

PREFACE AND ACKNOWLEDGEMENT

Education of course, does not escape from criticism. It seems to emerge from two different angles. The first one being that the schools are not fostering the desired levels of academic performance and the other the schools are not promoting the development of students as 'persons'.

Attempts are being made to meet the first type of criticism - the cognitive needs of children through various reforms such as developing new curriculum, technology of teaching etc. wide range attempts are not being made to meet the second type of criticism - the affective needs and prepare them to meet the challenges of life. As a response to this dissatisfaction we have launched the National Policy of Education (1986) to revitalise the whole system of education around child-centered approaches. This demands the teacher to be more humanistic in his approach i.e., to play the role of a facilitator of learning rather than an authority or a dictator.

A humble attempt has been made in this line to provide an empirical evidence to study the effect of teachers' role as a facilitator of learning on the personal and cognitive growth of their students. A training package on humanistic attitudes-empathy, respect, genuineness and warmth in the form of specific skills has been prepared and organized a training programme for teachers in the role of facilitator of learning.

By building a humanistic interpersonal relationship with students, they are accepted for what they are and develop freedom of thinking and acting. Such a warm and positive climate aids in

the development of precious human resources of children and trigger their creative tendencies. For teachers who feel the urgency and necessity of preparing children not only for living but also for life, the tried out package and training would be of help.

At the conclusion of this study the investigator would like to express her gratitude to all those who helped her in variety of ways.

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