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INTRODUCTION

Problem :- "An evaluation of the sincerity in the work of secondary school teachers in Marathwada Region."

1) Significance of the problem :-

For the last twenty eight years, the researcher is working in the field of education. Since last ten years, he has a feeling that the standard of education is deteriorating with passage of time. The coming generation is not taking interest in its learning. Students are seeking education for the sake of service and not for the sake of knowledge. The education they get is not value-orientated, and not useful in becoming a responsible Indian citizen. The traditional system of education of the ancient and mediaeval period, but a system transplanted by the Birtishers from their own country. The system of education is able to produce clerks in the society. The knowledge is not useful for future life. It is unable to solve bread and butter problems so the students loose their interest in learning. The Britishers planned and planned wisely to hold fast their rule over India more powerfully through proselytisation by education than through arms, armunitsions, soldiers and forts. The graduates coming out of the colleges and getting teacher's training represent the western culture and bookish education and filter down the same to the Indian masses. The British education, or the traditional education, was thus
a deliberately planned, longrange scheme of producing mental slavery among the Indians, which remains deep rooted even up til now. Being mischievously conceived, strategicaly planned, diplomatically spread, and cleverly harvested for political benefits this system could hardly continue as our national system after we get independence in 1947. These serious defects made the students and teachers responsible to loose their interest in education. Any how the standard of education is deteriorating. Apart from this there can be many reasons for this. But on the strength of the researcher's observations, the teacher community is mainly responsible for the low standard and backwardness in education.

There are many causes, why the teachers are becoming more inefficient and disinterested in educational field. Teachers do not exert themselves sufficiently. They are interested in other uneducational work than teaching. For example, teachers are more interested in. Teachers Associations, Co-operative societies, Co-operative stores, Coaching classes, Contractorship, taking different agencies, L.I.C. work, business, local politics and other similar tracks. They have no faith in education. They do not have affection for the taught. Teachers never consider that their work is for the benefits of the students. Very few teachers think that their service is for the students and not for other purposes. Teachers are less interested in bettering their professional qualifications. They are not studious and never accept new things easily. They do not keep themselves in touch with the latest developments in education. They are not ready to do hard work. They never accept new thoughts and changes in educational
field. They do not want to change their track which is deeply ingrained in their mind. Teachers know that if they accept new changes, they have to work hard, which they do not want. Teacher community is becoming lazy day by day.

Teachers are less honest in their school work. They neglect correction work of the students. They never take efforts for the improvement of the taught. They care less for improving hand writing and memorisation of multiplication tables. Teachers do not think that keeping discipline in the school is also a part of their duty. As a result the students are becoming indisciplined and disobedient. In short, the researcher has reached to the conclusion that the teachers do not contribute to the all round development of children.

Apart from the teachers, there are also some other causes for the fall of quality of education. Due to advent of electronic media and means of rapid communication systems, students have developed a great awareness of social environment. They are highly influenced by fantasies and come to believe in easy money, and luxurious style of living. Day dreaming is substituted for hard work. All this results in evaporation of faith in learning. Students therefore contribute their mite to the sorry plight which education finds itself in.

Of course, there are some teachers who treat teaching as a "profession" and not as "business". They take care and sacrifice themselves in increasing the standard of education. They treat pupils as their wards. They are affectionate to their students. They love their pupils as they love themselves. They take care in building their characters and prosperous life. They think only the future
of students and welfare of the schools. School and education is the part and parcel of their life. They are very punctual in their school work. They are honest in every step of life. They are social and have faith in education. They never hate and criticise the education and educational activities. They accept new things, new thoughts and new changes easily. They accept and perform the job of teaching with full satisfaction. Job satisfaction is always seen in them. They accept the child as it is, and mould his life as required. Such teachers think that education is the only way, by which the expected change is brought in students. Society gives proper respect and honour to such teachers. Students love such teachers. They are treated 'Acharya' in the society. In rural areas such teachers are next to God to villagers and students. Students keep faith in their hearts more than what they have in their parents.

There are many examples of teacher's sacrifice and teacher pupil relationship in mythology and history.

The example from Maratha History is self explanatory so far as teacher's faith in some eternal values is concerned. Dadoji Konddeo was the formal teacher of Shivaji Maharaja, Fruits from the royal garden were strictly prohibited from being plucked. Dadoji Konddeo though not intentionally but inadvertently pluck the fruits. The self inflicted punishment was seen in his readiness to cut off his hand. He was finally persuaded not to take extreme step. But as a reminder of his misdeed," he started putting on a shirt one of which sleeves was half." This shows the devotion of formal teachers to some principles. This principle is the principle of education such a faith is seen only in its absence at present.
A recent example, from immediate past is of Karmveer Bhaurao Patil, the founder of Rayat Shikshan Santha from Western Maharashtra. He was a modest man and he had a tremendous zeal for education of masses. In order to feed his disciples he never hesitated to sell off the most treasured, worldly possessions of his gold ornaments of wife. This can result only if a teacher has an intense affection for the taught.

Wrangler R.P. Paranjape had extremely deep faith in education. He sacrificed his personal gains to accept the principalship of Fergusson College, Pune. British Government was ready to grant him a fat salary. But for the sake of education he opted to work as a principal. Similarly it can be said of Dr. Babasaheb Ambedkar who preferred to be a teacher in the face of highly tempting offers which were monetarily highly rewarding.

