

**CHAPTER - I**

**INTRODUCTION**

## CHAPTER-1

### I N T R O D U C T I O N

#### 1.01 INTRODUCTION

Education is regarded as the potential instrument of social transformation and important means of development. In a world of science and technology it is education that would determine the levels of well being and prosperity of the people of the nation. In order to accelerate the pace of national upliftment, it is felt essential to frame an imaginative and well-defined educational policy and to take a determined and vigorous action for vitalising and improving the quality as well as the quantity of education. Consequently a great priority is given to education. A large number of committees and commissions have been appointed to enquire into the various specific and general educational issues confronting the nation and to suggest guidelines and recommendation for reformation and improvement.

Attempts have been made in the field of education to bridge the gulf between the objectives and the realisation of national goals; to secure rapid economic development by increasing productivity, to involve teachers and students in community activities and to promote social, moral and spiritual values needed for a democratic socialistic society.

## 1.02 CHALLENGE OF PRIMARY EDUCATION

100 Million children including 60 million girls have no access to primary education. Good quality of primary education for all the children of school-going age, based on learning achievement rather than years of schooling is the critical concern of the nation today.

Universal, free and compulsory primary education means that every child between the age group of 6-11 years is provided primary education, which further implies that (1) every child should be enrolled in class I at the appropriate age (2) and every child who is enrolled in class I should not leave the school till he reaches the age of 11 or complete the primary stage and (3) every child retained in school should not only satisfy the attendance requirements but attain the minimum levels of learning.

Therefore good quality primary education for all the children of the school-going age, based on learning achievement rather than the number of years of schooling is the critical concern of the nation today. Unless this receives priority, the crisis may erode the gains of earlier efforts.

Universalization of primary education involves quantitative as well as qualitative change from

the elitist education of the few to the mass education of the all.

A higher percentage of population belonging to scheduled castes, tribes and backward classes are still socially under-privileged or deprived and among whom the number of dropout, failures and even enrolled is too high. This is mainly due to their social, economic and psychological handicaps on the one hand and the irrelevant, ill-equipped, under-resourced and unsuitable educational system and academic programmes on the other.

Hence primary education is a must for all children and that is why the country is making strenuous effort to achieve the target of free and compulsory education for all children from age 6 to 11. However, on account of various difficulties, there has been a widening gap between the achievements and the aspirations during these years. Though there is a slight achievement, universalization of primary education is still an unfinished task, an unrealised dream and unredeemed constitutional directive.

### 1.03 TEACHER AND NATIONAL POLICY ON EDUCATION 1986 (NPE)

Among the various inputs of education the teacher is the most crucial and important. Various committees and commissions have also highlighted the importance of teachers in bringing up the quality as

well the quantity of school education. National policy on education - 1986 with very well thought out programmes of action, due to adequate provisions of funds and effective operational strategies, has been rightly called the 'Magna Carta' of education for a long time.

Under this, teacher education was tried to be revamped and re-oriented to meet the social challenges and for achieving these goals. District Institutes of Education and Training (DIET), Colleges of Teacher Education (CTE) and Institutes of Advance Studies in Education (IASE) were established for improving the quality of teacher education in particular and the standard of education in general through In-service, pre-service, research and extension activities. It envisages a national system of education and suggest flexibility in a national curricular framework which may comprise a common core and other components and the laying down of minimum levels of learning for each stage of education.

According to this, child-centered and activity-based process of learning should be adapted at the primary levels, and the teacher instead of acting as disseminator of information would act as a mediator of learning. It implies that a teacher would plan for helping children to learn in and through their own

Teachers like parents are responsible for the moulding and development of the nation. It is the teacher who is responsible for the integrated growth of the child, therefore he should ~~posses some qualities~~ of a facilitator, should have a profound belief in human potential being concerned with the development of the whole person. He employs a range of teaching / learning styles, seeks functional interdependence of the curriculum on the community and sees learning as a process that is life long.

