

替替替替替 替替 替替 替替替替替 替替替替替 替替替替替 替替替替替 替替替替替 替替替替替
替替
替替
替替
替替替替替替替 替替 替替 替替替替替 替替替替替替替 替替替替替替替 替替替替替替替 替替替替替替替 替替替替替替替 替替替替替替替

替替替替替替替 替替替替替替替
替替 替替
替替 替替
替替 替替
替替替替替替替 替替替替替替替

CHAPTER - II

REVIEW OF RELATED LITERATURE

A careful review of literature makes a researcher aware of the important and unimportant variables in the concerned area of research. It helps in selecting the variables lying within the scope of his/her field. It helps in avoiding any duplication of work done earlier. Prior study serves as the foundation for the present study. Through review of the literature, a researcher builds up better perspective for future research. A caution review of the literature enables the researcher to collect and synthesis prior studies ralated to present study. A synthesised collection of previous studies also helps a researcher to identify the significant overlaps.

The main objectives of reviewing a literature are as enumerated below :-

- Identifying variables relevant for research.
- Avoidance of repetition.
- Synthesis of prior research work.
- Determining meaning and relationship among variables.

Good Barr and Scates (1972), point out that reviewing assists in :-

- Avoiding the risk of duplication,
- Identifying appropriate research methods,
- Searching theories, explanations and hypothesis, valuable in formulating the research design,
- Locating data for making comparisons and interpretations,
- Having a vision of totality of field to be investigated

Since ancient times teachers have been considered as the pivot of all the systems. In the contemporary period a large number of authors, commissions, researches and reports have emphasized upon the role of the teacher. The report of the common wealth conference (1974) has stated as follows ;

"The Teacher has a major role in educational development whether he approaches his work actively or passively. He can influence development adversely by opposing innovation or merely remaining mute in face of a growing need for reform. On the other hand he can participate actively as an initiator himself or an interpreter of the plans devised by others (P.231)".

The education commission (1964-66) in India has emphasized the importance and role of teacher in the following words ;

"Of all the different factors which influence the quality of education and its contribution to national development , the quality, competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective (p.46)".

CHANGING ROLE OF TEACHERS

Day to day scientific inventions, research, technologies and industrialization are shaping the humanity in a new perspective. It has cherished something new and extraordinary. Under these circumstances "the role of the teacher, as that of a member of any profession, is a dual one. He is a practitioner of his speciality, and a member of his profession, obligated to further the ideals of the group. For teachers, the scope of each role has changed drastically in modern times, the perennial questioning of the professional status of teaching revolves about the ability of teachers, to function

adequately in both roles, the teachers role as practitioner in an ancient one since teaching in one form or another formal or informal, has gone throughout the history of man. His role as a member of the profession is relatively recent one. In fact, the role is so new and has been, historically, so submerged in other specialized services to society that sheer inertia is perhaps the greatest deterrent to the realization of profession identity.

An impetus, however, toward overcoming traditional attitudes in this regard has arisen from the changes in the role of practitioners, changes which have occurred largely in this century. Revolutions in the social, economic, and family structure of our society since the beginning of world war - I have decreed the necessity for successively higher levels of education for all our people. The shift from rural to urban population, the raising of compulsory attendance age, the elevation of the educational level of compulsory primary education and the desire for quality education have been creating new demands on teachers.

Technological developments, contributing to the employment of both parents and the complexity of society, have transferred to the school many of

the functions which the family and the home once performed. Thus teachers have taken on new roles of importance and a larger place in the lives of children, parents and in society itself. As a result, schools and schooling have assumed a more significant meaning in the society. The impact of these forces upon teachers have been equally significant.

The situation of multiple acting as expected from teachers involves multiple role dimension. To determine a teacher's role, one has to look in to some roles of a teacher as a classroom teacher, a subordinate to head master, as a colleague of fellow teachers, as a member of the profession, as citizen and so on . Some of these roles functionally link a teacher to another individual. His roles as a classroom teacher and as a citizen are not mutually exclusive in the sense that the attitudes, values and other behaviour determinants of his classroom role can not be totally absent.

ROLE EXPECTATIONS OF PRIMARY SCHOOL TEACHERS

In the ancient times, teacher used to be considered in high reverence in the society. There is a verse in his honour in 'Yajur Veda' which reads as follows :-

यथा षट् प्रतिच्छन्ना रत्नराजा महाप्रभा ।
अकिञ्चित्करता प्राप्तान्वद्धि श्रुतुर्षु ॥

[quoted in Yajur Veda (1-21)]

The above verse means that the lamp of learning is concealed under a cover, the teacher removes it and lights out the light, One of the societal expectation from the teacher was to transmit the vedic learning orally from one generation to another. Since the transmission had to be with proper accent pronunciation and recitation, these qualities became the expected role of the teacher. The vedic literature also grew with the passage of time. The teacher was expected to continue reading for updating of his knowledge throughout his life. This is again seen from a verse in the 'Mahabharata.'

