual activity.
- (2) Externalised emotions.
- (3) Internalised emotions.

It is believed that various aspects of personality or traits are interrelated to produce dimensions, which themselves are interrelated in producing the individual's total personality.

Uses of Rorschach Inkblot Test :

1. **Abnormal subjects** : It is widely used to classify abnormal subjects by finding their personality dimensions.
2. **Delinquents** : It is useful to find out the causes of anti-social activities of delinquent children.
3. **Intelligence** : It helps us to show the potential intelligence of an individual.
4. **Aspects of personality** : It gives detailed information regarding mental, emotional and behavioural aspects of personality.

Criticism :

1. **Subjective** : It lacks objectivity and well established norms.
2. **Intuitive interpretation** : Its interpretation is intuitive and without experimental validation.
3. **Unsuitable for children** : It is not suitable for children.
4. **Time consuming** : It is time consuming and laborious.
5. **Non-availability of experts** : It needs experts which are generally not available.

6. **Sense of humour** : The sense of humour in a teacher is a very great asset in his work. Many tense situations can be eased down by a timely, witty and humorous remarks. Suppressed feelings find an outlet when the students get a chance to laugh. Humour makes the students more active and helps in commanding their attention. A teacher with a smile on his lips can motivate the students better than a teacher with too serious and dejected face.

7. **Optimistic outlook** : The teacher should be optimistic in his job. He should always be hopeful of achieving success and take up job with zeal. With an optimistic outlook in life, the teacher should have faith in the potentiality of the child. A little encouragement given to the child by the teacher can do much good to the progress of the child.

8. **Democratic outlook** : A teacher cannot afford to be an autocratic. He must be democratic in his outlook and behaviour towards his pupils. It will help him in creating intimate relationship with the pupils. His role is of a friend, philosopher and guide and not of a policeman.

9. **Justice and impartiality** : The teacher must be fair, just and impartial in his behaviour with his students and the members of the society. He should not show undue favour to any body. Undue favour to some students will lead to frustration among others.

10. **Sympathy and wisdom** : Sympathy is the life blood of effective teaching. No teacher is successful until he is sympathetic and gains an insight into the child's mind and his problems. Sympathy means placing oneself in the same emotional feeling as one's pupils.

11. **Punctuality** : The teacher must realise that coming late to school and going late to the class upsets the school work, causes indiscipline and undermines the tone of the school. A good teacher makes it a point to be punctual in every minute so as to be able to infuse the habit of punctuality among his pupils.

12. **Self-confidence** : The teacher should have self-confidence in him. He should be confident of his capacity to solve the problems that he may face. He must display self-confidence and presence of mind when he has to face critical situations.

13. **Self-analysis** : "Know thyself" is very important for the teacher. He should carry out self-analysis in order to be able to have the proper assessment of his capacity. In the words of Ryburn, "Self-analysis on the part of the teacher is his initiation into the profession and should be regarded as a necessary equipment of a teacher."

14. **Enthusiasm and industriousness** : The teacher should be enthusiastic and industrious in his job. Enthusiasm is contagious. An enthusiastic and industrious teacher will be able to infuse the minds of his pupils with enthusiasm and industriousness for work in his subject.

15. **Sociability** : The teacher must possess the quality of sociability. Motivated by a sound social philosophy, he must make his best contribution to society. He must be sociable enough to be popular among his students and colleagues.

interpretation may also be mentioned. After a few observations, the observer may record his recommendations.

Qualities of Good Anecdote :

1. **Objectivity** : Objectivity is the essence of a good anecdote. Anecdote should be free from observer's or teacher's likings and dislikings, prejudices and biases. The opinions of teacher should be given in his comments, interpretations and recommendations and not in the anecdote proper.
2. **Specification and sequence of events** : Anecdote should contain specification, direct conversation and a complete sequence of events. It should contain exact wording as far as possible.
3. **Full view** : As far as possible the good anecdote should give us the full view of the student.
4. **Background information** : Good anecdote should give adequate background information.
5. **Selective information** : Good anecdote should contain selective information. Proper diagnosis can be done only if relevant and meaningful incidents are recorded.

Advantages of Anecdotes :

1. **Variety of descriptions** : Anecdotes provide a variety of descriptions concerning the behaviour of pupils in diverse situations. Thus they contribute to an understanding of changing personality patterns.
2. **Specific descriptions** : They substitute specific and exact description of personality. Vague generalizations are avoided.
3. **Directing attention to individual pupils** : They direct the attention of teachers from subject matter and class groups to individual pupils. Thus they inculcate in the teachers a habit of observing the students' properly.
4. **Stimulating teachers to use records** : They stimulate teachers to use records and to contribute to them.
5. **Continuous records** : They relieve individual teachers of the responsibility of a making trait ratings and provide a basis for composite ratings. Moreover they provide a continuous record where as trait ratings are usually made only at certain points in a pupil's school experience.
6. **Stimulating teachers to large school problems** : They stimulate teacher's interest in understanding of the large school problems that are revealed by an accumulation of anecdotes.
7. **Useful in self-appraisal** : They provide data for pupils to use in self-appraisal.
8. **Helpful in improving pupil-counsellor relationship** : Relationships between the pupil and the counsellor are improved by these records, as they show the pupil that the counsellor is acquainted with his problems.
9. **Formation of better work and study habits** : They show needs for the formation of better work and study habits.
10. **Improving curriculum construction** : Curriculum construction may be improved through reference to the whole volume of anecdotal record material collected by a school.
11. **Useful for new members of the staff** : Anecdotal records may be used by new members of the staff in acquainting themselves with the student body.
12. **Useful to show the student as a group member** : They are useful to show the student as a group member. They show how well he is accepted by others and whom he accepts and rejects. Both the quality and quantity of a student's social relationship can be known.
13. **Useful in clinical service** : Anecdotes are useful in clinical service. When pupils are referred to clinical workers for special study, there is a great advantage of these records for highly trained workers.

to the back-benchers. They should be kept before the students for a sufficiently long time so that they could observe it fully.

Interesting illustrations : Illustrations must be interesting. While selecting illustrations we must keep in mind the child's point of view, his tastes, likes and dislikes. Bright colour, simple design and possibility or suggestion of action appeal to children.

7. Avoid technical language : While using verbal illustrations the use of unusual or technical language should be avoided. Only simple language should be used.

8. Well prepared illustrations : It is better if the illustrations to be used are prepared in advance. Haphazard illustrations are confusing.

9. Timely presentation : Illustration should be presented at suitable time. It is not desirable to lay out a number of illustrations on the table before the entire class, in the beginning of the lesson. Pupils become interested in the illustrations than in the lesson itself. Relevant illustrations should be shown at proper time during the course of the lesson. These illustrations should be kept out of sight, till these are to be used at suitable time.

In short, illustrations should be wisely selected, effectively prepared, timely presented and intelligently used.

Uses of Illustrations :

1. To stimulate interest and curiosity : Illustrations stimulate interest and curiosity. They are helpful in description.

2. To stimulate imagination : Illustrations make an appeal to the senses and the imagination of the learners.

3. Useful in explaining abstract concepts : Illustrations help in the explanation and elaboration of abstract concepts and many scientific principles. For this reason teaching by illustration is regarded essential for the teaching of many sciences.

4. Useful in understanding and memorisation : Illustrations are not merely useful in teaching and understanding, but also in memorising or retaining the subject.

5. Useful in observation and experimentation : The presence of numerous illustrations during a lesson sharpens the pupil's observation. Besides, the teaching of many subjects is done through experiments which serve as illustrations.