Therefore the teacher is most crucial in improving the overall quality of education and in the implementation of any educational policy. The ingenuity, innovativeness and the dedication of the teacher are much more important than the resource inputs.

The performance of a teacher depends upon many factors i.e. competence, abilities, knowledge expertise and a sense of committment as well as a congenial attitude towards the progress of students. The teacher should have instructional competence in the areas of pedegogy and capacities for resource development, innovation, management and administration. Attitudes have to be positive and tempramentally balanced. As a matter of fact a really sucessful teacher would be a harmonious and balanced personality with a greater amount of agreement between what he is and what he does.

A teacher's success depends largely upon his capacities to reflect the national philosophy in his own life and actions.

As changes take place in nature, society, environment, community, ideas, science and knowledge, changes in and around the teacher also take place simultaneously. A teacher is not merely a communicator of knowledge but he has to be a director of learning and a transmitter of culture and values. The teacher is a person who teaches by behaving in the manner he would like his pupils 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, an engineer and an architect of the future society. Teacher's work is therefore, no longer confined to classroom teaching alone. He has to take leadership in the total social and cultural transformation of the society.

In the present context, the major responsibility of teacher should be to play an active role in achieving the aim and targets of UPE by increasing access, enrolment retention and the required level of achievement.

#### 1.07 THE ELEMENTARY EDUCATION IN MADHYA PRADESH

The education in Madhya Pradesh at the school level is the responsibility of two departments,

namely School Education Department and Tribal Welfare Department. The School Education Department (SED) runs institutions mostly in non-tribal areas, and some tribal areas, and has an exclusive responsibility for academic as well as non-formal educational aspects. Tribal Welfare Department (TWD) runs educational institutions mostly in the tribal areas, and also some 'Hostels' and Ashrams in non-tribal areas.

Nearly 79% and roughly 71,300 primary schools are run by these departments. Of these, government schools are 72%, while 28% are of tribal welfare department.

About 13% of the primary school are nominally under the management of local bodies, though their teachers are government employees. Only about 7.8% of the primary school of the state are in private hand. Of these 20% receive government aid, while the rest of the primary schools are run with their own resources.

As per 30.9.92, the literacy rate of Madhya Pradesh is 44.2%, whereas the national literacy rate is 52.2. The percentage of literate males & females of M.P. is 58.4 and 28.4 respectively.

The gross enrolment ratio of M.P including the under age and overage children is 86.9 [boys] and 62.6 [girls], the total being 75.01.



The retention rate of M.P. from class 1st to Vth is 65.9 [total] and the retention rate of males [68.9] is higher than that of girls [61.6]. In the case of schedule caste and scheduled tribes, the literacy rate is around 60% and 53% respectively.

#### **EFFORTS TOWARDS ACHIEVEMENT OF UNIVERSAL PRIMARY EDUCATION (UPE)**

##### **i. Operational Blackboard :-**

This Phenomenon aimed to provide every Primary school a pucca building with at least two classrooms and a varandah, with two teachers (one atleast a female) and with essential teaching - learning material worth approximately Rs.7215/- to make learning more activity - based and joyful. Only 50% of the state primary schools have received the materials under this scheme till 1993.

##### **ii. Educational Technology :-**

This scheme aims at providing radio cum cassette player to all the schools and a colour television set to some selected primary schools.

##### **iii. Minimum Levels of Learning (MLL).**

In February 1990-91 NCERT published a report of MLL for the primary stage. From 1991-92 a project had been being implemented in Vidisha District,



Jointly by NCERT and DIET to train teachers, on this MLL's. This involved child-centered teaching method, diagnostic testing; continuous evaluation and remedial instructions. 1994-95 was the initiation period when minimum level of learning programmes were introduced in each district. DIET is the module agency to implement and monitor the programme.

