

**CHAPTER-1**  
**INTRODUCTION**

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### **1.1 Introduction**

Education is not only a fundamental right but also a crucial vehicle for social transformation, economic development, and national integration. In a diverse and rapidly developing country like India, ensuring equitable access to quality education for all sections of society remains a paramount objective. The government, both at the central and state levels, has implemented numerous policies and schemes to improve the standard and reach of education. Among the most recent and impactful initiatives in the state of Chhattisgarh is the Swami Atmanand Government English Medium School (SAGES) scheme. Launched by the Government of Chhattisgarh in 2020, the SAGES initiative aims to revolutionize public education by providing high-quality English medium education free of cost to students from economically and socially disadvantaged backgrounds.

The SAGES initiative was named after Swami Atmanand, a revered saint known for his contributions to education and social reform. Its primary objective is to bridge the educational gap between urban and rural populations and between government and private schools. By offering English medium instruction, state-of-the-art infrastructure, and modern teaching methodologies, the government hopes to make public education more competitive and attractive. The program has rapidly expanded across the state, with hundreds of schools being converted or newly established under this model. It seeks to provide students—especially from tribal and rural areas—with opportunities that were previously limited to those attending costly private institutions.

The introduction of the SAGES program marks a significant shift in the education policy of Chhattisgarh. Traditionally, government schools have been criticized for substandard infrastructure, a lack of qualified teachers, and inadequate

resources. With SAGES, the state government intends to change this perception by adopting a model that integrates English medium instruction with digital classrooms, co-curricular activities, and holistic development of students. The initiative has garnered praise for its ambitious scope and vision, but its success largely depends on the implementation at the grassroots level, particularly the involvement and attitude of teachers.

Teachers are the backbone of any educational system. Their attitudes, beliefs, and engagement directly influence the quality of education and the overall success of any reform initiative. Among various subject teachers, commerce teachers hold a particularly important role in today's world. Commerce education is essential for understanding the principles of economics, business, finance, and entrepreneurship—fields that are becoming increasingly relevant in the global economy. As the SAGES initiative includes secondary and higher secondary levels, where commerce is a popular stream, the role of commerce teachers becomes crucial in realizing the program's objectives.

Understanding the attitude of commerce teachers towards the SAGES initiative is vital for several reasons. Firstly, their acceptance or resistance to the shift from vernacular to English medium instruction can significantly affect student performance and overall classroom dynamics. Secondly, commerce as a subject often requires the use of technical terms, concepts, and case studies which may be challenging to teach or comprehend without adequate proficiency in English. Therefore, the confidence and preparedness of teachers to teach in English are key indicators of the initiative's success. Thirdly, the professional development and support offered to these teachers by the government also shape their attitudes, job satisfaction, and motivation.

Attitude is a psychological construct that encompasses an individual's beliefs, feelings, and behavioral tendencies toward a particular object, person, or idea. In the context of this study, attitude refers to the commerce teachers' overall perception and disposition towards the SAGES program, including its objectives, implementation, impact on students, and implications for their professional roles. A positive attitude may result in enthusiastic participation, innovative teaching strategies, and better

learning outcomes, while a negative or resistant attitude may hinder effective implementation and diminish the potential benefits of the initiative.

This study also recognizes that teacher attitudes are influenced by a variety of factors including age, gender, teaching experience, educational qualifications, training received, and the socio-economic context in which they operate. For instance, a teacher who has undergone training in English medium instruction may feel more confident and supportive of the SAGES model, whereas one who has taught in Hindi medium for decades may face apprehension or resistance. Similarly, teachers posted in urban areas may have better access to resources and support compared to those in remote or tribal regions, thereby affecting their attitudes differently.

The relevance of this research extends beyond academic interest. By systematically analyzing the attitudes of commerce teachers, this study aims to provide empirical data that can help policymakers, administrators, and educators refine and improve the SAGES initiative. It can offer insights into the professional needs and concerns of teachers, suggest areas for targeted training and development, and contribute to the formulation of strategies that foster a more inclusive and participatory approach to educational reform. Additionally, it can highlight the voices of teachers, who are often the most affected by policy changes but least consulted in the decision-making process.