INSTRUCTIONAL STRATEGIES

8. The necessary precautions to be observed in the demonstration activities by the teacher should be made clear to the students.
9. The teacher should attract the attention of his students in the demonstration just like a magician and keep it sustained throughout.
10. The students should be active partner in the demonstration process instead of remaining mere observers. They should be provided the adequate opportunities to handle the things and apparatus connected with demonstration work and if possible should be allowed to repeat the experimental work done by the teacher.
11. The teacher should take all precautions and care for the successful demonstration. However, in case if he fails in doing so, he should not get perturbed but try to involve the students for finding the cause of the failure of the experiment in demonstration. In such case he should attempt afresh or postpone it for the other occasion.
12. The material and apparatus etc. to be used for the demonstration should be placed in such a way as to be located and used with convenience at the needed hour.
13. Demonstration strategy for better results should be supplemented by other strategies like questioning-answering, exposition, narration explanation and using aid material like charts, pictures, models, graphs, and slide etc. as suited in a particular situation.
14. In addition to the above, the teacher should made use of the black-board for writing out the main points related with his demonstration work including sketches of apparatus and procedures involved.
15. Every demonstration should have a proper evaluation session. The teacher should ask proper questions from the students concerning theory and practice of the presented facts and principles. He should also encourage the students for removing their doubts, filling up the gaps in their studies or knowing more on the topic.

Role-playing Strategy

Meaning and Definition: Role-playing is a strategy in which the teacher assigns roles to the students and they act out the roles in a dramatized way.

Teacher should also know their difficulties. It will help the teacher in evaluating of description.

9. **Self-confidence** : The teacher should have self-confidence. The greater the self-confidence of the teacher, the more powerful will the description be. Self-confidence of the teacher will generate confidence in the pupils.

10. **Continuity in description** : Description should be continuous. But it may be repeated if it is felt so.

(5) ILLUSTRATIONS

Meaning of Illustration

A dictionary definition of illustration is "To make clear, intelligible, comprehensible ; to illucidate, explain or exemplify, as by means of figures, comparisons or examples."

In teaching, the term "illustration" is used in a technical sense. It is not merely the use of pictures, maps, models, charts or examples, comparison or analogy, but also it consists in the use of apparatus of various kinds like blackboard, scientific or geographical apparatus, apparatus of psychology and diagrams. In short, illustrations include anything which makes an appeal to the senses and the imagination of the learners, stimulates interest and curiosity of the learner, and hence makes a piece of description or reasoning clear.

Support material

The availability and use of the study material, audios and videos, online courses, online tests and other teaching aids also increase the effectiveness of the teaching and learning. These materials aim to support teachers and students in achieving the learning outcomes. The teacher alone cannot provide all the needed condition for an effective teaching and learning process, other supporting materials should be provided.

Instructional facilities

These include the classrooms, laboratories, seminar rooms, seminar rooms, on-campus clinics, cybraries and other spaces used principally for the purpose of delivering formal instruction to students . Their availability ensures effective teaching and if these are not available in adequate amount as per the number of students, then students will not be able to learn properly.

Learning environment

Learning environment refers to the diverse physical locations, contexts, and cultures in which students learn. Since students may learn in a wide variety of settings, such as outside-of-school locations and outdoor environments, the term is often used as a more accurate or preferred alternative to classroom, which has more limited and traditional connotations—a

Learning environment

Learning environment refers to the diverse physical locations, contexts, and cultures in which students learn. Since students may learn in a wide variety of settings, such as outside-of-school locations and outdoor environments, the term is often used as a more accurate or preferred alternative to classroom, which has more limited and traditional connotations—a room with rows of desks and a chalkboard. The term also encompasses the culture of a school or class—its presiding ethos and characteristics, including how individuals interact with and treat one another—as well as the ways in which teachers may organize an educational setting to facilitate

(B) VARIABLES INVOLVED IN TEACHING EFFECTIVENESS

Two types of variables are involved in teaching effectiveness:
 (A) Specific Teaching Variables and (B) General Teaching Variables.

(A) Specific Teaching Variables: Specific teaching variables include the following:

1. Planning variables: Teaching effectiveness depends upon planning variables. The teacher has to go about his work after careful and thorough planning. Planning well ahead is the key to effective teaching. If the teacher does not plan his work, he is likely to waste his time and energy and his pupils' time and energy in useless activities. Planning variables of effective teaching include the following:

(i) Division of syllabus: Teaching effectiveness depends upon teacher's planning of the work for the whole academic year, each term, month, week, day and a particular period (i.e., division of the syllabus of the subject into quarterly, monthly, weekly and day to day units.)

(ii) Specifying the objectives: Planning includes specifying the objectives. The teacher should be able to decide his general objectives and specific objectives. By general objectives we mean those objectives for achieving which the teacher has to work for the whole term or even the whole academic year. A specific objective can be achieved in shorter period of time. For example "to develop the writing skill of students" will be a general objective of a language teacher, whereas to make the students understand the use of a particular grammatic feature may be specific objective.

(iii) Selection of the content: To achieve the objective selection of the content is very essential. The content should be relevant and adequate with respect to the objectives. The selected content should be properly organised. It should maintain logical continuity. The teacher should plan the content in such a way that he always proceeds from simple to complex, easy to difficult, concrete to abstract, empirical to rational and psychological to logical.

(iv) Planning the material: Teaching effectiveness depends upon teacher's planning and preparation of instructional materials which are suitable to achieve the objectives.

(v) Planning the aids: Teaching effectiveness depends upon planning the use of audio-visual aids and other aids to teach his subject and procuring them in advance.

2. Instructional variables: Teaching effectiveness depends upon instructional variables. Instructional skill is the most important component of teaching effectiveness. The success of teaching each and every class (consisting of say forty minutes) depends upon teacher's instructional ability. This variable of teaching effectiveness contains several minor components (variables):

(i) Introduction: A lesson is to be introduced effectively and the pupils are to be motivated to learn. A good introduction kindles students' interest and enthusiasm for the new lesson.

3. **Unnatural behaviour** : The individual becomes aware of the fact that he is being observed and hence his behaviour may not remain natural.

4. **Lack of objectivity** : The observer may be biased and prejudiced and hence his conclusions may not be objective and accurate.

Conclusion :

In spite of some limitations, controlled observation technique is very useful for assessing social traits, qualities of character as well as of leadership and emotional, intellectual and other aspects of personality. It is also used for studying individual differences and quantitative assessment of personality.

(2) Structured Interview :

Meaning of Interview :

Interview is an integral part of subjective methods. It is a face to face relationship between interviewer and interviewee. Few questions are asked to get information and the answers he (interviewer) receives are collected and interpreted as expressions of his various traits. Thus interests, attitudes, ambitions, aspirations, sociability, emotionality, difficulties and problems of the interviewee, manner of speaking, hesitation, tendency to be outgoing or withdrawn and many other traits can be known. Thus the information which the interviewer receives from the interviewee helps him to form some judgement regarding his personality.

Two types of interviews commonly used in assessing the personality of an individual are :

(1) Unstructured interview and (2) Structured interview :

1. **Unstructured interview** : Unstructured interview aims at assessing the personality of the individual without the aid of any previously decided set questions. This type of interview is very flexible and adaptable. The interviewer can direct the interview in any manner that seems most appropriate to him. Moreover, he can make use of his insight in his final judgement of the subject's personality.

Flexibility of the unstructured interview, however, is its weakness as well. It makes it difficult either to collect definite interview data, or to interpret them in any objective way. Moreover, if there is more than one interviewer (which is usually the case), it makes comparison among them, rather impossible. The second interviewer, for example, may follow different lines or enquiry, and thus arrive at another different impression or judgement of the subject's personality.

2. **Structured interview** : In order to reduce the subjectivity of unstructured interview, the interview procedure is structured. Interview is to be conducted according to a prepared set of questions, and areas of inquiry to be covered. The structure (phrasing) and the sequence (order) in which the questions are to be put are clearly decided before hand. There are specific questions in each area of inquiry say interests, attitudes, ambitions, aspirations, sociability, emotionality, inter-personal relations, family to which the interviewer seeks answers.

Interpretation of answers elicited from the subject during the interview is usually done at two levels of increasing depth :

(1) They are analysed at the face value of what the subject says.

