CHAPTER - I

INTRODUCTION

THE CONTEXT:

Education is one of the most powerful tools of social as well as cultural revolution. It has been rightly stated by Faure\(^1\) (1973) in the report of International Commission on Education that "As far back as we can go in the history of education - which is admittedly is not very far - it emerges as a natural characteristic of human societies. It has contributed to the destiny of societies in all phases of their development."

As a matter of fact, Education has proved to have played a vital role not only in uplifting and enhancing the human community irrespective of caste, creed and colour, but also in socializing the generations from ages together. Of all communities and societies, the utmost impact has been on rural and tribal communities, especially, to raise the standard of their younger generations with the silent phenomenon of socialization.

But in the fast changing perview of the modern society, this limited role of education may not suffice the call of change today.

Socio-economic, political, cultural, scientific and technological changes are taking place all over the world. These changes bring about the problems causing widespread unrest and dissatisfaction with current practices and traditional values. Even among philosophers, there is a group or school of thinkers called the 'Reconstructionists'. They hold the opinion that the school must act as an instrument of significant social change. The well known American philosopher and educationist John Dewey\(^2\) was also of the same view. According to him, "Education

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is the fundamental method of social progress and reform. By means of it, society can formulate its own means and resources, and these shape education with definiteness in the direction in which it wishes to move. This it does in two ways: by guiding children towards new values and by assisting the development of intelligence in individual children and increasing society's potential for its own transformation."

In our own country the Report of the Education Commission has amply emphasized that it is only education through which the 'change on a grand scale' in the society can be achieved without a violent revolution.

It is evident from the above that the role of education as a potential agent of social change is well recognized everywhere.

However, in India the role of education has not been recognised so well as it ought to be. Pointing out it Naik (1975) has rightly elaborated that, "It is a pity that, in the political arena, education is still a marginal issue so that the basic educational problems do not get highlighted in the political debates."

Besides it, unfortunately our educational system suffers from several such limitations and illnesses which prevent it from becoming an effective instrument of social change. The first obvious limitation is that of resources. We do not have adequate funds, quality teachers and effective materials for providing education upto the mark, to every child and adult as well. Then there is considerable diversity of views on how the educational goals can be achieved. Educational syllabus at different levels and in different region of the country is not


matching and unified. Generally, it does not suit the needs and expectations of the Indian society. Moreover, the curriculum is full of structural deficiencies. The administration of many educational institutions is still undemocratic and reflective of bias and prejudice and, generally, has failed to promote good human values.

Earlier a lot of thought has been given to education but ultimately it is only a teacher through whom the objectives of an educational system can be attained. Therefore, a teacher assumes greatest significance in an educational system. The failure or success, utility or futility of an educational system is solely dependent on the role of the teacher.

1.2 ROLE OF THE TEACHER:

Education in any society does not depend so much on any one else as on the teacher. Importance and key position of the teacher in an educational system is recognised by everyone.

Swami Vivekanand\(^5\) has said, "The true teacher is he who can immediately come down to the level of the student, and transfer his soul to the student's soul and see through and understand through his mind. Such a teacher can really teach and none else."

According to Tagore\(^6\),

"If the teacher does not himself possess learning, how can he impart it to others? He is like a lamp, lighting other lamps. But a lamp cannot put light into other lamps if it does not itself burn and shed light. The teacher who merely repeats bookish knowledge mechanically, can never teach anything and can

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never inspire, and without proper inspiration independent creative faculties can never develop."

It is rightly said that whatever may be the aims or reorientations in the system, the teacher has to play a pivotal role at all levels and standards in Education. The aims are primarily attained by the quality, competence and character of teachers.

All committees and commissions have laid emphasis on the importance of the role of the teacher in education. The Report of the Commonwealth 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 the face of a growing need for reform; on the other hand he can participate actively as initiator himself or an interpreter of the plans devised by others."

The Education Commission (1964-66) in India has emphasized the importance and role of the teacher in the following words:

"Of all the different factors which influence the quality of education and its condition to national development, the quality, competence and character of teachers are undoubtedly the most significant."

No doubt, a teacher not only has to be competent in his subject, demonstration and in understanding of his students but should also have interest in teaching and a favourable attitude towards his profession.

Thus it is evident how important is to strengthen the system of education in India in order to transform the society and to keep pace with the fast changing world.

Keeping these limitations in view the policy of Education 1986 has decided to open Navodaya Vidyalayas in every district of the country. The Researcher will first try to highlight what the Navodaya Vidyalayas Scheme is.