Moreover, the study is timely and contextually important. The COVID-19 pandemic has already accelerated the demand for digital learning, English proficiency, and adaptive teaching methods. In this evolving educational landscape, initiatives like SAGES hold the promise of bridging educational divides and preparing students for a competitive future. However, the human element—especially the teachers—must not be overlooked. Their engagement, motivation, and alignment with the initiative's goals are crucial for sustaining the momentum of reform.

The present study on the attitude of commerce teachers towards the Swami Atmanand Government English Medium School (SAGES) initiative of Chhattisgarh seeks to fill a significant research gap. It aims to explore the perspectives of a key

stakeholder group that directly influences the classroom experience and educational outcomes under the SAGES model. By examining their attitudes, this research intends to contribute to the broader discourse on educational policy, teacher empowerment, and sustainable development of the public education system in Chhattisgarh and beyond.

## **1.2 About Swami Aatmanand Ji**

Swami Atmanand Ji is celebrated as one of the most influential figures in the social reform movement of Chhattisgarh. He dedicated his entire life to humanitarian service, emphasizing the importance of compassion, moral values, and education in the lives of young individuals. His efforts were deeply rooted in nurturing empathy and a sense of duty towards society.

Born as Tulendra on October 6, 1929, in Barbanda village of Raipur district, he was raised in an environment that valued education and discipline. His father, Dhaniram Verma, worked as a schoolteacher, and his mother, Bhagyavati Devi, was a homemaker. In pursuit of professional training in education, Dhaniram Ji moved his family to Wardha, where he enrolled in a teacher training institute. During this time, they often visited Mahatma Gandhi's Sevagram Ashram, where young Tulendra would sing devotional songs. His melodious voice caught the attention of Gandhi Ji himself, who admired the boy's musical talent.

Tulendra was academically gifted and completed his B.Sc. in 1949 with distinction. Two years later, he achieved first rank in M.Sc. (Mathematics) and was even offered an opportunity to pursue further studies at the prestigious University of Cambridge. However, driven by a strong sense of patriotism and service, he chose to stay in India. He began preparing for the civil services examination, successfully clearing it but decided not to appear for the final stage, as his interest had shifted toward spiritual and social service. He later joined an ashram in Dhantoli, Pune, dedicating himself fully to spiritual life. In 1960, Tulendra embraced sanyas and was thereafter known as Swami Atmanand Ji. His days were filled with devotional singing and discussions on spiritual texts. The messages in his discourses deeply resonated with people, who began supporting his mission both morally and financially.

In January 1961, the government allotted him 93,098 square feet of land to establish an ashram. This culminated in the foundation of the now-renowned Swami Vivekananda Ashram in Raipur, which was inaugurated on April 13, 1962. His unwavering commitment to social welfare led him to use funds meant for temple construction to support the underprivileged. He provided food, shelter, and education to refugees and impoverished communities across Chhattisgarh.

On special request from the state, he established a school of moral and spiritual education in Narayanpur, extending his vision of values-based education. He became a well-known figure across the state for his initiatives focused on youth development and ethical education.

Swami Atmanand Ji dedicated his life and resources to uplifting those in need. He firmly believed that education was the foundation of societal transformation, and he worked tirelessly to make books, journals, and educational materials accessible to children and youth. His concern for the elderly and sick also led to the opening of a free hospital that offered essential medical services to the poor. Swami Ji was more than just a social worker—he was a visionary institution in himself. His contributions continue to leave a lasting impact, and his values, ideals, and dedication remain a guiding light for generations to come.

