

CHAPTER - I

OVER VIEW

Quality education quite depends upon the characteristic and role performance of the teacher. In essence the teacher is the axial of educational reforms. The committees and commissions appointed by the government and the state government have been emphasising upon the significance of the status and role of teacher in education. To cite, the international documents of the Common Wealth Conference held in 1974 , has highlighted Role of the teacher in the following words;

"The teacher has a major role in educational development whether he approaches his work actively passively. He can influence the development of any civilization, culture, nature and community, adversely by opposing innovation of merely remaining passive in the face of growing needs for reform. On the other hand, he can participate actively as an initiator or an interpreter of the plans devised by others."

When we look into our documents on the role of the teacher, we find further more emphasis on teacher's role and with reverence and hope. The education commission (1964-66) has dwelt on

different factors which influence the society on education and its contribution to national development.

The quality, competence and character of teacher is undoubtedly the most significant. Nothing is more important than securing an adequate supply of high quality results to the teaching profession, providing them with the best possible professional preparations and creating satisfactory conditions of work in which they can be fully effective. Professor D.P. Chattopadhyaya in his report : - Commission on Teachers - I, describes:

For the proper fulfilment of National goals, education must have to mediate, the teachers role assume great significance. Today the average teacher's perception of his role and responsibility is far too limited and is concerned with his own immediate tasks, namely the teaching of the 3 Rs and later covering the subject matter prescribed for the examinations. The teacher must actively and feelingly associate himself, as an essential and responsible partner in the great tasks which face the nation. If the four national goals - justice, liberty, equality and fraternity were to become the actual motive force and the ideals that every man, woman and child in our land would live by, the

teacher needs, to intervene in a big way. The formation of character and character education in response to the national goals would constitute his primary task. He will indeed prepare students for Examinations and open to them the world of knowledge, but these will count a little unless he has helped them to become a person of character. There is the personal aspect of character building to develop qualities, like honesty and integrity, there is the social aspect which defines national character, such as character identifications must not be on cultural and religious tradition of any one group but must find acceptance by all sections of the people.

The National Policy on Education, 1986 (NPE) has also given importance to the valuable role of the teachers. It states that as changes take place, the validity of the teacher increases. A sudden change due to a scientific invention and educational achievement could compel teachers to be further more systematic and scientific. Some of its salient recommendations are as follows :-

- (1) The teacher is the principle means for implementing educational programmes and the organization there of.
- (2) Teachers should have the freedom to innovate, to devise appropriate methods of

communication and activities related to needs and capabilities of the concerns of the community.

- (3) Childcentered and activity based approach of learning should be adopted at the primary stage.
- (4) The status of the teachers reflect the socio - cultural ethos of a society. It is said that no people can rise above the level of its teachers.
- (5) A warm welcoming and encouraging approach, in which all concerned share a solicitude for the needs of the child, is the first best motivation for the child to attend the school and learn.
- (6) First generation learners should be allowed to set their own pace and be given supplementary instruction.
- (7) The New Education Policy will give the highest priority to solving the problems of the children, dropping out of the school and will adopt an array of meticulously formulated strategies based on microplanning and applied at the grass root level all over the country.
- (8) A large and systematic programmes of nonformal education will be launched for

dropouts from habitats without school, working children and girls who can not attend whole day schools. The above recommendations are very crucial for the rejuvenation of the system of education. New roles have been expected of the teachers, particularly Primary school teachers, for example the above stated recommendations on child centered and activity based process of learning should be adopted at the primary stage, has its implications that the teacher instead of acting as a disseminator of information would act more as a mediator and facilitator or learner.

NEED AND SIGNIFICANCE OF THE STUDY :-

As the changes take place in nature , society environment, community, ideas, simultaneously changes in and about the teacher also take place. A teacher is not merely a communicator of knowledge, he has to be a director of learning , a transmitter of culture and values, the teacher is a person who teaches by behaving in the manner he would like his pupil to behave. If education, today is to be a powerful instrument for social change, the teacher in his turn has to be an agent of change, a social engineer and an architect

of the future society. Teacher's work is therefore no longer confined to class rooms and object teaching alone. He has to take leadership in the total social and cultural transformation of society.

As the development of the child and the direction to be given to him is in the hands of the teaching profession, the society expects him to perform great responsibility, simultaneous to it are the perceptions of the teachers themselves about their role. It could be any one's guess as to how far and where do the expectations and performance converge & like wise, what are the areas of divergences. The present study has its genesis in this respect.

STATEMENT OF THE PROBLEM

A study into the Role Model of Primary School Teachers Expectations verses Performance.

OPERATIONAL DEFINITIONS OF TERMS USED IN THE TITLE

Role according to the dictionary of education :- "Is a behaviour pattern of functions expected of, or carried out by an individual in given social context". The teacher is base of a strong and provoking personality factors. The following are the roles of the teaching profession.

IDEAL AND TRUE GUIDE

Henry Van Dyke has paid glowing tributes to the teachers as who perform their professional duties honestly and sincerely. He says "I sing the praise of the unknown teacher, famous educator, plans new system of pedagogy but it is the unknown teacher who directs and guides the young. He lives in the obscurity and contends with hardships. For him no trumpets blare, no chariot waits, no golden decorations are decreed. He keeps watch along the borders of darkness and makes attack on the teachers of ignorance and folly; patience in his daily duty, he strives to conquer the evil powers which are the enemies of youth. As a motivator, a teacher, by his acclaimed voice, trackable foot prints and adaptable behavior leads students towards the target.

Expected Role

Role stated in the document on National Policy on Education, 1986.

Performed Role

Role by practising teachers in school contexts.

OBJECTIVES OF THE STUDY

The study was conducted with a view to :

- identify the roles expected of primary school teachers in the context of National Policy on Education, 1986.
- investigate the roles being performed by the primary school teachers against the perspective of expected roles.
- study the areas with gaps;
- suggest programmes strategies to enhance teacher capabilities.

NULL HYPOTHESES

There is no difference between expected and performed roles of primary school teachers.

DELIMITATION

Following were some of the delimitations of the study :-

- (1) the responses were obtained from 67 teachers.
- (2) the responses were collected from primary school teachers.
- (3) the universe of the sample was confined to the teachers of Bhopal as well as rural areas of Bhopal district.