1.3 SCHEME OF NAVODAYA VIDYALAYA:

Opening of Navodaya Vidyalayas (NVS) in pursuance of the NEP-1986 is a concrete step towards equality of Education to be provided to bright children primarily coming from rural areas. In the policy it is said -

"It is universally accepted that children with special talent or aptitude should be provided opportunities to proceed at a faster pace, by making good quality education available to them, irrespective of their capacity to pay for it."

The broad aims of establishing these Vidyalayas are to serve the objective of excellence coupled with equality to promote national integration, provide opportunities to talented students particularly from rural areas to develop their full potential and to facilitate their process of school improvement.

The Navodaya Vidyalaya scheme is being described as a bold initiative in the field of education. This scheme is meant to herald a nation wide school education improvement programme by projecting the Navodaya Vidyalayas as pace setting institutions.

Rajiv Gandhi has rightly said,

"To get together the knowledge and education, whether it is in the village or city, in tribal area or hill-track or forest area, it is the main policy of education. New policy will be of equalization..... We can not say that we can provide common education according to the intelligence level or living standard of the people's class, but we can assure that we will try to provide good quality education to every child who is intelligent without considering the class, caste, area and other socio-economic factors."

And again - "The aim of education is not limited to only reading and writing. Its objectives should be the character formation personality development, sports, to foster the values and skill of art and culture and to pay attention to those areas which are important for the personality development of the individuals. We have to locate the gifted children and the areas where they can properly be developed. We will provide them the best opportunities for their all round development. We have suggested to establish Navodaya schools to fulfil these objectives."

In pursuance of the aims contained in the document of New Education Policy and in the document 'Programme of Action', the following are the specific objectives of the scheme:

(i) to promote national integration through a specific programme of education.
(ii) to nurture talent in the rural areas and in the weaker sections of society.
(iii) to make quality education accessible to the talented children without constraints.
(iv) to establish institution of high quality at district level to serve as pace-setters and models to stimulate pursuit of excellence in the surrounding institutions.

(v) to stress all-round development and inculcation of moral values through education by establishing institutions that strive in an effective manner, for these components in child development.

The Navodaya Vidyalayas will provide quality education to children irrespective of parents' socio-economic background. In these schools, there will be 75 percent reservation for rural children. As these schools will be co-educational, an effort will be made to admit girls to the extent of 33 percent. The annual intake of a Navodaya Vidyalaya will be 80 students in sixth standard. The admission will be done on the basis of culture-neutral test, language comprehension test and arithmetic test.

One can easily understand the purposefulness and importance of establishing Navodaya Vidyalayas by going through the following opinions of important view makers.

S.P. Jain\(^{12}\) has said, "Navodaya Vidyalaya scheme offers for the first time a better deal to better students however poor and remotely placed they may be."

Not only this much, in one article of Times of India\(^{13}\), it has been said, "The (Navodaya) schools will aim at balanced multidimensional growth of pupils with a focus on education for excellence and creativity......The school programme will also endeavour to inculcate human values, foster national integration through corporate living and participation in curriculum activities and development of self learning competencies."

While supporting the scheme of Navodayas the Late Prime Minister Mr. Rajiv Gandhi\(^{14}\) has expressed his view, "The

\[\begin{align*}
12. & \quad \text{Jain, S.P., New Education Policy: Some nagging questions, Times of India, 25 August, 1986.} \\
13. & \quad \text{Statesman, Times of India, Oct. 30, 1989.} \\
14. & \quad \text{Gandhi, Rajiv, Revamping the educational system, New Delhi: Ministry of Information and Broadcasting, 1981.}
\end{align*}\]
Navodaya Vidyalayas will first break the elitism and strong hold of public schools, benefitting only children from affluent homes."

The then HRD Minister, Shri P.V. Narsimha Rao, while replying to the question in the parliament during the debate on the National policy on Education on 8 August, 1986, defended the establishment of Navodaya Vidyalayas when he made the following statement:

"The idea is that the rural children should get full benefit. The idea is that we run the school on a no charge basis. The idea is that it should be - "national integration in action in sense that students from one state, to some extent, to a given percent will go and study in other states. The idea is that there should be a centre of excellence which radiates excellence to the schools round about."

In respect of the nature of education in the Navodaya Vidyalayas, the pamphlet (1987) further states: "Admission to Navodaya Vidyalayas will be at the level of class VI. In view of the fact that most of the students so admitted would have been taught earlier through the medium of the mother tongue/regional language, instructions will be provided through the same medium up to VII or VIII class, during this two or three years of time intensive teaching of Hindi and English, both as language subjects and co-media, will be undertaken. Through skillful use of the media and of modern techniques of teaching languages, switch over to Hindi or English after VII and VIII class would present no difficulty. Therefore, the common medium would be Hindi/English in all Navodaya Vidyalayas.