### **1.2.1 About SAGES**

The Swami Atmanand Excellent Schools Scheme was initiated on November 1, 2020, with the objective of offering equal educational opportunities to talented students from economically disadvantaged backgrounds. At present, 751 schools have been established under this scheme, featuring modern infrastructure including well-equipped libraries, advanced computer and science laboratories, and a team of well-trained teachers and principals. These schools are committed to fostering the holistic development of students while encouraging them to follow their individual interests and aspirations. Based on the latest available data, here is a comprehensive overview of the Swami Atmanand Government English Medium Schools (SAGES) initiative in Chhattisgarh:

Table-1.1: SAGES Program-Total Number of Schools, Teachers, and Students

| Parameter           | Details |
|---------------------|---------|
| Number of Districts | 33      |
| Total Schools       | 751     |
| Total Teachers      | 14,081  |
| Total Students      | 456,978 |

### 1.2.2 Key Features of the SAGES Initiative

Here are the key features of the SAGES Initiative:

- i. Education is provided entirely in English from the primary level onwards to help students from underprivileged backgrounds access quality education and better career opportunities.
- ii. No tuition fees are charged. Students receive free uniforms, textbooks, notebooks, learning materials, and mid-day meals, ensuring financial constraints do not hinder education.
- iii. Schools are equipped with smart classrooms, science and computer laboratories, libraries, playgrounds, and hygienic sanitation facilities, matching the standards of private institutions.
- iv. Teachers are selected based on subject expertise and receive training to effectively deliver content in English and use child-friendly, interactive teaching methods.
- v. Emphasis on digital literacy through the use of smart boards, e-content, and integration of ICT tools in the teaching-learning process.
- vi. Focus on co-curricular and extra-curricular activities such as arts, music, sports, moral education, and life skills for well-rounded development.
- vii. Moral education, personality development, and civic values are integrated into the curriculum to develop responsible and ethical citizens.

- viii. Priority is given to students from economically weaker sections, tribal communities, and rural areas to promote social equity.
- ix. Encouragement of parental involvement and community participation in school development and decision-making processes.
- x. Regular assessments, academic monitoring, and feedback mechanisms are implemented to ensure high academic standards and accountability.

### **1.2.3 Significance of SAGES in Indian Education**

The Swami Atmanand Government English Medium School (SAGES) initiative holds profound significance within the broader framework of Indian education, particularly as the country endeavors to fulfill the vision set forth by the National Education Policy (NEP) 2020. This initiative addresses some of the most persistent challenges in Indian schooling, notably the issues of equity, quality, and accessibility. Traditionally, English medium education in India has been largely the privilege of students attending private or urban schools, leaving behind those from rural, tribal, and economically disadvantaged backgrounds. The SAGES initiative bridges this divide by bringing quality English medium instruction into government schools, thereby providing marginalized students with the opportunity to compete academically and professionally at par with their peers.

By targeting underprivileged populations, especially in remote and tribal areas of Chhattisgarh, SAGES promotes social inclusion and equity in education. It helps dismantle systemic barriers faced by these communities by ensuring that their children have access to well-equipped schools staffed with trained teachers capable of delivering modern curricula in English. This is a critical step toward reducing educational disparities and fostering upward social mobility.

Furthermore, the initiative's alignment with NEP 2020 is notable. The policy emphasizes the importance of equitable and inclusive education while also recognizing the pivotal role that English proficiency plays in opening doors to global knowledge and opportunities. SAGES embraces this dual focus by promoting English as the medium of instruction without sidelining local languages and cultural



identities, thereby striking a balance that supports both national integration and global competence.

The significance of SAGES extends beyond language instruction; it also enhances students' employability and skill development. English proficiency is increasingly essential in India's evolving economy, particularly in sectors such as information technology, commerce, and services. By equipping students with strong language skills, digital literacy, and holistic learning experiences, SAGES prepares them to meet the demands of higher education and the competitive job market. The introduction of digital infrastructure and technology-enabled learning further reduces the digital divide, giving students from rural and tribal backgrounds much-needed exposure to contemporary educational tools.

Additionally, the initiative serves as a model of educational reform that can inspire other states in India to upgrade the standards of government schools by integrating English medium instruction, modern pedagogical practices, and comprehensive student development programs. The transformative potential of SAGES thus extends beyond Chhattisgarh, offering a replicable framework for equitable quality education across the country.

Ultimately, the SAGES initiative contributes meaningfully to national development goals by empowering underprivileged youth with the knowledge, skills, and confidence needed for personal growth and social upliftment. By enhancing the reach and quality of government school education, it supports broader objectives such as poverty alleviation, social justice, and sustainable development. In this way, SAGES represents a crucial step forward in India's ongoing journey toward educational excellence and inclusive progress.