(2) At an other level the analysis is aimed at what seems to underlie or is concealed behind the manifest content of the responses.

Types of Illustrations :

Non-verbal Illustrations : Non-verbal illustrations include the following :

1. **Concrete materials :** Concrete materials such as actual objects and specimens seek to direct and train the child's observation. Lessons in geography can be easily taught by organising a visit to a mill or a factory, a trip to the river or mountain side. Specimens of grains, rocks, minerals would form concrete illustration in geography. Actual objects give first hand knowledge to children. They can be used in various subjects.

2. **Models :** Models make the lesson interesting, real and lively. But models must be accurate, simple and exact. A well prepared model of Bhakra Dam can serve an effective purpose in geography or social studies lesson. Similarly models of human brain, the eye, the digestive system give a vivid idea to the children about them in a general science or physiology lesson.

3. **Maps, charts and graphs :** Maps, charts and graphs are widely used in various subjects like mathematics, science, economics, history and geography.

4. **Diagrams and blackboard sketches :** Diagrams and blackboard sketches are effective means of illustrating a lesson and are easily available.

5. **Pictures :** Series of large, bold and clear pictures for teaching geography, history, language, nature study, hygiene etc. are printed and easily available. Every school should have a large variety of these series. Desert scenes, strange animals and birds, famous buildings can be shown to the children by means of pictures in geography lessons. Pictures of kings and queens, of dresses and costumes of people long ago, their armours and forts will be useful for illustrating history lessons.

In the selection of pictures for the class-room the teacher should see that they are fairly large, clear, bold, coloured, pretty and suitable.

Verbal Illustrations : Verbal illustrations can be divided into three categories :

- (i) Analogies and comparisons.
- (ii) Anecdotes and stories.
- (iii) Similes and word-pictures.

Practical Suggestions for teaching through Illustrations :

1. **Use of simple illustrations :** Illustrations should be simple, obvious and comprehensible. They should be easily understood.

2. **Relevant illustrations :** Illustrations should be relevant to the topic.

3. **Exact and accurate illustrations :** Illustrations should be exact and accurate.

4. **Avoid the use of too many illustrations :** Too many illustrations should not be used in a single lesson. Too many illustrations sometimes spoil their value. Only a few but the best must be used to illustrate a lesson.

5. **Proper handling :** Illustrations should be properly handled and exhibited. Maps, models, charts, sketches, pictures etc. should be visible over

4. Demonstration strategy only demonstrates the action but not provides actual opportunities for learning by doing or self experimentation for the students. Consequently, the desired knowledge and skills can't be properly acquired as often claimed by the use of this strategy.
5. Demonstration if not tackled properly may also lead in the wastage of time and energy of the students and the teacher with quite insignificant gains in terms of achieving the desired objectives related to the teaching of a lesson.

Suggestions for the effective use of Demonstration strategy

The teacher should take care of the following things for making the effective use of demonstration as a teaching strategy.

1. The teacher should carefully plan about the demonstration work carried out in the class. In the delivery of his lesson, first of all, he must mark where he has the need and scope for demonstration, then he should look into the resources including his own ability to arrange for such demonstration. In the light of all these considerations, then he should have an advanced rehearsal of the demonstration before actually doing it in the class.
2. Teacher must have the definite objectives to be achieved by him through the use of demonstration as a teaching strategy.
3. The demonstration carried out in the class should be in perfect tune with the topic taught, teaching objectives to be achieved, the needs, interest, mental level and previous experiences of the students and the teaching-learning situations prevalent in the class at the time of demonstration.
4. The teacher should always keep in mind the "principle of integration theory with practice." Accordingly the students should be given proper theoretical knowledge alongwith the practical side covered by the demonstration.
5. The teacher should try to acquaint the students with the material, apparatus and equipments etc. to be used in the demonstration work.
6. The teacher must ensure that all the students of his class are able to observe the things and events demonstrated to them in a proper way without any interruption.
7. The each and every step related with demonstration should be made clear to the students in reference to the basic questions, what, why, how of the ongoing activities. The students should be given proper freedom to put such questions which should be clearly responded by the teacher from theoretical as well as practical angles.

Meaning and Definitions of Anecdotes

1. **Strang**: Anecdote is a specialised form of incidental observation, which records conduct and personality in terms of frequent, brief, concrete observations of the pupil made and recorded by the teacher.
2. **Brown and Martin**: Anecdotes are descriptive accounts of episodes or occurrence in the daily life of the student.
3. **Randall**: The anecdote is a record of some significant item of conduct; a record of an episode in the life of the student; a word picture of the student in action, the teacher's best effort at taking a word snapshot at the moment of the incident; any narrative of events in which the student takes such part as to reveal something which may be significant about his personality.

In the light of above definitions we can state the following are features of an anecdotal record:

- (1) It is a description of significant incident's of a pupil's behaviour.
- (2) It is an objective account of pupil's behaviour observed by the teacher.
- (3) It contains specific description and not generalized description.

Purposes of Keeping Anecdotal Records:

- (1) To know student's interests.
- (2) To know changes in attitudes.
- (3) To provide evidence of progress of learning.
- (4) To describe social adjustment.
- (5) To mention clearly the situations which provoke anti-social behaviour.

Contents of an Anecdote:

Contents of an anecdotal record poses two questions:

1. **Which incidents should be recorded?** - Anecdote as device of personality assessment is taken up primarily to collect personality data that are not easily, objectively and accurately obtained from other sources. Aspects of social interaction among the pupils, evidence of acceptance or rejection, aggression or withdrawal, personal tensions and adaptation that are worthy of observation and record. It should show the individual in many different situations - in class and out of class, at home, in the neighbourhood, at work, at play, alone and with others. It should show what the student thinks about by telling what he talks about, writes about, draws, paints and constructs. It should show what others think of him by reporting comments made about him by his teachers, playmates classmates, family etc. The record should reveal the student's outstanding interests and his personality traits.

2. **What should be included in describing each incident?** The anecdote should mention the setting, incident observed, its interpretation and recommendations suggested.

(i) **Setting**: Setting means the place where incident happened.

(ii) **Incident**: Incident means the actual happening.

(iii) **Interpretation**: Interpretation means what the observer thinks about the behaviour of the child as observed in the incident.

(iv) **Recommendation**: Recommendation means what the observer thinks should be done with the child so that he does not repeat the same behaviour again.

It is not essential to fill all the four things mentioned above. If it is the first observation, it may be sufficient to state the first two things i.e. the setting and the incident. In the second and third observations

(3) ASSESSMENT OF PERSONALITY : SUBJECTIVE, OBJECTIVE AND PROJECTIVE TECHNIQUES

It would be better to speak of assessing, evaluating or appraising personality rather than measuring it for, here we are concerned with ascertaining progress in the development of personality of the individual which is a very complex phenomenon. Personality cannot be quantitatively measured as we measure height or weight.

We assess, appraise or evaluate personality because : (1) It helps us to know about the physical, mental, emotional and social behaviour of the individual. (2) It also helps us in knowing the unconscious mind. Moreover, (3) unless we have succeeded in measuring the personality of the students it will not be possible for us to furnish proper guidance to the students. Techniques of assessing personality can be divided in three categories :

(A) Subjective Techniques, (B) Objective Techniques, and (C) Projective Techniques.

(A) SUBJECTIVE TECHNIQUES :

In subjective technique of assessing the personality, the individual is asked to evaluate himself. Data is also collected with the help of his friends, relatives and associates. The individual looks at himself critically and objectively. The following are some of the subjective techniques of assessing personality :

(1) Anecdotes :

Anecdotal record is one of the important techniques of collecting information about the individual. An anecdotal record is an objective account of pupil's behaviour and personality observed by the teacher. This record is the result of incidental observation without making all the preparations needed in systematic observation. Hence this is called *informal observation*. An anecdotal record is a report of a significant episode in the life of a student.