Dhondo Keshav Karve had a deep compassion and love for such women who were totally dependent for their survival and dignity on their husbands. This plight was because of the lack of education. Dhondo Keshav Karve acknowledged this fact and since he had an abiding faith in the power of education he devoted his life for upliftment of women through the agency of education. S.N.D.T. university stands testimony to this stalwart's faith in education.

It is said that the destiny of a nation is shaped in its classroom and it is the teacher who is a very important instrument in moulding that destiny. To be able to discharge such a big responsibility, it is very necessary that the teacher must become conscious of his role. His behaviour indicates his attempt to do his job properly. His personality
must reflect characteristics of good citizenship. The teacher himself must be exposed to the concepts of freedom, equalitarianism, dignity of the individual, rights and duties etc. so that he may transmit the same to the younger generation. This is possible only when the teacher himself is sincere. But sincerity of teachers is adversely affected by the society of which teachers are part. When there is so much of moral decay around; how can teachers escape its influence? Further society no longer takes teaching community in high esteem. Teachers social status is abysmaly low in the eyes of general public. Teachers do not have that clout which is ordinarily enjoyed by policemen or clerks in the revenue departments or those working in RTO office or customes and excise departments. Perception of all this develops a negative self feeling and lowering of self concept in teachers.

Government imposes some tasks on teachers which are not only uneducational but derogatory to the prestige of teachers e.g. collecting of family planning cases to attain a declared goal, or census of milch cows and buffalows every ten years, counting trees and in particular mango trees, all kinds of election duties, arranging different ralleys, adult education can be cited as such tasks.

As a result, teachers do not get enough time to guide their pupils and to do educational work. They are unable to have all round development of the child. On the other hand, as the work which is imposed on them, is uneducational and compulsory, they hate this work. As a result teachers neglect the useful and necessary work towards the students.

As compared to other departments, teacher do not get
perks. Teachers compare themselves with the persons working in other departments, and they feel that more qualifications and deeper knowledge in the respective subjects not with standing, they do not get proper rewards. Most of the teachers are highly qualified and they have adequate knowledge, even though they are under paid. Qualified teachers do not have attractive salaries. In most of the educational institutes under payment is very big problem. Similary there is no use of increasing the qualifications and knowledge. Because the scales in this field are not so attractive and they are not according to the qualifications. Trained graduates, trained post graduates and even trained double post graduates, are having the same scales and equal payment. So no one takes interest in bettering the qualifications and due to this, brilliant and highly qualified persons become disinterested in this job. Even if they enter in this field, they never work with zeal and enthusiasm. Because they never accept the work by choice.

Teachers are harassed by the management personnels and officers in the field of education. The officers are not giving proper respect and they treat the teachers as their own servants. In some private institutions body members are interested in politics, and they use the teachers for their own benefits and as a tool in their games. They never care for the students and standard of education. They feel, so called educationist, that they have opened educational institutions for their own personal interest and not for the welfare of the society. The teacher community, having realised this loose their faith in education.

As compared to other departments there are very few
chances for promotion in this profession. Mostly in private institutions the person joins as a teacher and retires as a teacher. Doing the same routine work every year, he gets fed up and looses his sincerity.

In this way there are many reasons for the teachers to loose their sincerity. So the researcher decided to evaluate the sincerity in the work of secondary school teachers in Marathwada Region.

[II] **Definition of the problem:**

The problem is "An evaluation of the sincerity in the work of secondary school teachers in Marathwada Region."

The researcher has defined "SINCERITY" of secondary school teachers as follows.

A teacher who is punctual, has faith in education, has affection for the taught, honest, social and one who accepts self is treated as "Sincere Teacher."

[III] **Hypotheses:**

i) The present day secondary school teachers are insincere.

ii) The science teachers are more sincere, irrespective of their length of the service, and the area in which they serve than humanity teachers.

iii) The teachers in the urban area are more sincere, irrespective of their length of the service and the faculty of education than the teachers in rural area.

iv) Greater is the length of service sincerity in the work
of teachers is proportionately less.

v) Sincerity is independent irrespective of the districts, from where teachers come, in Marathwada Region.

vi) **Teachers in Marathwada Region have accepted the job of teaching willingly.**

[IV] **Objectives:**

i) To test the hypotheses.

ii) To evaluate, to compare and to investigate the sincerity of the secondary school teachers in different districts of Marathwada Region.

[V] **Explanation of the terms used:**

The terms like research, evaluation, sincerity are explained in the research work to begin with. The researcher has identified six different components or indices of the concept of sincerity and they are punctuality, honesty, faith in education, sociability, affection for the taught and self acceptance.

[VI] **Variables:**

The independent variables which cause the dependent variable of sincerity to vary are

i) Payment

ii) Esteem in which teachers are held by the society.

iii) Uneducational works.

iv) Values current in the society.

v) Facilities as compared to other departments.

vi) Treatment of teachers by management and education officers.
vii) Chances for promotion.

viii) Students attitude towards education.

ix) Effect of mass media on coming generation.

x) Out look on education for the sake of service and not for getting knowledge.

[VIII] **Limitations**:

i) The problem is studied for the secondary school teachers for Marathwada Region only.

ii) There may be other indices of sincerity not covered by above ones.

iii) Questionnaire is given to secondary school teachers and some headmasters.

iv) Discussions have been made with the parents and the persons who are part of educational apparatus. The opinion of general public is probably not adequately covered.

v) It is possible that the self acceptance so studied may not represent this concept most appropriately.