## **1.3 Profile of Chhattisgarh**

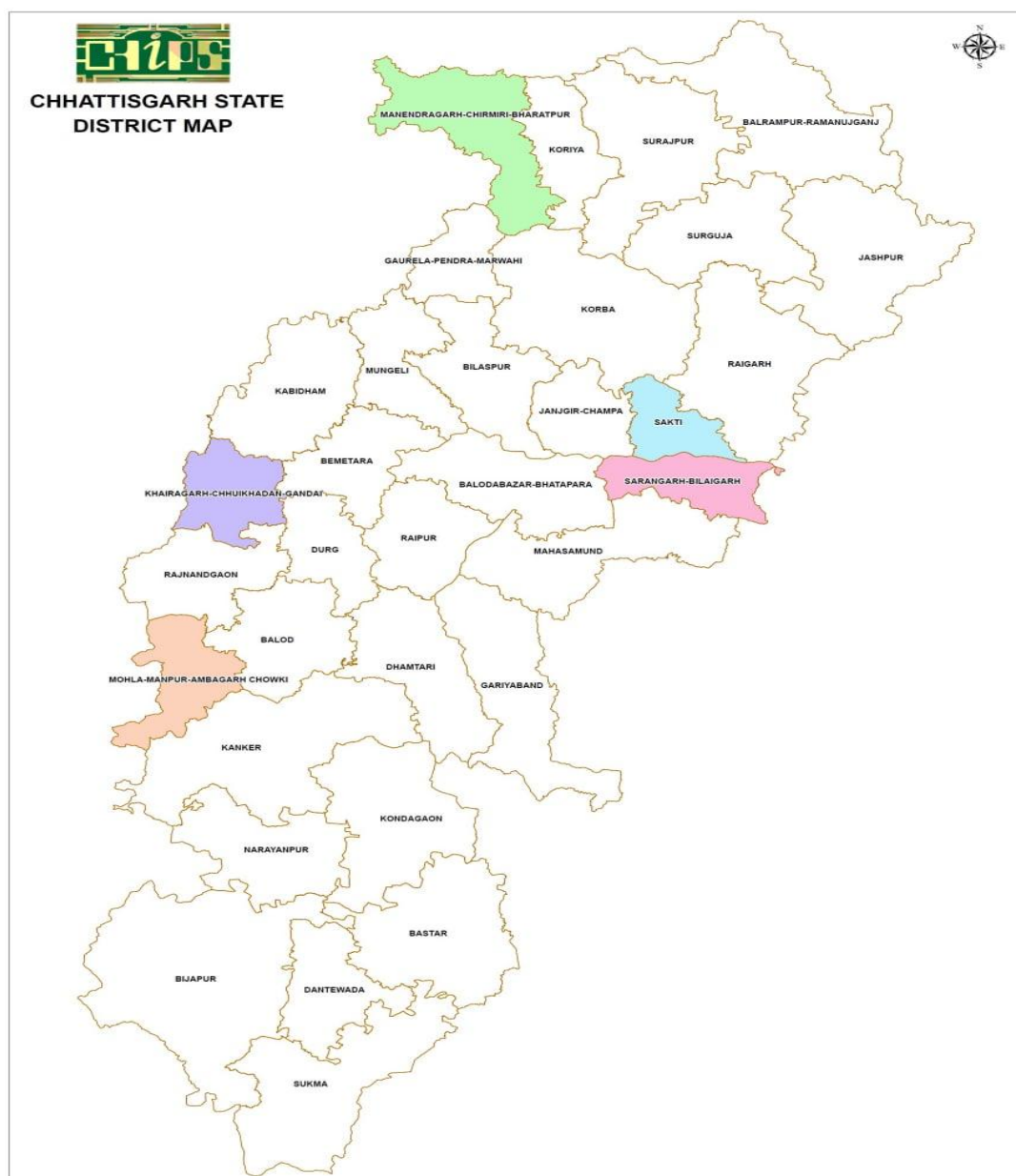
### **1.3.1 Introduction To Chhattisgarh**

Chhattisgarh, a state located in the heart of India, was carved out from Madhya Pradesh on November 1, 2000. Known for its rich tribal heritage, mineral wealth, and forests, the state covers an area of approximately 135,194 square

kilometers and has a population of around 3 crore (30 million) and 33 district. A large part of its population resides in rural and tribal-dominated areas, making education both a challenge and a priority for inclusive development.