(3) Case Study :

Meaning of Case Study :

Case study means systematic, complete and intensive study of the pupil – his family background, physical, intellectual, emotional, social, academic, psychological and biographical history. It is an extensive study of a person or a group for diagnosing and interpreting his behaviour or conduct. Case study technique is a technique of behaviour investigation in which attempts are made to study the behaviour of an individual in all essential aspects by analysing the past record, present position and future possibilities concerning his felt problem and guidance programmes to attain better adjustment for him. In words of Crow and Crow, "A case history includes the past history of an individual as well as his present status and is usually listed in its application to attempt solutions of serious learner's deficiencies."

Steps involved in Case Study :

- (1) Location of the case.
- (2) Formulation of hypothesis.
- (3) Collection of data from parents, friends, teachers, headmasters and community.
- (4) Analysis of data i.e., identification of casual factors as a basis for remedial treatment.
- (5) Removing the causes i.e., application of remedial or remedial or adjustment measures.
- (6) Followup up of the case to determine the remedial or adjustment measures applied.

Types of Cases :

- (1) Problem children, (2) Delinquent or criminal children, (3) Backward children or slow learners, (4) Maladjusted children, (5) Gifted children, (6) Addicted children, (7) Children with exceptional talent in particular skill, (8) creative persons, (9) Children with educational difficulty, (10) Children with vocational difficulty.

Purposes of Case Study :

- (1) Diagnosis and treatment of behavioural problems.
- (2) To bring about better adjustment of the person who is the subject of the investigation.
- (3) To provide effective guidance and counselling.

How to Conduct the Case Study ?

1. **Recognition and respect** : In case study, any individual who is under study should be treated as a unique or individual case in himself.
2. **Rapport** : Good rapport should be established with him. He should be taken in confidence by winning over his faith and trust in the investigation.
3. **Collecting information** : All efforts should be made to know the individual in relation to personal identity, past history especially regarding his felt problem of development or adjustment, all relevant information.
4. **Studying past and present** : Case study aims to study the past and present of the subject thoroughly in all dimensions of behaviour/personality in relation to his environment.
5. **Study in depth** : Case study goes quite deep in the investigation of all the essential facts related to the subject's case in a very comprehensive manner.
6. **Pre-prepared format** : It is better to use a pre-prepared format for such study. It will provide more objectivity, reliability and validity to the case study work. The use of such a format is being illustrated through the case study of a problem adolescent.

Let us try to know in detail about some of the above mentioned autoocratic and democratic teaching strategies.

Lecture Strategy

Lecture as a ^{technique} method and strategy is the oldest one that has been used by the teachers to teach almost all the subjects of the curriculum at all grade levels. It belongs to the category of autocratic strategy as teacher here plays virtually the role of a monarch and autocrat controlling each and every function of the class room teaching. In its simple meaning this strategy may be defined as a mode or planned scheme devised and employed by the teacher for presenting a segment or unit of the desired content material of a subject to a group of learners through lecturing (verbal communication of ideas) aiming to attain specific teaching-learning objectives related particularly to the cognitive and affective domains of the learner's behaviour.

Advantage. Lecture as a teaching ^{technique} strategy has the following credit points on its side.

1. Lecture strategy provide a quite long rope to the teacher for controlling and monitoring the teaching-learning activities of the class room by remaining a central point of the teaching-learning process. He has ample opportunity and scope for keeping all the students of his class before his eyes and thus enabling himself to manage and control the class room activities according to his wishes.
2. Lecture strategy can help to realize not only the lower cognitive objectives like information and development of understanding but also to attain higher cognitive objectives like development of power of analysis, synthesis, evaluation, reflective thinking etc.
3. Lecture strategy provides a cheapest means for the formal education system. A lecturer with a very limited resources at his command can teach a number of students at a time involving least financial commitment on the part of an institution.
4. Lecture strategy proves a quite flexible teaching strategy as it can help the teacher to plan and mould his teaching according to the needs of the subject matter, interests and levels of the students, time limit and teaching-learning environment available in a very short notice.
5. Lecture strategy proves quite economical in terms of solving time and energy of the teacher. One can teach a large number of a students at a time and cover a wide area of content material and so many other aspects of the curriculum in the limited time of the class period and days of the session.
6. Lecture strategy may help in maintaining a proper channel of motivation, enthusiasm and interest in the class room. While teacher may

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lower classes has not attained such maturity of mind as well as mastery over the oral communication. Therefore, lecture method remain a failure with the students of lower classes.

6. Lecture strategy is a group strategy of verbal communication. There is no scope of meeting the requirements of individual learners in this type of teaching.

7. Lecturing always leaves gaps in understanding. What a teacher says is not conveyed or understood by the students in the required form. It may prove costly as the students may pick up incomplete and wrong information or develop so many misconceptions about the contents of the subject.

8. Lecture strategy provides full freedom to the teachers to speak in their will. They are in the habit of overspeaking and in many cases they are usually drifted away from the real teaching issues. Beating about the bush or irrelevant talking may result into unnecessary wastage of the class room time costing dearly to the students.

9. All teachers are not good speakers. They also lack in preparation as well as depth and knowledge of the delivered lecture. Some are in the habit of providing very routine and crammed knowledge through their lecture providing no attraction to the students for listening to it. In this way, the class period becomes too tired, boring and uninteresting giving birth to so many disciplinary or behavioural problems and leading to develop a distaste and hatredness towards the subject and the teacher.

10. Lecture strategy is not at all helpful in organising the teaching learning act at the reflective level. We can't expect the development of proper reasoning and thinking power, power of observation discrimination, creative thinking and problem solving behaviours etc. with the use of this strategy. Even understanding objective may also not be realized with the help of this strategy. It may thus meet the need of organising teaching-learning on a very low level i.e. memory level.

With the shortcomings and limitations listed above for the lecture strategy, we should not presume that lecture strategy is quite absurd and we should not make of its use in our teaching. It is true that it may not be suitable for certain subjects and teaching learning situations. But on the other hand it is also true that it proves quite effective in many other situations like (i) to introduce and explain new concepts, (ii) to build larger logical structures through smaller units of information, (iii) to provide further insight with the already presented concepts, (iv) to expand the knowledge and understanding

- reinforcement from the students when he finds that students are listening and caring for his communication, the students also get motivated and reinforced through the verbal and non-verbal behaviour of the teacher in the form of praise, gestures and postures, movement, will and sense of humour etc.
7. Lecture strategy helps in following logical sequence in teaching facts and information get pre-organised. One can proceed from ideas to ideas, concepts to concepts in a chained sequence by organising the subject matter at his command.
 8. Lecture strategy may prove an ideal source of inspiration and personal touch. A lecturer may leave quite lasting impression on the listeners not only through his inspired talk but his behaviour and personality also communicates well for bringing changes in the affective behaviour of the students.

Shortcomings and limitations

Lecture as a teaching strategy is attacked and condemned on account of its following limitations and drawbacks.

1. Lecture strategy centers round the content or subject matter. Here the presenting of the subject matter is the main task. The teachers usually provide the crammed stock of information to the students without caring for the attainment of specific teaching-learning objectives.
2. Lecture strategy pays little or almost no attention to the needs, interest and abilities of the student. Here subject matter is more important than the students. With a sole purpose of finishing the courses in time, teachers pour the content material through uninteresting and lengthy verbal communication.
3. Lecture strategy makes the teaching learning process totally a one sided affair. Here the teacher talks and students listen or are made to sit before the teacher with or without their attention and interest. In this way, this strategy leaves almost no scope for the activities or participation on the part of students. They usually remain silent spectators and passive listeners ready to bear the consequences of a boring lecture like the tendered flowers pelted with hail storms.
4. Lecture strategy in its present form has no place for any practical activity, observation, experimentation and demonstration, etc. Therefore, it is not suitable to teach so many subject areas needing practical understanding and application of the facts and principles as well as development of practical skills, and psychomotor abilities.
5. Verbal communication is successful only when it is understood and grasped by the listness with the same speed. The youngsters in the

span of the students, (v) to review and summarize the content material etc. However the limitation of providing information or fulfilling limited cognitive objectives on the part of lecture strategy does not arise on account of the defects and draw backs of this strategy. It is the result of the lack of proper subjective knowledge, understanding and required skills on the part of its users. Let us try to improve the present state of affairs by taking care of the following things at the different stages of teaching-learning process.

