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CHAPTER - V

FINDINGS OF THE STUDY

The present study entitled "A Study into the Role Model of Primary School Teachers Expectations Vrs Performance" was conducted on a research design, seeking, gaps between role expected and performed of primary school teachers. The gaps between expectations and performance were searched out on certain roles laid down in National Policy on Education, 1986.

The findings are further classified as follows :-

Role - V "Adopts learner centred and activity based approach" has been given as rank - I by teachers. Out of this mains role certain sub roles are highlighted where the expectations are actually reported by the teachers. The areas are as follows :-

- Minimizes failure by attending learning difficulties of individual pupils.
- Does not insult any child in classroom how so ever be his fault.
- Helps each pupil to learn of his own.
- Discourages exploitation of child labour by individuals, parents, employers.

Role = II

"Improving class room teaching through understanding action research, experimentation and innovation", was placed at rank II in rank order.

The sub-roles reported of high significance are;

- Persuading parents to continue education of their children especially the first generation learners.
- Adopting flexible and democratic attitude towards pupils to encourage them.
- Encouraging children to participate in class room discussions.

Some sub roles where the diversity between expected and performed roles is wide are ;

- Understands the tribal dialects and helps children for a smooth transition of dialects to first language.
- Encourages learners to adopt enquiring approach & discovery method.
- Makes effort to help each child for high performance.
- Takes special classes for the weak students of scheduled caste and scheduled tribes after school hours.

- Understands the role of village education committee and encourages local people to functionalising it.
- Understands the problems and constraints faced by the children of weaker sections in comparison of general population.
- Understand how nonformal education is an alternative approach to formal education.
- Conducts examination of children of nonformal education centre for their entry in classes for formal school.

There is an urgent need to plan and provide interventions in the Pre service and In-service education programmes for primary school teachers so that attitudinal changes are inculcated. The whole issue is how to care for the neglected and disadvantaged children from weaker section. In essence there is a need for sensitising teachers on the social perspective of emerging Indian society.