From its inception, the Chhattisgarh government has emphasized the importance of strengthening public education. The goal is to ensure that even the most marginalized sections of society have access to quality learning opportunities. Over the years, several policies and schemes have been introduced to improve the state's educational infrastructure, accessibility, quality, and equity.

Figure-1.1: District-wise Map of Chhattisgarh State



### 1.3.2 Educational Administrative Structure

| Level             | Authority/Body                                     | Key Responsibilities  |
|-------------------|--|---|
| State Level       | School Education Department, Govt. of Chhattisgarh | Policy formulation, curriculum design, budgeting, coordination with national agencies |
| Directorate Level | Directorate of Public Instruction (DPI)            | Monitoring of schools, teacher recruitment, implementation of schemes                 |
| District Level    | District Education Officer (DEO)                   | Supervision of schools, administrative and academic support, data collection          |
| Block Level       | Block Education Officer (BEO)                      | Implementation of educational programs at grassroots, teacher supervision             |
| School Level      | School Principal/Headmaster                        | Day-to-day school management, academic leadership, student development                |

### 1.3.3 Major Educational Initiatives and Programs

Following are the major educational initiatives and programs:

#### 1) Swami Atmanand Government Excellent School Scheme (SAGES)

Launched in 2020, this initiative aims to provide world-class English and Hindi medium education in government schools with modern infrastructure, trained teachers, and CBSE-aligned curriculum—especially for rural and underprivileged students.

## **2) Padhai Tunhar Dwar**

A digital education platform introduced by the Chhattisgarh Government to enable students to access free online classes, video lectures, assignments, and study materials from home—especially during and after the COVID-19 pandemic.

## **3) Shiksha Mitan Yojana**

This scheme deploys temporary "Shiksha Mitans" (qualified contractual teachers) in remote and tribal areas to address the shortage of subject-specific teachers and ensure uninterrupted education in underserved regions.

## **4) Nanhe Parindey Yojana**

An initiative aimed at strengthening early childhood education (pre-primary), focusing on foundational literacy and numeracy in government schools, especially targeting children aged 3–6 years.

# **1.4 Attitude**

Attitude can be described as an individual's mental and emotional stance or predisposition toward a specific person, object, idea, or situation. It encompasses one's thoughts, emotions, and likely behavioral responses, shaped by personal beliefs, past experiences, and internal perceptions. In simpler terms, it is how a person reacts—positively, negatively, or neutrally—towards various aspects of life based on what they believe and feel.

Over the years, several educationists and psychologists have defined attitude in different ways:

**Thurstone (1946)** described attitude as the extent of favorable or unfavorable feelings connected to a psychological concept or situation.

**Allport (1935)** explained attitude as a mental and neurological state of preparedness, formed through past experiences, which influences an individual's consistent way of responding to related objects or situations.

**Gardner (1985)** viewed attitudes as an essential element of motivation in the context of language learning, noting that they affect both the learner's willingness to absorb input and their level of active participation in learning activities.

**Skinner (1953)** also associated attitudes with motivation in education, emphasizing that a learner's attitude can determine the quantity of information they are open to receiving and how engaged they are in the learning process.

**Crow and Crow (1973)** defined attitude as a state of emotional and mental preparedness, shaped by previous experiences, that plays a dynamic role in directing how an individual responds to particular situations.

### **1.4.1 Characteristics of Attitude**

Following are the main characteristics of attitude:

- Attitudes are developed through life experiences, education, and interactions with others rather than being innate traits. They can be formed through personal encounters, observing others, or receiving guidance, especially in educational environments.
- While attitudes generally show consistency over time, they are not fixed and may evolve when influenced by new learning, persuasive communication, or changing social contexts.
- An attitude represents a person's positive or negative judgment about a concept, individual, event, or situation. For example, a learner might enjoy working in teams but feel anxious about taking tests.
- The attitudes individuals hold can strongly impact their decisions, behaviors, and reactions within educational settings. For instance, a teacher's perspective on inclusive practices can directly influence how they manage and structure their classroom.