यावज्जीवमधीते विप्र ।

There are further reference on the qualities of a teacher implying that the teacher must be able to inspire as well as to instruct. His piety, character, scholarship and cultured life should be able to exercise a subtle and permanent influence over the students.

The teacher in the Hindu and Buddhist systems of education was considered for discharging several roles in addition to the training of intellect and the spiritual development of the students. He was to keep a guard over the conduct of his pupils. He must tell his pupils what to cultivate and what to avoid. The Chinese pilgrim "Yuan Chwang" pays a tribute to the teachers for their deep scholarship. The teacher has been praised as the one characterising his students with dignity, decorum, devotion and discipline.

Study of the teacher training system in ancient India reflects that in the system the "GURU" picked up advanced, brilliant students for their training in teaching; upon maturing through actual experience in teaching they had to take part in debates on the platonic lines thesis, anti-thesis and synthesis individual attention was the strongest point in the ancient education teacher preparation system. Gradually the better ones were led onto learning philosophy, mathematics, law, ethics. Eventually they became renowned as the profounders of the schools, titled as the creative approaches. In the medieval period, the expected role of the teacher remained more or less the same, only the curricular areas of specialisation gradually changed. Teachers continued to remain the backbones

of the educational system, power of exposition, discussion and practical training was conceived as the important attribute.

During the British period, we find that the role of the teacher became a complex one. In addition to doing effective teaching of any subject and content unknown to the history, culture and environment of the teacher and pupils, they were supposed to do effective teaching. Further teachers example were to serve as influencing the pupils by their own example. Now, in the formal education system, there came an emphasis on teachers morale.

To quote an example as late as 1920 , women teachers were required to sign a pledge which read as ;

"I promise not to fall in love, to become engaged or secretly married. I promise to abstain from dancing and any other conduct unbecoming of a teacher."

In the early 20 th century, the teacher's role changed in dimensions. Teachers were now expected to lead students through various life experiences in diverse areas such as the following :-

- (1) Health
- (2) Command of fundamental processes
- (3) Becoming worthy
- (4) Vocational preparation
- (5) Citizenship
- (6) Worthy use of leisure time
- (7) Ethical character.



Decade after decade, as the society grew so did the expectations from the role of the teacher. Infact the school gradually came to be called as a physical place with teachers as instructors. The nature of change always effected the expected role of the teacher to suit the new philosophy and set up.

In the course of his professional duties, a teacher is now expected to behave in a professionally appropriate manner by his own colleagues and other members of his profession. These expectations are categorised as "Code of ethics" of the teaching profession. Teachers are expected to conform to certain standards of behaviour by their superior and administrators.

Khushdil Nirmala (1984) in her doctoral studies. The mutual role expectations and actual role perception of the Principals and teachers of senior secondary schools of Delhi has classified

the roles as :- Democratic, disciplinarian, patronising, authoritarian, co-operating, critical, etc. The roles have been identified through seeking teachers opinion.

The contemporary contexts originating from the National Policy on Education (1986) have been highlighted in the first chapter. The new role definition have their implications into functions and competence to be performed by the teachers, for example, the policy statement that child centred and activity based process of learning should be adopted at the primary level has a meaning that the teacher instead of acting as a disseminator of information would act as a mediator of learning. Inter-alia it implies that a teacher would plan helping children to learn in and through their own environment, help them develop inquiring mind stimulate and motivate them and act as a guide to help them to gain new experiences. Other recommendations in the form of roles are statements on the proficiency of a teacher which are open ended, implying an ever growing competence in the teacher to continuously raise the quality of the teacher. Perhaps no other profession or professional could be brought under a stress to do more, better, principled, utopian as the role of the teacher. It is in this spirit we may interpret the NPE statement "No people can rise the level of

its teacher".