Suggestion for bringing desirable improvement in Lecture strategy

A. Planning stage. At this stage the uses of lecture strategy need to care for the following.

1. The purpose or goal of the lecture strategy should be properly identified. What do you want to communicate? The type of information knowledge, understanding or reflective thinking, etc. you want to develop among your students should be very clear to you before planning for the use of lecture strategy.
2. The nature of the learner alongwith their learning potential should be properly identified. It will definitely help you in taking proper decision about the contents of your lecture as well as mode of its delivery.
3. Try to acquire sufficient mastery over the subject matter and contents going to be delivered in the class room through your lecture. It will make your task easier by providing necessary confidence and understanding about the subject matter.
4. Consult useful reference books, current journals and books after than the prescribed text books for preparing your lecture notes. Try to give the students something extra and useful not provided in their text books.
5. Plan and develop your lecture by identifying a few key concepts. Choose the appropriate language. Try to prepare notes for highlighting the key concepts, sub-concepts or points to be classified during your lecture. Try to work out for the appropriate examples and illustration etc. to be used for presenting the various concepts.
6. Have in your mind the total teaching-learning environment (the physical set up of the class, available resources, social and cultural environment of the students etc.) available to you for the proper planning of your lecture.
6. In support of your lecturing, you may need to apply various tactics and techniques like question-answer, demonstration, use of black board, use of proper display material and A.V. aids etc. Try to have proper preparation for their effective use at the right time.

35 expected to settle disputes among students in a proper manner.

Teacher—His entire work consists of bringing about appropriate changes in his students for their full development.

Resource person—He is expected to serve as a resource person for his students as he possesses knowledge of the subject-matter and skills, better than his pupils.

Secularist—He should play the role of a secularist by having an open mind on the beliefs of students.

21. *Upholder of the norms and values*—He must present the norms and values of society in a dignified manner.

25.3 Major Functions and Responsibilities of a Teacher

Total development of the child as his primary responsibility—In the words of Dr. E.A. Pires, "he has to concern himself with the total development of the child and not only with one or two aspects. He must befriend him and help him in his emotional and social development. He must be a philosopher illuminating the way of this intellectual and spiritual progress. He must be his guide in his moral and aesthetic advancement. In fact, he must be 'all things' to all his pupils—a physician concerned about their physical health, a mental hygienist leading them carefully to sound mental health, a philosopher guiding them painstakingly in their search for truth, a moralist assisting and encouraging them to acquire goodness, an artist helping them to find beauty. In fact, he must be a minister ministering to their every need. Such a ministry calls for educated service."

The following are his main functions responsibilities:

1. Character development.
2. Effective teaching learning.
3. Curriculum development and implementation.
4. Adjusting individual differences.
5. Class-room management.
6. Evaluation of pupil performance.
7. Developing good family and community relationships.

use of praise and blame—Praise and blame are important weapons in the armoury of the teacher and should be used very judiciously. "Praise like gold and silver owes its value to scarcity," writes Robinson Johnson. A word of praise or commendation will easily enhance the pupil's interest in any course of action. Praise, rightly employed, is a forceful incentive at the disposal of the teacher. Rebukes and scoldings are to be used very sparingly, other wise they lose their value.

Awareness of the departmental rules and regulations—A teacher must keep himself fully posted with rules and regulations.

Qualities Relating to Character and Personality

Character and personality—The character and personality of the pupils cannot be developed if the teacher who is the model to be followed lacks character and personality. 'Example is better than precept' is an old saying and is absolutely true in the teaching profession. No amount of sermons from the teacher can make much headway. A teacher teaches not only by 'what he says and does' but very largely by 'what he is'. Children are imitative and suggestive by nature. They imitate the dress, voice, habits and manners of their teachers. The likes and dislikes of the teachers become their likes and desires. Children who are in the plastic period of their life are easily influenced by their teachers. The teachers should teach what they practise. Gandhi strongly denounces those teachers who teach one thing with lips and carry another in their heart. 'Man know thyself' is the advice given by Socrates in Greece and Yajñvalkyā in India. The teachers must undergo an inner training. They should try to find out their own shortcomings and try to remove them. Ryburn says, 'Self analysis on the part of a teacher is a necessary equipment'. Montessori stresses that every teacher worth his salt must destroy these sins: pride, anger, sloth, sensuality, gluttony and envy. The teacher should be partly a scientist, partly a doctor and completely religious. He must acquire a moral alertness; mingling of patience, love and humility. He should always be frank, sincere and honest. Prof. Raymount urges that the teacher must avoid everything that is petty and mean. Gandhi observes, "Woe to the teacher who teaches one thing with the lips and carries another in the heart."

4. **Rank order scale** : In rank order scale the person is required to place the ratee being rated in rank order from high to low on the attitude or opinion in question.
5. **Percentage of group scale** : Here the rater is asked to give the percentage of the group that possesses personality trait on which the person is rated.

Merits or Advantages of Rating Scales :

1. **Appraisal of traits** : Rating scales facilitate appraisal of a number of personality traits like honesty, punctuality, emotional stability, generosity, leadership, co-operation, resourcefulness, tact and industriousness etc. within some quantitative scale of values.
2. **Degree of trait** : Rating scales are useful in obtaining judgements of the degree to which a person possesses certain behaviour traits and attributes.
3. **Needs of the person** : Rating scales are helpful in discovering the needs of the person.
4. **Detecting deficiencies** : Rating scales give us a clue to the deficiencies of the person. So improvement measures can be taken.
5. **Supplementing information** : Rating scales are helpful in supplementing information gathered with the help of other techniques.
6. **Little children** : Rating scales can be used with children who are too little to read questionnaires to evaluate their own reactions.
7. **Writing reports** : Rating scales are helpful in writing reports to parents.
8. **Stimulating effect** : Rating scales are helpful in their stimulating effect upon the individuals.
9. **Basis of guidance and counselling** : Rating scales serve as one of the basis for providing guidance and counselling to the students.

Demerits or Limitations of Rating Scales :

1. **Subjective** : Rating scales are subjective in nature.
2. **Difficulty in rating** : It is difficult to rate some traits like inferiority feeling, self-sufficiency etc.
3. **Limited contact** : There is limited social contact between the rater and the ratee.
4. **Low reliability** : Reliability of rating scales is low.
5. **Human unwillingness** : There is human unwillingness to take proper pains in constructing the rating scales.
6. **Errors in rating** : There are five important errors in rating scales :
 - (i) **Generosity error** : There is human unwillingness to give unfavourable judgement of their fellow. The rater's own feelings and sympathy towards a particular ratee compels him to be generous while rating a particular individual.
 - (ii) **Stringency error** : Some raters have the tendency to rate all the individuals low.
 - (iii) **Hello error** : Hello means a tendency to rate in terms of general impressions about the ratee formed on the basis of some previous experience.
 - (iv) **Central tendency error** : There is a tendency in some raters to rate all the ratees near the mid-point of the scale. They want to give the rating which is average.
 - (v) **Logical error** : This error occurs when the trait to be rated is misunderstood.

Guidelines for Development and Improving Rating Scales :

- The following are some guidelines for developing and improving rating scales :
1. **Defining the trait** : The personality trait which we want to rate should be clearly defined.
 2. **Defining the scale** : The scale should be clearly defined i.e., we are rating at 3, 5 or 7 point scale.
 3. **Unambiguous trait** : Straight forward and unambiguous trait should be chosen.