- Attitudes are often linked to particular domains or circumstances—such as attitudes toward subjects like mathematics, learning a second language, the overall school climate, or figures of authority.
- Researchers can measure attitudes using various tools, including the Likert scale, semantic differential scale, or Thurstone scale, which are commonly employed in educational studies.
- A wide range of influences—including family background, peer groups, educators, media exposure, and cultural expectations—contribute to shaping how both students and teachers view the world around them.

### **1.4.2 Component of Attitude**

Attitudes are made up of three interconnected elements, commonly known as the ABC model:

1. **Affective Component (Emotions):** This aspect involves the emotional reactions or feelings an individual has toward a particular object, person, situation, or idea. It represents the emotional response component of an attitude.
2. **Behavioral Component (Actions or Tendencies):** This element relates to the way an attitude shapes or directs behavior. It indicates how someone is likely to act or what their behavioral intention is in response to the attitude object.
3. **Cognitive Component (Beliefs or Perceptions):** This part includes the thoughts, opinions, or beliefs a person holds about the subject of the attitude. It reflects the individual's mental assessment or understanding based on reasoning and knowledge.

### **1.4.3 Significance of Attitude in Education**

Attitude plays a vital role in education, as it directly influences teaching effectiveness, student engagement, and the success of educational reforms. A teacher's attitude reflects their beliefs, emotions, and willingness to adapt to changes, which in turn shapes the classroom environment and learning outcomes.

In the context of initiatives like the Swami Atmanand Government English Medium School (SAGES), teacher attitude becomes especially important. As these reforms involve shifts in language, pedagogy, and student diversity, the cooperation and positive outlook of teachers—especially subject specialists like commerce teachers—are essential for successful implementation.

Positive attitudes encourage innovation, student-centered teaching, and inclusive learning, while negative attitudes may hinder progress and reduce educational quality. Therefore, studying teacher attitudes helps in understanding the readiness of the system for change and guides future policy, training, and support strategies.

## **1.5 Commerce**

Commerce is a vital branch of education that deals with the study of trade, business, finance, and economics. It equips students with the knowledge and skills required to understand the functioning of markets, financial systems, entrepreneurship, and economic policies. Subjects such as Accountancy, Business Studies, and Economics form the core of commerce education, preparing learners for careers in business, management, banking, and other professional fields.

In today's globalized world, commerce education plays a crucial role in shaping economically literate citizens who can contribute effectively to national development. It also encourages analytical thinking, problem-solving, and decision-making abilities among students.

At the school level, particularly in senior secondary education, commerce is a popular stream that offers both academic and professional pathways. The role of commerce teachers is therefore significant—they not only impart subject knowledge but also help students develop a practical understanding of real-world business and economic scenarios.

With reforms like the Swami Atmanand Government English Medium School (SAGES) initiative, the teaching of commerce in English medium settings demands new competencies and a positive attitude from teachers. Their acceptance and

adaptability are key to making commerce education more accessible and impactful in government schools.

The term 'Commerce' has been defined in various ways by different scholars, economists, and educators:

- James Stephenson  
"Commerce is the sum total of all those processes which are engaged in the removal of hindrance of persons (trade), place (transport), and time (storage) in the exchange of commodities."
- E.L. Stennier  
"Commerce is an organized system for the exchange of goods between the members of the industrial world."
- Dr. C.L. Bhatia  
"Commerce is that part of business activity which is concerned with the distribution of goods and services needed by society."
- Hugh Clegg  
"Commerce comprises all those activities which are necessary for the transport and exchange of goods."
- Lexicon Definition (Oxford Dictionary)  
"Commerce is the activity of buying and selling, especially on a large scale."
- William J. Stanton (1981)  
"Commerce includes all those activities which are concerned with the exchange, distribution, and transfer of goods and services."
- Kotler and Keller (2016)  
"Commerce involves all the activities related to the buying and selling of goods and services as well as the exchange of money."
- Harold Koontz (1964)  
"Commerce is the study of the distribution of goods from producer to consumer, including all processes involved in the exchange."
- American Marketing Association (2017)  
"Commerce refers to the social process through which goods and services are produced, distributed, and consumed."