The concept of the national system of education as inferred from the Constitution of India implies that all students irrespective of caste, creed, location, sex, would have access to education of a comparable quality. The National Policy on Education 1986 and subsequent Programmes of Action released in 1987 and 1992 envisage to promote quality that it will be necessary to provide equal opportunity to all not only in access, but also in the conditions for success. For this goal, minimum levels of learning have been laid down as the indicators of equity. Further to it National curriculum for primary and secondary education : A framework pleads for a common core cutting across subject areas to promote values, such as India's common cultural heritage, egalitarianism, democracy and secularism, equality of the sexes, protection of environment, removal of social barriers, observance of small family norms, and inculcation of scientific temper. It is conceived that the teacher is the principle person for implementation of the educational reforms. Commenting on the significance of the role of the teacher it is stated that the status of the teacher reflects the soci-cultural ethos of a society. Teachers should have the freedom to innovate, to device appropriate methods

of communication, activities relevant to the needs and capabilities of, and concerns of the community.

Commenting on the role of the teacher at the primary level, the National Policy of Education, 1986 states "A warm welcoming and encouraging approach in which all concerned share a solicitude for the need of the child, is the best motivation to the child to attend school and learn". A child centred and activity based process of learning should be adopted at the primary stage. First generation learner should be allowed to set their own pace and be given supplementary remedial instruction. It is resolved to give highest priority to solving the problems of children dropping out the school. There are a large number of stipulations of the role of teacher. How far are the existing roles being performed in the actual set up is a question, requiring research probe?

As a Post-Policy (NPE 1986) development, the Government of India had appointed a committee to further review the National Policy on education, 1986. This committee is known as Acharya Ram Moorti Committee. The committee submitted its report in 1990. The following abstracts from the committee report have relevance for the role of teacher :-
"India lives in its villages It is the

villages that hold the key to the country's problems.... the irony that in terms of the teeming millions inhabiting these villages, our developments, democracy and education have all become irrelevant villages, education will have the most vital part to play because it alone can prepare peoples mind to receive new ideas and accept new tools, new relationship and new form of organisation" (page-9)

Acharya Ram Moorti committee report comments that whereas the National Policy on Education has placed a man's trust in the teaching community, teacher competence, accountability, aptitude and favourable attitude to the profession, the role of the teachers in the education of context requires three aspects namely, training in academic inputs, psychological inputs and research and development persuit. Teache rs should posses in themselves the vital personality traits of motivation and concern.

Further it is commented that in the exsting system there is little or no scope for the development of the effective domain specially of qualities such as empathy, respect for the individual student, attitude towards profession, children, society and develpoment of values, etc. There is minumum of emphasis in developing

profession skills in the form of techniques, approaches or methodologies for becoming a facilitator to promote group learning, to be an educator for human development, rather than merely meeting examination needs.

Some of the roles expected of the teachers have been enumerated as ; Capability of imparting education in all aspects of cognitive and affective domain as well as psycho-motor skills; empathy and a social perception of the need profiles of children from different educationally back-ward society A sensitive understanding of her / his role in the decentralised and participating manner of educational management. It is envisaged that teachers have to play a crucial role in the process of social transformation.

The National Council of Education Research and Training, New Delhi (NCERT) released a document titled; A National curriculum for Elementary and Secondary Education, A Framework. The role of the teacher has been discussed at various points. The following are the key roles indicated in the framework (p-33).

- The child centered and activity based approach should be the main strategy for curriculum transaction. For this teacher should serve as means to the pupils development and not as ends in

themselves dominating over him / her.

- Teachers should essentially take a warm, welcoming and encouraging approach that take fully into the consideration the needs and motives and the interests of the pupils.

- Learning should be absorbing, meaningful, satisfying and stable to children.

- A teacher in relation to pupils has to act essentially as a friend, philosopher and guide.

- Motivation is basic to learning, and teacher should judiciously adopt appropriate strategies accordingly.

A number of other roles have also been identified the expectations from the teacher community. Reference may be invited to the document "Research based Intervention in Primary Education ; The DPEP Strategy released by the NCERT in Oct 1994. The portion on Teacher Training Needs; a research study based on base line data of nineteen district highlights the role of the teacher. It is reported that teacher quality is critical to achieve school goals. It is the outcome of the dynamic interaction of teacher competence and motivation of teacher to perform competencies to performance. Teacher commitment to perform is significant. Teachers have perceived a number of problems-administrative, professional and academic that impede their role

performance, for example; proficiency in multigrade teaching is lacking, most of the primary school teachers have low motivation. The teachers are either not qualified or have low professional competence or the environment in the school does not allow them to transfer teaching competence to performance. On many other counts the study report a low profile and a low motivation on the part of primary school teachers on their roles.

The above discussion raise a significant issue as to what is the role model of a primary school teacher in the present day context and that if certain roles have been conceived as of strategic importance , what are the teachers own perception about these or against.