Concept of Case Study :

Complete study : Case study is a systematic, complete and intensive study of the personality of an individual. It is a deep and a overall investigation of the behaviour of the individual in relation to his past and present. He is studied as a complete case in relation to his (1) environmental surroundings, (2) characteristics and (3) adjustment difficulties and problems. Thus case study has an aim of reaching the root causes of special behaviour and problem of the subject matter under study.

Basis for diagnosis and treatment : Thorne has remarked, "Case study clarifies diagnostic points of discussion, thinking without reasoning and faulty information and helps to bridge the differences in practical and organic difficulties." Case study can play a significant role in proper identification, diagnosis, remedial work, adjustment and rehabilitation of the problem children, emotionally or socially disturbed individuals, delinquents, criminals or maladjusted individuals by studying them in a comprehensive manner.

Wide scope : The range and scope of case study is comprehensive and wide. The data are collected from different sources like family members, teachers, classfellows, peers and friends, etc. All these attempts make the results of case study objective, reliable and valid.

Providing guidance : Opportunities are provided in case study for collecting data on individual by arranging personal interview and going close to the original source of information. Establishing rapport and closeness can assist the investigator to reach and search for the secret and unconscious behaviour of the subject. Hence, the information obtained through the case study can prove very useful in the solution of the felt problems or providing educational, vocational and psychological/personal guidance.

Useful research technique : Case study is a very useful research technique of assessing the personality of an individual. It supplies quantitative data about an individual and his general and specific characteristics are also known. In words of Young, "Case study is a useful means for obtaining specific information about the interior life of a person. It is an evaluation of past circumstances and gives rise to new meanings and habits viz. it supplies information concerning the start of a person's life and his overt behaviour."

Suitable adjustment : Case study is used as a method for specifically giving assistance to students in making adequate adjustments.

Training social workers : Case studies are specially prepared and used for training social workers.

Limitations/Demerits/Drawbacks of Case Study :

- 1. Need of experts :** Preparing case study is a technical task. It is very difficult for the classroom subject teachers to prepare case studies. There is a need of experts or specially trained teachers for preparing case studies. Such teachers are generally not available.
- 2. Element of subjectivity :** A person who prepares case history may project his own difficulties, problems, plans, ideas, attitudes, values and the like into the report.
- 3. Time consuming :** Preparing case study is a time consuming process.
- 4. Difficulties in utilisation of resources :** Preparing case study is a very comprehensive and extensive work. There are many difficulties in utilisation of individual resources in terms of time, labour and money. They cause serious hurdle in the collection of required data for case study.

Oscar Wilde (1854-1900 Irish dramatist)

"He is either dead or teaching school."

25.2 Teacher's Role in Society

From the above quoted views of the eminent thinkers, it is clear that a teacher can play an important role in the progress and welfare of a society. A teacher is a member of the society. He lives and works in the society yet, in view of his special responsibilities and roles, he is expected to rise above the average member of society. His general attitude in society should be of enthusiasm and optimism. He is expected to be quite sensitive to its needs. He should be guided by the ideals of democracy, secularism and socialism. He is to be sufficiently appreciative of the changing needs and problems of society and play a dynamic and positive role.

A teacher plays his role towards society in two ways (a) inside the school by preparing students for effective citizens and (b) outside the school by assuming the role of a social worker and an agent of social change. However, his role, in the school is of vital significance.

Broad Classification of a Teacher's Role

1. Teacher as an agent of social change. (See Chapter 9)
2. Teacher's role in Community welfare. (See Chapter 10)
3. Teacher's role in elimination of social tensions and conflict. (See Chapter on Diverse Issues)
4. Teacher's role in international understanding. (See Chapter on Diverse Issues)
5. Teacher's role in pupil development. (See following pages)

(b) **Time** : The subject is allowed to have as much time as he wants and is permitted to give as many responses as he wishes.

It is always better if the whole of the test is finished in one sitting. If the subject is bored or fatigued then rest should be given after presenting the 5th card and not before or after.

Scoring, analysis and interpretation of Rorschach's Test : The criteria of scoring, analysing and interpreting the cards is whether :

- (a) whole or part is seen,
- (b) colour, texture, shading, form or movement is seen,
- (c) animals or human beings are seen.

(a) **Whole or part** : If the individual sees the picture as a *whole* then he is regarded as *very intelligent* and is expected to possess *ability to synthesize*. Breaking the blot into small, unusual details is considered to be characteristic of compulsive people.

(b) (i) **Poor colour** or colour naming responses are considered to indicate *lack of emotional control*.
 (ii) **Form** denotes realistic outlook.
 (iii) **Texture and shading** responses are interpreted as indicators of *anxiety, feeling of inadequacy or depression*.

(iv) When colour is combined with form but form predominates it is taken to indicate that the individual has a *lively emotional life*.

(v) **Movement responses** show *intellectual and inward living*. Persons with strong movement responses are inventive and introspective, while those with low movement responses are stubborn and practical minded.

(c) **Human beings or animals** : If the individual sees *human beings* he is regarded as *stable and reliable*. If he sees *animals* he is regarded as *unstable*.

Modern System of Scoring of Rorschach Ink-Blot Test :
 For the purpose of scoring the responses...



Fig. Rorschach Ink-Blot Test.

Interpretation :

While interpreting the responses, the following considerations are kept in view by the psychologist :

1. **Hero of the story :** Who is the hero of the story ? What are his personality traits ? Generally the subject unconsciously identifies himself with the character of the hero. While characterising, the psychologist has to classify the heroes according to their most dominant traits such as leadership, loneliness, isolation, superiority, criminality, parental domination etc.

2. **Emotions, motives and actions of heroes of stories :** The interpreter analyses everything the hero thinks and acts. He notes down emotions, motives, needs and actions.

3. **Interests and sentiments :** Interests and sentiments displayed by the key characters of the stories, particularly the heroes are noted down.

4. **Style of the story :** While examining the story the psychologist keeps in view (1) the length of the story, (2) language used, (3) kind of expression, (4) organisation of the content, (5) the approach—original or static.

5. **Theme of the story :** What is the theme of the story ? Whether theme is parental domination, nature in examination, sex theme or uncommon theme.

6. **Content of the story :** While examining the content of the story the psychologist has to keep in view the (1) interests, (2) sentiments, (3) attitude depicted in the story, (4) manner in which human behaviour has been presented.

7. **Particular emphasis or omissions :** The psychologist has to examine (1) particular aspects emphasised by the subject, (2) parts omitted by him, (3) distortions if any, and (4) any additions.

8. **Total reaction :** The psychologist has to examine the total reaction of the subject towards authority and sex.

9. **Conclusion of the story :** The psychologist must keep in view if the subject has given a happy or unhappy ending to the story.

Assumption :

The assumption is that the subject organises material from his own personal life and projects it by means of the figures represented in the pictures. Infact, he reveals his personality in the stories he tells.

Importance or Merits of TAT :

- (1) We can know dominant drives, needs, emotions, sentiments, complexes, conflicts, fantasies, social relationship, family relationship, attitude of work, attitude towards life, etc.

- (2) TAT exposes the underlying inhabited tendencies which the subject is prepared to disclose.

(2) Rorschach Ink-Blot Test :

Rorschach Ink-Blot Test was devised by Harman Rorschach in 1921. It is one of the most useful techniques for the study of personality. Perceptual approach is the basis of this test.

Content or material of the test : Rorschach Ink-Blot Test consists of ten standardised ink blots cards—five are multicoloured and five are in black and white.

Administering the test : The cards are presented to the subject one at a time in a specified order.

(a) Instructions to the subject : After the subject has seated, instructions to the subject are given as follows :

"Tell me what do you see, what might this be."