- Business Dictionary

“Commerce is the activity of buying and selling, especially on a large scale, involving all the functions and services that facilitate the exchange of goods and services.”

### **1.5.1 Significance of Commerce**

Commerce as an academic discipline holds a vital place in the educational framework and economic development of any country, including India. It encompasses a broad spectrum of subjects related to business, trade, finance, economics, accounting, and entrepreneurship, all of which are foundational to the functioning of modern economies. The study of commerce equips students with essential knowledge and skills that prepare them for various professional fields, including banking, marketing, management, taxation, and international trade.

In the context of India’s rapidly growing economy, commerce education has become increasingly significant. The country’s economic liberalization, globalization, and technological advancements have created a dynamic business environment requiring skilled professionals who understand market mechanisms, financial systems, and regulatory frameworks. Commerce education fosters analytical thinking, decision-making abilities, and financial literacy—competencies that are critical for both individuals and organizations to thrive in competitive markets.

Moreover, commerce education plays a crucial role in promoting entrepreneurship and self-employment, which are key drivers of economic growth and employment generation in India. By imparting knowledge about business operations, investment strategies, and market trends, commerce prepares students to start and manage enterprises, contributing to innovation and wealth creation at the grassroots level.

From an educational perspective, commerce offers diverse career pathways for students, ranging from professional courses like Chartered Accountancy, Company Secretaryship, and Cost Accounting to academic pursuits such as economics and business management. The versatility of commerce subjects makes it

a popular choice among students seeking both academic excellence and practical career opportunities.

In government English medium schools like those under the SAGES initiative, commerce education gains added importance. Teaching commerce through English medium not only enhances students' grasp of subject matter but also equips them with language skills essential for higher studies and professional success in a globalized economy. Commerce teachers, therefore, play a critical role in shaping students' understanding of business concepts and fostering skills that can empower them to participate effectively in the country's economic development.

Commerce education is significant not just as an academic discipline but also as a catalyst for economic empowerment and societal progress. It prepares students to navigate and contribute to the complex world of business and finance, making it an indispensable component of the educational system.

### **1.5.2 Commerce Teacher**

A commerce teacher holds a pivotal role in the education system by imparting knowledge related to business, economics, finance, and trade. Their primary responsibility is to teach students the fundamental concepts of commerce subjects such as Accountancy, Business Studies, Economics, and Entrepreneurship, which are essential for understanding the economic and business environment.

Beyond just delivering theoretical content, commerce teachers help students develop analytical skills, problem-solving abilities, and practical knowledge that prepare them for higher education and professional careers in fields like banking, finance, marketing, and business management. They also foster critical thinking and decision-making skills that are necessary for students to navigate the complexities of the commercial world.

In the context of government schools, and particularly under initiatives such as the Swami Atmanand Government English Medium School (SAGES) program, commerce teachers often face unique challenges. These include adapting to English as the medium of instruction, addressing diverse student backgrounds, and

integrating new teaching methodologies and technologies. The success of such initiatives largely depends on the attitude, motivation, and continuous professional development of commerce teachers.

Moreover, commerce teachers play a crucial role in inspiring entrepreneurial thinking among students, encouraging them to consider self-employment and innovation as viable career paths. Their influence extends beyond academics as they help shape students' perspectives on economic responsibilities and citizenship.

Given the dynamic nature of commerce education, commerce teachers must continually update their knowledge and teaching strategies to keep pace with changing market trends and educational reforms. Their positive attitude towards change, openness to new ideas, and dedication to student development are key factors in enhancing the quality and relevance of commerce education.

Commerce teachers are not just instructors but mentors and facilitators who significantly impact students' academic growth and future career success, especially in government school settings striving for quality education through programs like SAGES.

