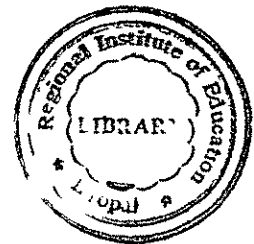


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CHAPTER - VI

SUMMARY

Education in the society does not depend as much on any other factor as on teacher. The teacher is the pivot of any educational system. Since ancient times, teacher had been given a great importance. The teacher in vadic age has been highly placed as is seen from the following verse;

गुरुं ब्रम्हा गुरुं विष्णु गुरुं देव महेश्वरः ।

गुरु साक्षात् परमब्रम्हा तस्मै श्री गुरुवे नमः ॥

It is a well known fact that every organisation adorns it self by applying certain new elements in its systems. Likewise the society for its reconstruction also requires a change in its systems. The changes in the society are caused due to certain instability in the systems. The factors may be social, economic or political. In these conditions, teacher's task becomes more relevant. As the changes take place day by day and decade by decade, the duties of a teacher are being conceived in terms of roles. Due to new inventions and scientific achievements, the areas of teachers role are widening. In the present context, it is clearly realised that a teacher, has to play a very crucial role in the coming era. The teacher now has not to work only as a guide, but as a facilitator,

motivator and friend. He has not only to be a mute observer and a listener but has to act as a mediator and preserver of society.

NEED ::

Going through the reports of different education commissions and committees it is viewed that the role expectations from the teachers are not clearly specific. This ambiguity among the role expectation has adversely effected the performance level of the teachers . It was felt to draw out the gaps between expected and performed role model of teachers.

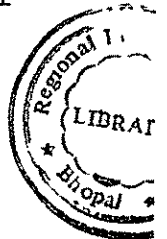
STATEMENT OF THE PROBLEM ::

"A Study in to the Role Model of Primary School teachers-Expectations Vrs Performance".

OBJECTIVES OF STUDY ::

The main objectives of the present study were ;

1. to identify the roles expected from primary school teachers in the context of National Policy on Education, 1986.
2. to investigate the roles being performed by the primary school teachers against the perception of expected roles.
3. to find the areas with gaps.



4. to suggest programmes , strategies to enhance teacher capabilities.

NULL HYPOTHESIS ::

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

DELIMITATION ::

Following were the delimitation of the study :-

1. The responses were obtained from 67 teachers.
2. The responses were obtained from primary school teachers.
3. The universe of the sample was confined to the teachers of Bhopal city as well as some rural areas of Bhopal districts.
4. The responses were asked from teachers of both sexes.

SAMPLE ::

Teachers were selected on random bases from the followings school :-

- Government high school, Mugalia Hat.
- St. Xavier private school, BHEL.
- Sindhi Private middel school, Bairagarh.

- Shaskiya Balak Uchhtar Madhyamic Vidyalaya, Bairagarh.
- Government middle school, Nayapura.
- Kendriya Vidyalaya, Bairagarh.

TOOL USED ::

In this study a self constructed tool was used. Its validity and comprehensiveness was sought from relevant official document on National Policy on Education , 1986.

STATISTICS USED ::

Spearman's Coefficient of correlation based on rank difference method.

CONCLUSION ::

A comparison of the result on the coefficient values shows that in some areas there is a lot a difference between expectation and performance, level of primary school teachers. Going through the tables it is noticed that some expectations are so much higher that it looks very difficult to be performed. Some of the areas are inaccessible to be grasped or require sudden solution, which is impossible for teachers to perform in a very short time. There are also some such areas where either there is no difference between expectations and performance level or the variance is very few.

The roles with gaps between expectations and performance are the following :-

- Understand 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 of formal school.

SUGGESTIONS FOR FURTHER RESEARCH ::

The following suggestions are made :-

1. This study may be replicated on a larger sample.
2. A study on the gaps between expected and performed roles of rural and urban primary school teachers may be conducted.
3. A study of the gaps between expected and performed role model of Government and Non Government School teachers may be conducted.
4. To study the gaps between male and female teacher's expectations and performace.