Teacher's Multifarious Roles in Pupil Development

1. *Confidant*—A teacher is expected to win the confidence of the students so that they express their feelings purely, if need be in private.
2. *Democrat*—He is expected to observe democratic values so as to prepare his students for a democratic way of life.
3. *Detective*—He acts as a detective to find out the shortcomings of the students—committing of offences and law breaking tendencies also.
4. *Ego-supporter*—He is supposed to build up and maintain a healthy strong 'ego' and 'self concept' among student.
5. *Equaliser*—He should treat all students on the basis of equality. He should work for developing an egalitarian outlook in students.
6. *Facilitator of learning*—He works for the promotion of significant learning in his students.
7. *Friend and philosopher*—He must perform the role of a friend and philosopher to his students.
8. *Group leader*: As a leader of the social group in the clan, he must develop a suitable climate and cohesion.
9. *Guidance counsellor and helper*—He provides an academic career and personal guidance to his students.
10. *Initiator*—He is supposed to play the role of an initiator by exploring the new technology to the best advantage of the students and the progress of education. He should play the role of an innovator of educational ideas, practices and systems.
11. *Role model*—He is envisaged to behave in a manner whereby traits exemplified by him may be emulated by his students.
12. *Judge*—He evaluates the academic and other performance of the students in an impartial manner.
13. *Limiter or reducer of anxiety*—He can help students control their impulses and reduce anxiety about their conduct and performance in different problematic situations.
14. *Moral educator*—His important function is to inculcate the attitudes and moral values cherished by Society in the students.
15. *Parent surrogate* (parent substitute)—He can play the role of ideal parents by treating students with affection and care.

about the causes and personality traits because the task of proper analysis and interpretation of collected data, drawing conclusions and the having its proper generalisation is very technical and difficult.

8. **Difficulty in interpreting results :** It is very difficult to interpret results of case study.

(2) OBJECTIVE TECHNIQUES :

In objective techniques we do not depend upon subject's own statements or responses, but upon overt behaviour as revealed or judges. Objective techniques are said to be scientific as they depend on objective data. Important objective techniques of assessing personality are : (1) Controlled observation (2) structured interview and (3) rating scales.

(1) Controlled Observation :

Observation is a popular technique of personality assessment. Observation is done in two ways (1) Observation under controlled conditions and (2) observation under natural conditions. Observation under natural conditions is the technique when the observer himself observes and makes the assessment of traits expressed by the individual in his overt behaviour.

Controlled observation, also known as *situational observation* as well as experimental observation consists of rigidly controlled, laboratory or experimental conditions. Observation under controlled conditions or experimentation is of great value in throwing light on personality traits.

Purpose :

The purpose of controlled observation is to watch social behaviour, likes and dislikes and leadership qualities. Here the observer or experimenter has to observe the behaviour of the individual. If he finds that good traits are present in his behaviour of the individual, he tries to know to what degree they are present in him.

Observation under controlled conditions or experimentation may also be used to study personality traits such as (1) honesty, (2) cheating, (3) deceit or lying, (4) self control, (5) cooperation, (6) social service, (7) self-denial, (8) charity and (9) persistence etc.

Controlled Observation Procedure :

In controlled observation, the observer or experimenter notes the subject's behaviour, his individual specific differences, capacity to help others in difficulty, rapid or slow responses to stimuli etc. though this data assesses his personality. *Hartshorne and May* observed some experimental procedures to study some personality traits. For example a dictation from some difficult text was given to children. The scripts were collected and the spelling mistakes committed by each child were recorded. No mark or remark on the scripts. These evaluated scripts were handed over back to the children. After some time and they were asked to check their spelling mistakes themselves by comparing the script with the text. Naturally, some children had the temptation to correct 'e' here or 'o' there and counted the mistakes according to their own marking. The difference in the number of mistakes recorded by

7. **Easy to conduct** : As Ruth Strang writes, "Interview is relatively easy to conduct."

8. **Variety of purposes** : Interview can be used for a variety of purposes i.e., for assessing the personality of the individual, to determine the fitness of a candidate for admission in a particular educational or professional course, to determine the fitness of a candidate for a particular job, to provide information to the interviewer and to provide guidance and counselling to the student.

Demerits or Limitations of Structured Interview :

1. **Subjective** : Interview is subjective in nature. Interviewer may project his own feelings, emotions, difficulties and problems etc.
2. **Time-consuming** : Interview is time-consuming technique of assessing the personality of the person.
3. **Non-availability of experts** : It needs experts (trained and competent interviewers) who are generally not available.
4. **Artificiality** : Interview is placed in an artificial situation.
5. **Digression** : Digression may take place during the interview which may spoil our results.
6. **Difficult to interpret** : Sometimes, it is difficult to interpret the results of an interview.

General Principles of Conducting Structured Interview :

- (1) Establish and maintain rapport.
- (2) Let the client talk freely.
- (3) Do not criticise.
- (4) Do not argue with the client.
- (5) Serve as an understanding listener and not as an authoritarian.
- (6) Enable the client to understand the emotional needs.
- (7) Treat the conversation of the client in its context.
- (8) Beware of different values or feeling tones on the subject expressed.
- (9) Beware of what the client omits or tries to say but cannot.
- (10) Talk or ask questions only at appropriate times.

Conclusion :

Besides certain limitations, interview is an important technique of personality assessment. Inasmuch as through it, it is possible to study physical, mental, emotional and social aspect of personality of the person. The success of the interview technique depends on the skill of the interviewer. He should maintain a sympathetic relationship with the interviewee and be sensitive even in reading the person's unconscious clues, such as the unexpected change in tone of voice, twisting of the fingers, clinching of the fists at mention of certain topics. Yet he must not become so emotionally involved in the interview that he injects his own personality into the conversation and influences the person's answers. Interviewee should be allowed to talk in a permissive atmosphere with confidence and freedom.

(3) Rating Scales :

Meaning of Rating Scales :

Rating scale is one of the important methods of assessing personality traits like honesty, punctuality, emotional stability, generosity, leadership, co-operation, resourcefulness, tact, industriousness. This method is useful for learning what impression an individual has made on persons with whom he comes into contact in respect to some-specified trait mentioned above. By rating is meant the judgement of one person by another person. It is a method in which we systematise the expression of opinion concerning a particular trait. In other words, in rating scales we rate an individual of the possession or absence of certain

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self-fulfilment and self-expression." Prof. Dewey has said, "Every teacher should realise the dignity of his calling." William G. Carr has observed, "I wish that I could persuade every teacher to be proud of his profession. Draw yourself up to your full height, look anybody, squarely in the eyes and say, 'I am a teacher.'"

Love for children—It has been said that if a teacher does not actually like boys and girls, he should give up teaching. He must enjoy company in groups. A good teacher feels that some sort of energy is constantly supplied by the young. "Love the child and the child will love you; hate the child and the child will hate you," is a famous maxim. One who does not like children should not stay in teaching.

Respect for the individuality of each child—A child should not be treated just like dumb driven cattle. He has his own individuality. He thinks and feels, his sense of respect should not be injured. Emerson has rightly stated, "The secret of education lies in respecting the pupil." A child wants to be heard. His opinion should not be brushed aside merely because he is a child.

Knowledge of child psychology and educational psychology—Knowledge of psychology goes a long way in providing that basic orientation towards problems of education and child development without which there would be a considerable waste of time, energy and human resources.

Mastery of the subject-matter—He must be master of his subject. Any weakness on his part will lower his prestige in the eyes of his student. K.G. Saiyidain writes, "You cannot pour out of a vessel except what you have put into it and, if a teacher is poor and shallow from within, if there is no sparking wire in him, he cannot quicken the mind or humanise the emotions of his children."

Grasp over the method—Two farmers may possess an equal amount of land and an equally great desire of good crops but the one who uses the best methods of farming will, other factors being same, get better results. Similarly, a teacher who adopts proper methods of teaching will show good results and his teaching will be more effective.

Preparation—Perhaps there is no type of work where the results of poor planning are so devastating as in teaching. Careful and systematic arrangement of the subject-matter and the classroom

Rating scale. The individual is given a place on the scale or a score which indicates the degree to which he possesses a given behaviour trait. Rating scales are developed to evaluate a single trait. They can be done by parents, friends, teachers, a board of interviewers. There can be 3, 5, 7, 9 point scales. To eliminate vagueness and make rating scales more reliable, it is necessary that traits to be rated should be clearly defined in advance and the degree of trait should be mentioned in definite terms which can be observed in the manifestation of overt behaviour can be reliably scaled such as intelligence, leadership etc.