## **1.6 Need of the Study**

The Swami Atmanand Government English Medium School (SAGES) initiative aims to improve educational quality by introducing English-medium instruction in government schools of Chhattisgarh, including the Khairagarh-Chhuikhadan-Gandai, Rajnandgaon, Kawardha district. Since commerce education plays a vital role in preparing students for future business and economic opportunities, the attitude of commerce teachers towards this initiative is critical. Their acceptance, motivation, and adaptability influence how effectively the program is implemented and how well students benefit from it. Understanding commerce teachers' attitudes will help identify challenges, training needs, and support systems necessary to enhance teaching practices. This study is therefore essential to ensure the successful execution of the SAGES initiative and to contribute to the overall development of commerce education in the district.

## **1.7 Present Study**

The present study investigates the attitude of commerce teachers towards the Swami Atmanand Government Excellence School (SAGES) initiative of Chhattisgarh. By exploring teachers' perceptions and experiences with this educational program, the study aims to contribute to understanding how such initiatives influence teaching practices and professional engagement in commerce education.

Using a survey method, this study collects both qualitative and quantitative data to capture the teachers' viewpoints regarding the effectiveness, relevance, and impact of the SAGES initiative. The findings will offer valuable recommendations to enhance the implementation and support of this program, ultimately fostering improved pedagogical strategies. This research seeks to empower commerce teachers in the district to deliver a more dynamic and effective learning experience for their students.

## **1.8 Statement of the Problem**

This study seeks to determine:

**“Study of Attitude of Commerce Teachers towards Swami Atmanand Government Excellence School (SAGES) Initiative of Chhattisgarh”**

## **1.9 Objectives of the Study**

Following are the objectives of the study:

1. To assess the attitude of commerce teachers towards the Swami Atmanand Government English Medium School (SAGES) initiative of Chhattisgarh.
2. To evaluate the perceived impact of the SAGES initiative on the teaching practices and professional experiences of commerce teachers.

## **1.10 Hypothesis**

Here are the hypothesis of the study:

- 1 Commerce teachers with extensive teaching experience may exhibit a lower inclination to embrace the SAGES initiative, as they are more accustomed to traditional teaching practices and native language instruction.
- 2 Commerce teachers who believe that the SAGES initiative contributes positively to students' academic performance and English proficiency are more likely to display a supportive attitude toward its adoption in schools.

## 1.11 Research Questions

Here are the research question:

1. What is the overall attitude of commerce teachers towards the implementation of the SAGES initiative in government schools of Chhattisgarh?
2. How does the teaching experience of commerce teachers influence their attitude toward the SAGES initiative and English-medium instruction?
3. Do commerce teachers perceive the SAGES initiative as effective in enhancing students' academic performance and language skills in commerce-related subjects?

## 1.12 Operational Definition of the Key Terms

Following are the operational definition of the key terms:

1. **Attitude:** Refers to the beliefs, feelings, and willingness of commerce teachers to accept and implement the SAGES initiative.
2. **Commerce Teacher:** A teacher handling commerce-related subjects (e.g., Accountancy, Business Studies) at secondary or higher secondary levels in SAGES schools.
3. **SAGES Initiative:** A government program in Chhattisgarh introducing English-medium education in selected public schools to improve quality and accessibility.
4. **English Medium Instruction:** Teaching and learning activities conducted primarily in English, including textbooks, communication, and assessments.

### **1.13 Limitations of the Study**

These are the limitation of the study:

- i. The sample size is limited to 50 commerce teachers, which may affect generalizability.
- ii. Responses may be affected by personal opinions and bias.
- iii. The study is restricted to the academic year 2024–2025.
- iv. No classroom observations or student data were included.

### **1.14 Delimitations of the Study**

Here are the delimitation of the study:

- i. Only SAGES government schools are included; private and non-SAGES schools are excluded.
- ii. Only commerce teachers are part of the study; other subject teachers are not included.
- iii. The study is limited to five districts: Khairagarh-Chhuikhadan-Gandai, Rajnandgaon, Kawardha, Durg, and Raipur.
- iv. The focus is on attitudes and perceptions, not on actual academic outcomes.
- v. The study is confined to the 2024–2025 academic session.