At this stage, there will be a migration of 20 percent students from each Navodaya Vidyalaya to another Navodaya Vidyalaya region.

15. Rao, P.V. Narasimha, Replying to the question in the parliament during the debate on the NPE, 8 August, 1986.
Teachers of the requisite calibre will be appointed to teach the tribal language in the Navodaya Vidyalayas.

The basis of admission to Navodaya Vidyalayas will be a test, conducted in the concerned district, in which all the children who have studied in, and passed class V from any of the recognised schools of any Tehsil/Block in that District would be eligible to appear. The test is being designed by N.C.E.R.T. and they will be associated in its conduct and evaluation. The medium of the test will be the mother tongue or regional language. Tests would be largely of non-verbal nature, class neutral and so designed as to ensure that talented children from rural schools are able to compete without suffering a disadvantage.

The Navodaya Vidyalayas are fully financed and managed by Navodaya Vidyalayas Samiti - an autonomous organisation set up by the Government of India. These Vidyalayas are residential institutions having separate hostels for boys and girls. Education in these Vidyalayas is free including boarding, lodging, books, stationery and uniform.

Thus, according to the Union Government, the establishment of Navodaya Vidyalayas is an attempt to remove disparities in educational opportunities. The other areas of thrust in these schools will be the all round development of children, and inculcation of national character and social values.

Late Prime Minister Mr. Rajeev Gandhi, while addressing the meeting of the Central Advisory Board on Education (CABE) in April 1986, defended the concept of pace-setting schools. He observed:

"The Navodaya Vidyalaya scheme was perhaps the first egalitarian step that has been taken to bring good education

to the poorest and the weakest sections. This was a quest for equality, the best schools for the best children, no matter what their cultural and social background was.

But it seems as we will go through some criticism, that the goals and targets set out in New Education Policy, for which Navodaya Vidyalayas were set up, could not be achieved fully or partially. As Mr. T.S. Rao\(^{17}\) of Karnataka as quoted in the Hindustan Times has criticised the scheme of Navodayas and finds the scheme a sinister drive not for excellence but for 'exclusive ness' and will breed unhealthy elitism and snobbery.

Lahiri\(^{18}\) (1985) feels that it is no good having these exclusive schools when the target of mass literacy and universal primary education have not been achieved yet. He maintains:

"Though new twenty point programme has set out the target of universalization of elementary education by 1990, this aspect has been left untouched in present emphasis (New Education Policy). Gandhi gave us Nai Talim (Wardha), Tagore provided Shantiniketan, Shri Rajeev Gandhi has promised to give us Doon school structure for national integration."

Chattopadhyaya\(^ {19}\) and Lahiri (1985) condemn the idea of Navodaya Vidyalayas and fear that it will breed elitism. They observe that the Government of India is trying to ignore mass education under the cover of democratic elitism. Their doubts about the very need of such schools go as follows:

"If the idea is that these schools would help raise the general quality of education, which will then reach out to the broadest mass, one will be sadly disappointed. It is not the

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average or the underaverage who will find admission in such schools and who will than be exposed to quality teaching so as to raise them to the level of the "elite". By no means the Government makes it clear, "Admissions to these institutions would be regulated on the basis of merit and despite assurance to the contrary, what chances the common masses-rural or urban, have in our society, to reach the desired level of merit, save of course a few brilliant exceptions?

Do we not have even today certain exclusive "Model schools", "Centers of excellence", almost in every district, where only students of "merit" find admission? And who are these students who derive the benefit? And in what manner do they help to lift the other schools up by their "Democratic elitism", for sooth it is, of course, possible to sugar coat any pill. And some people think that if you prefix anything with the appellation "democratic" it becomes respectable and unexceptional.

Ramamurti Committee\(^20\) was set up in 1990 on National Policy on Education in India. It having considered the strong views expressed by the members for and against the Novodaya Vidyalayas Scheme and after taking into account all aspects of the scheme in terms of the concept, philosophy, design, its implementation and future, recommends that the Government may decide from out of the following three alternatives.

(i) No further Novodaya Vidyalaya need be opened. The existing 261 Novodaya Vidyalayas may be restructured and continued with provision of adequate resources. The scheme may also be reviewed at the end of 1992-93. The terms of reference for this review may be:

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Whether the objectives for which the scheme was established have been achieved - in terms of nurturing of talents, reservations for the SCs/STs, girls, representation for rural children, pace setting functions and national integration through migration of children.

If the objectives have not been achieved what are the reasons for the same?

Restructuring, if any, of the scheme with reference to,

Redefinition of the concept of special talent or aptitude such that the selection takes into account the entire cognitive and affective domain as well as the psychomotor skill.