View of Garrett : "The rating scale is a device for obtaining judgement of the degree to which an individual possesses certain behaviour traits and attributes not readily detectable by objective tests."

View of Wrightstone and Others : "The rating scale is a selected list of words, phrases, sentences, paragraphs following which an observer records a value or rating based upon some objective scale of characteristics that can occur to be present in varying degrees, rather than merely present or absent as in a check list. A rating scale is an instrument so designed as to facilitate appraisal of a number of characteristics by reference to a common quantitative scale of values."

It should be noted that there are three basic things involved in the technique of rating scales :

1. The specific trait or traits to be rated.
2. The scale by which degree of possession or absence of the trait has to be shown.
3. The judges or appropriate persons for rating.

Types of Rating Scales :

We give below five types of rating scales :

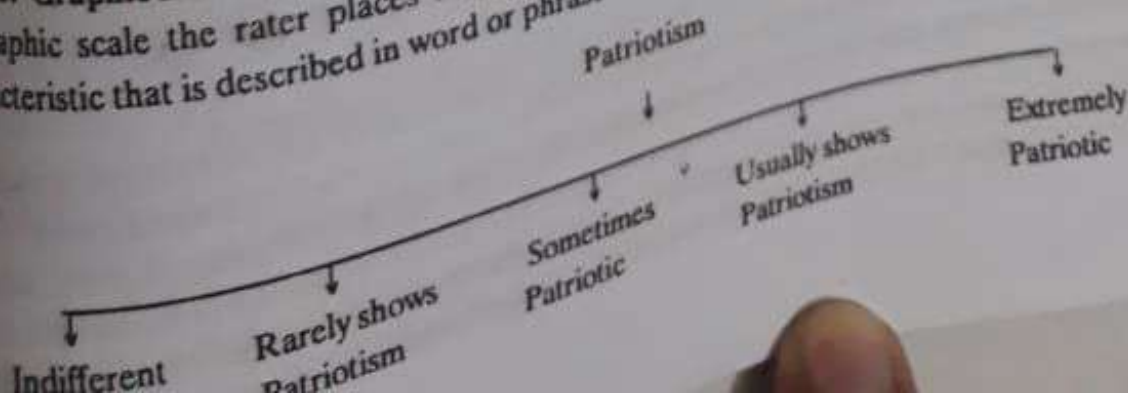
1. **Numerical scales :** In numerical scales numbers are assigned to each personality trait. If it is a point scale, the number seven represents the maximum amount of that trait in individual and number one represents the average amount.

2. **Descriptive scales :** In descriptive scales the rater puts a check (✓) in the blank before the characteristics or trait which is described in word or phrase.

Example : Is this pupil mentally alert ?

-lazy and sluggish.
-idle and inert.
-ordinarily active.
-quite active.
-exceedingly active.

3. **Graphic scale :** This is similar to descriptive scale. The difference lies only in the way it is written. In graphic scale the rater places a check (✓) on a continuous line before the personality trait or characteristic that is described in word or phrase.



2. **Expressive type** : Expressive type projective tests (techniques) require the subject to express himself in some kind of activity. (1) Children's Play Test, (2) Drawing Test, (3) Psychodrama and Music Test etc. are examples of such tests.

(1) Thematic Apperception Test :

Thematic Apperception Test, popularly known as *TAT* was first planned by Morgan and later on developed by Murray. Ferguson describes this technique under the head "The imaginal approach." The test consists of 30 pictures showing different life situations. Out of these, 10 are meant for men, 10 for women, and 10 for both. Thus 20 pictures are shown to each subject. These pictures are clear in their outline and form. These pictures depict different life situations. The situations depicted by them are vague enough to permit variety of interpretations by the subject. While interpreting the pictures the subject project their own needs, motives, feelings, difficulties, problems, conflicts and frustrations.

The subject is asked to tell the story that each picture suggests to him. As the picture is connected with one of the themes of life the subject usually identifies himself with some character in the picture without realising it. He generally says things about the character of the picture, which apply to his own self. He does not realise it. These pictures encourage him to speak freely and interpret every situation given in the picture according to his past experiences, present needs and attitudes.

Features of Pictures :

1. **No background details** : The background details of the pictures are missing. Therefore, there is no concept of time or place.
2. **Vague theme** : The theme of picture is vague put important in life.
3. **No clear action** : The action and expression of the characters in the picture are not very clear. They are rather vague and ambiguous.
4. **Incomplete content** : These pictures do not present the whole story and their contents are incomplete.
5. **Related to social situations** : The pictures are related to family and social situations. Family and social situations relate to ordinary situations of life. The action shown in them is dynamic and related to the personal experiences of the subject.
6. **Characters** : There are certain characters in these pictures with which the subject readily identifies himself.

Administration of these pictures : The test can be given suitably to persons over four years of age whose intelligence quotient is not lower than 80. The psychologist/counsellor takes every individual picture, show it to the subject. He asks the subject the questions like these :

- (1) What do you see in the picture ?
- (2) What can be the factors that have led to the situation ?
- (3) What will be the future results or outcome ?

The subject may be asked to write a story about the theme in a fixed period of time. While writing the story, the subject unconsciously projects many features of his personality. The story gives an insight to the psychologist the underlying hidden drives, complexes and conflicts.

- Number of personality traits to be rated should be limited, say not more than 10 at a time.
- Different situations** : The rater should observe the trait in different situations.
- Clear directions** : The directions of using the rating scale should be clear and comprehensive.
- Providing space** : In the rating scale cards some space should be provided for the rater to write supplementary notes.
- Training and practice** : Use of the scale should be preceded by a period of training and practice.
- Trained raters** : Experienced, trained and wise raters should be selected for rating.
- Several raters** : Several raters should be employed to overcome the halo effect and generosity bias to increase the reliability of any rating scale.
- Independent judgement** : Make independent judgement without consulting others.
- Uniform standard** : Uniform standard of rating should be observed.

(3) PROJECTIVE TECHNIQUES :

Projection means to project one's own unconscious wishes, thoughts, ambitions, aspirations, fears, and repressed desires on some external object. With the help of these techniques the experts can infer emotional, social and intellectual traits of individuals because they unconsciously attach their feelings with the external objects.

Characteristics of Projective Techniques :

1. **Total personality** : Projective techniques take a wholistic approach to personality assessment. They assess total personality of the individual and not any particular aspect.
2. **Different responses** : Different persons give different responses to the same test material.
3. **Unstructured situations** : Stimulus situations given are ambiguous and unstructured so that individual can give expression to his own ideas, views, wishes, desires, needs, motives, moods, attitudes, conflicts, complexes, fears, etc.
4. **Response from unconscious** : Projective tests are based on the assumption that the ambiguous stimuli will evoke response from the unconscious of the subject. The subject will project his inner feelings, needs and conflicts into the test situation.
5. **Freedom of response** : Subjects are given complete freedom to respond to the test stimuli in their characteristic ways.
6. **No right or wrong answers** : There are no right or wrong answers. The answers of the subject are not evaluated as right or wrong. They are evaluated qualitatively.
7. **Disguised procedure** : Procedure in projective techniques is kept disguised. The purpose of projective technique is not told to the subject.
8. **Aim** : The aim of projective techniques is to study emotional, intellectual and social characteristics, attitudes, motives and maladjustments. Projective techniques also help in knowing imaginative and creative life of the subject.

Types of Projective Tests :

1. **Based on perception of ambiguous stimulus** : These projective techniques are based on how the subject perceives the unstructured and ambiguous stimulus supplied by the test situation. (1) Rorschach's Ink-Blot Test, (2) Thematic Apperception Test, (3) Word Association Test and (4) Sentence completion Test, etc. are the examples of such tests.