"A STUDY INTO THE ROLE MODEL OF PRIMARY SCHOOL TEACHERS - EXPECTATIONS &s. PERFORMANCE"

D - 97

DISSERTATION

Submitted to the

BARKATULLAH UNIVERSITY, BHOPAL.

In Part fulfilment of The Requirement For The Degree of Master of Education 1994 - 95

Under the Guidance of **Prof. B.R. Goyal**



Submitted by

GAJENDRA SINGH

M Ed STUDENT

REGIONAL COLLEGE OF EDUCATION B P-L

< >



CERTIFICATE

This is to certify that Mr. Gajendra Singh has worked under my guidance and his dissertation on "Role Model of Primary School Teachers-Expectations Vs. Performance" is worthy of presentation in partial fulfilment for the Degree of Master of Education, of Barkatullah University, Bhopal (M.P.)

Date: 12 March, 1995

Blanggy

(Dr. B.R. Goyal)

Professor of Education,

Regional College of Education,

Bhopal.

ACKNOWLEDGEMENT

The study "Role Model of Primary School Teacher-Expectations vrs performance was taken up as a pilot study to explore capabilities of Primary School Teachers in achieving the thrusts and roles in the National Policy on Education. For imituting me in the policy (NPE) perspective and guiding me through out, I place onward my obligation to prof. B.R. Goyal Head of Education Department RCE Bhopal. His inspiring guidance, encouragement and blessful affection, provided me with academic insights and morale to complete this study.

I am also thankful to the Principal Dr. P.K. Khanna, Dr. S.C. Pant, Shri A.C. Pachori, Dr. I.D. Gupta and all other academic staff member of the department of education (RCE) Bhopal, for their support, Guidance and encouragement at various stages of this investigation.

I express my gratitude to my respected parents. Without their support I would not have been able to continue my study. I am obliged to all the Principals, Headmasters, teachers, who inspite of their busy involvement in the routine of school came forward with a pleasant disposition to provide requisite data.

In the tradition of a teacher I thank all Authors whose ideas served as the source of genesis for this work.

I would fail in my duty without acknowledging the commitments of my life partner, Mrs. Manju Singh, and my dear son master Vishwa Keerti Singh who smilingly bore with me the time pressure in this pursuit.

(Gajendra Singh)

CONTENTS

CHAP	TER = I	7-8
1.1	OVER VIEW	
1.2	NEED AND SIGNIFICANCE OF STUDY	
1.3	STATEMENT OF PROBLEM	
1.4	OBJECTIVES	
1.5	NULL HYPOTHESIS	
1.6	DELIMITATIONS	
CHAP	TER - II	9-24
2.1	REVIEW OF RELATED LITERATURE	
2.2	CHANGING ROLE OF TEACHERS	
2.3	ROLE EXPECTATIONS OF TEACHERS	
2.4	OBJECTIVES	
CHAP	TER - III	25-39
3.1	INTRODUCTION	
3.2	NEED OF RESEARCH DESIGN	
3.3	SAMPLE	
3.4	RESEARCH TOOL	
3.5	SCORING	
3.6	STATISTICAL TECHNIQUES USED	
CHAP	TER - IV	40- 63
4.1	DATA AND ITS ANALYSIS	
4.2	PROFILE OF RESPONDENT TEACHERS	
4.3	ANALYSIS OF DATA	
4.4	DISCUSSION	

CHAF	$\underline{\text{TER}} = \underline{\mathbf{V}}$	64-66
5.1	FINDINGS	
CHAP	TER _ VI	67-72
6.1	SUMMARY	
6.2	NEED	
6.3	STATEMENT OF PROBLEM	
6.4	OBJECTIVES	
6.5	NULL HYPOTHESIS	
6.6	DELIMITATIONS	
6.7	SAMPLE	
6.8	TOOL USED	
6.9	STATISTICS USED	
6.10	CONCLUSION	
6.11	SUGGESTIONS	
6.12	BIBLIOGRAPHY	

ANNEXURES

LIST OF TABLES

s.No.	. TABLE NO.	NAME OF THE TABLE	PAGE	NO
		ROLE - I		
1.	1(a)	Teaching and Guidance to pupils inside and out side the class room expectations from teachers.		4
	1(b)	Teaching and Guidance to pupils inside and outside the class room performance of teachers.		4
		ROLE - II		
2.	2(a)	Improving classroom teaching through understanding action research, experimentation and innovation expectations from teachers.	1	46
	2(b)	Improving classroom teaching through understanding action research, experimentation and innovation performance of teachers.		47
		ROLE - III		
3.	3(a)	Playing a crucial role in achieving eduaction for all under the jurisdication of his school expectations from teachers.		40
	3(b)	Playing a crucial role in achieving education for all under the jurisdiction of his school performance of teachers.		49

ROLE - IV

4.	4(a)	Paying special attention to children for weaker sections of the society such as scheduled castes and scheduled tribes, particularly girls-expectations from teachers.	Ба
	4(b)	Paying special attention to childern for weaker sections of the society such as scheduled castes and scheduled tribes particularly girls-performance of teachers.	51
		ROLE - V	
5.	5(a)	Adopting learner-centered and activity based approach expectations from teachers.	52
	5(b)	Adopting learner-centered and activity based approach performance of teachers.	53

LIST OF GRAPHS

GRAPHS

1.	ROLE - I	EXPECTATION Vs PERFORMANCE	
		OF ROLE MODEL OF PRIMARY TEACHERS.	SCHOOL
2.	ROLE - II	EXPECTATION Vs PERFORMANCE	
		OF ROLE MODEL OF PRIMARY TEACHERS.	SCH001
3.	ROLE -III	EXPECTATION Vs PERFORMANCE	
		OF ROLE MODEL OF PRIMARY TEACHERS.	SCHOOL
4.	ROLE - IV	EXPECTATION Vs PERFORMANCE	
		OF ROLE MODEL OF PRIMARY TEACHERS.	SCHOOL
5.	ROLE - V	EXPECTATION Vs PERFORMANCE	
		OF ROLE MODEL OF PRIMARY TEACHERS.	SCH001