**iv. Strengthening of Administration :-**

For proper inspection, supervision, evaluation and monitoring the education administration set-up has been re-organised in the state by posting Joint Directors in all the 13 educational divisions, creating the posts of deputy directors in all its 54 educational districts and posting block education officers with sufficient powers in all the 459 blocks of the state.

**v. Launching of Enrolment Drive :-**

Every year an organised enrolment drives is launched in primary and middle schools and children are enrolled in different classes in larger numbers leading towards the target of universal enrolment in the age group of 6 - 14 years. As a part of the enrolment drive, target are fixed for each district, block and school.

**vi. Incentive Programmes :-**

Various incentives are in operation to attract scheduled caste, schedule tribe and other backwards caste children to schools. Free text books, free school uniforms, mid-day meals are some of such incentives, Ashram schools, school complexes and model schools are also functioning in the tribal areas of the state.

**vii. Educational programme for SC/ST :-**

Great attention is paid to the educational development of scheduled castes and scheduled tribes. Students from these communities receive various incentives and facilities in the state both from education and tribal welfare departments. The education of the handicapped is under the panchayat social welfare department. A state level women's education committee has been reconstituted for the upliftment of women's education .

**viii. Navodaya Vidyalayas :-**

Navodaya Vidyalayas have been established in 27 districts in Madhya Pradesh for providing quality education to talented children in rural areas.

ix. **Non-Formal education :-**

A non-formal education programme has been devised basically for the out of school children in the age group of 6 - 14. It is to provide an alternative system of elementary education for those children who can not afford to attend the formal school system. Alternative schools have also been started in the state.

1.09 **DISTRICT PRIMARY EDUCATION PROGRAMME ( DPEP )**

In order to achieve the target of UEE, plans and programmes were prepared in some selected districts of the state under DPEP. UPE can be achieved only if the issue of quality and quantity and management are simultaneously improved and implemented. In the beginning 19 districts were covered ( April 1993 ). Later, 5 more districts have been covered. Thus the total number of DPEP districts in the state is 24, and they are :- Sehore; Raison; Rajgarh; Bethul; Guna; Ratlam; Dhar; Mandisor; Tikamgarh; Chatarpur; Punna; Rajnand Gaun; Rewa; Satna; Sidhi; Shadhol; Bilaspur; Raigarh; Sarguja; Bhind; Morena; Seoni; Shivpuri and Mandla.

The major goal of DPEP is to increase enrollment, reduce drop-outs and to increase the average primary learning achievement. The project approach, comprising elements like making the system work attracting the child, bringing girls and the deprived

children to the school and infusing enthusiasm into the teacher, introducing decentralized local plan, integrated planning and management and implementation through an autonomous state level society.

#### 1.10 RAJIV GANDHI SHIKSHA MISSION

An autonomous organisation namely Rajiv Gandhi Prathmic Shikhsya Mission (RGPSM) is responsible for organising DPEP in 24 districts of Madhya Pradesh with the objectives that (i) every child should get primary education facilities within a radius of 1 KM. (ii) every child should take admission within the school or NFE centre and complete the education of 5 years and lastly every child should achieve and attain a desirable knowledge and skills.

Other important programmes and projects going on in the state are (i) Hoshangabad science technology programme (ii) computerized planning for education (COPE) in 29 districts (iii) Shiksha Sangalaya which is currently functioning in 5 districts; and it is proposed that this should function in 15 (DPEP) districts from the next academic session.

#### 1.11 BRIEF VIEW OF SHAHDOL, THE TRIBAL DISTRICT

The Shahdol district has twelve blocks and the literacy rate of this district is 34.8. The

female literacy is very low [20.1%] as compared to that of male [48.4%].

The government of Madhya Pradesh has made provision for scholarship and stipend to the children of the tribal community. The scholarship is given at the rate of Rs.150/- per annum along with the stipend of Rs.150-160/- per month to the primary student. The rate of scholarship (at the upper primary level) for boys is Rs. 200/- per annum and for girls of Rs. 300/- per annum. Besides, they are also given stipend at the rate of Rs.150/-160 per month. Scholarships and remedial courses at the higher education level are also provided to these students.

New schools, NFE, AE centres and Balwadis are being opened in tribal areas & residential schools and Ashrams in non-tribal areas. Need based curriculum text books and instructional materials are getting increased in the state in tribal dialects, considering the development of their cultural identity and their creative talents. The books prepared at the lower primary level [Class II,III] are being tried out in some selected districts.

#### 1.12 STATEMENTS OF THE PROBLEM

The DPEP scheme in the district can be successful only if the teacher take initiative and interest with a great zeal and sacrifice. The socio

economic and cultural background, no doubt, will differ from teacher to teacher and will also influence the performance level of the teachers. In Shadhol district teachers are working in the schools of the general category as well as in the tribal department school. With a view to find out whether the performance profile of these teachers belonging to different socio, cultural and economic aspects differ, this project has been initiated. The present study has been undertaken to find out whether there is any difference in the performance profile of primary teachers, teaching in tribal and non-tribal areas (schools )

#### 1.13 OPERATIONAL DEFINITION

##### (a) Performance

According to Oxford Dictionary, performance means:-

1. Carrying out of a command, duty, purpose, promise.
2. The accomplishment, execution, carrying out, working of anything ordered or undertaken , the doing of any action or works, working action, personal or mechanical.

According to the research, the performance of the teacher could be evaluated mainly by assessing the teachers activity, ability, effectiveness of teaching, student-teacher rapport, intimacy with the principal/Headmaster or colleagues, the teachers general awareness, knowledge, and function and the performance

of the teachers to the community and the Institution. The performance of the teacher comprises the all round aspects of teaching.

#### **(b) Profile**

Profile is a means of recording the outcomes of education in the form of a comprehensive statement referring to the range of the pupil's educational experience, competencies and interests. Profile goes under a variety of changes which range from 'Personal achievement or record of personal experience'.

The dictionary meaning of profile is the side view. The profile in this research means the outline of some background. Profile also means carrying out the responsibility of the task that is entrusted. The profile here means the different aspects on areas of performance of a teacher.

Profiles are drawn to give a good visual account of an individual's performance. A profile is interpreted by considering the comparative strength and weakness of the various items of performance. Suggestions should be made for the purpose for which the profile has been drawn.

In research, the profile is drawn about the performance of a teacher, performance profile of a teacher within the class room context, outside the



classroom, towards one's own professional growth, towards social relationship and towards awareness/general knowledge, policies, commissions and programmes helps a great deal in the assessment of a teacher.

**i. Criterion for the Evaluation of performance**

A criterion is an aspect or dimension of the quality to be evaluated and it is to be assessed and then compared with an arbitrary standard or level of this quality as a basis for evaluating it. The evaluation of teacher performance may include the outcome of teaching behavioral changes through teaching and the behavior of the teacher while teaching in and outside the class.

**ii. Performance of the Teacher**

The performance of a teacher in an institution depends upon the physical facilities available in the institution, organisational climate for creative work, staff development programmes, selection of policies and the system of rewards and incentives. The performance of an individual is a match between the competence and the opportunities available to translate his competence into creative work.

**1.14 NEED OF THE STUDY:-**

According to the international commission on the development of education (UNESCO 1972)

"The teacher's duty is less and less in inculcating knowledge and more and more in encouraging original-thinking. His formal functions apart, he will have to become more and more an adviser, a partner to talk to, a someone who helps seek out conflicting arguments rather than handing out readymade truths. He will have to devote more time and energy to productive and creative activities, interaction, discussion, stimulation, understanding, encouragement". For this he has to be well equipped with the recent trends of education.

Keeping these aspects in mind, the performance profile of a teacher is important; the teacher has to perform his or her role deligently. In order to know these above said aspects in a teacher; this comparitive study of the performance profiles of teachers of tribal and non-tribal schools, on selected variables is aimed. Therefore this study has its vital importance.