Broadening the process and canvas of selection with a view to make provision for the vast potential of talent in different attributes of life that exists among rural children, and is not identifiable by conventional academic tools;

Changing the present life style and value orientation of the Navodaya Vidyalayas such that the alienation of the campuses from rural life, particularly that of the underprivileged sections, is guarded against.

(ii) All the existing 261 Navodaya Vidyalayas may be transferred to the state sector, for the states to run them as residential centres on the Andhra Pradesh model.

(iii) The Navodaya Vidyalaya® scheme may be transformed into a Navodaya Vidyalaya programme of broad based talent nurturing and pace setting.

The scheme of Navodaya Vidyalaya has been criticised by many educationists and by so many renowned statesmen, as can be observed by going through above mentioned paras which are self explanatory.

When the researcher herself contacted a few high officials of NV committee in particular and teachers in
general, so many problems came on to surface as is evident from the facts that -

1. Every year hundreds of representations and grievances of the teachers are received in NVS (HQ) regional offices and schools why?

2. Why are these schools, not able to fulfil the aim for which these schools were established?

What-so-ever may be the reasons, right or wrong, it is evident that teachers of Navodaya Vidyalayas, too, have grievances, problems and are not well satisfied with their assignments. They perform their duties half heartedly because their mind is preoccupied with the tensions coming out of those problems which they face at their job. And it might be the greatest reason why the Navodaya Vidyalayas are not able to fulfil the aim for which these were established. And this is the reason too for the researcher to go through the problems of the teachers of Navodaya Vidyalayas so that some concrete measures can be taken up based on the conclusions of this research to dress up their grievances and achieve the aims for which these Navodaya Vidyalays were established.

1.3.1 Problems of Navodaya Vidyalay Teachers:

The problems responsible for dissatisfaction among individuals towards their jobs are innumerable. They are interrelated and inter-woven and can not be isolated from each other distinctively. These problems are also affected by time-variable and the psyche of the individual in particular conditions and situation.

The various problems which are responsible for dissatisfaction among teachers toward their job can be classified under following heads:

(i) Physical Problems,
(ii) Administrative Problems.
These heads are further subdivided and specified in detail as under:

1. **Physical Problems:**
   (a) Climate of the station of posting.
   (b) Vidyalaya Building.
   (c) Location of Vidyalaya and the neighbourhood.
   (d) Vidyalaya campus
   (e) Furniture
   (f) Library
   (g) Teaching aids and equipments.
   (h) Games facilities

2. **Administrative Problems:**
   (a) Co-operation of local Vidyalaya Management Committee
   (b) Opportunities to express opinions and views.
   (c) Settlement of grievances.
   (d) Execution of decisions and policies.
   (e) Attitude towards teacher’s work and personality.
   (f) Reward and Punishment.

3. **Financial Problems:**
   (a) Problems related to-
      i) Remunerations, total emoluments, salary scale, increments etc.
      ii) Other monetary benefits: Medical reimbursement, Children Education Allowance, HRA, LTC, CPF, GPF schemes, Super annuation benefits.
      iii) Residential accommodation.

4. **Educational Problems:**
   a) Lack of time and facilities for taking up research work.
(b) Lack of adequate library facilities.
(c) Lack of primary education for the wards of the teachers.
(d) Lack of opportunities for attending seminars, workshops and conferences on education.
(e) Lack of proper working knowledge of supporting teaching aids.

5. **Professional Problems:**

(a) Professional enrichment opportunities, in-service training and further education.
(b) Allotment of teaching subjects and classes to be taught.
(c) Teaching work load.
(d) Time table schedule.
(e) Involvement in other co-curricular activities.
(f) Opportunities of promotion.
(g) Opportunities of further openings for better prospects.
(h) Behaviour of students towards teachers.
(i) Attitude of students towards teacher.

6. **Miscellaneous Problems:**

(a) Problems related to climate and environment.
(b) Problems related to health.
(c) Recreational Problems.
(d) Problems related to their region and religion.
(e) Problems related to marriage and sex.
(f) Other problems etc.

Considering all the above problematic factors, the researcher has taken up the topic:

"A study of the problems of Navodaya Vidyalaya Teachers in relation to their family background, teaching attitude, Job-satisfaction, Professional Interest and Sex."
1.4 OPERATIONAL DEFINITIONS OF THE TERMS:

1.4.1 Navodaya Vidyalaya:

Navodaya Schools are basically pace setting schools. To fulfill the objective of policy of Education - 1986, Government decided to establish Navodaya schools in each district of the country. In these schools there will be 75% reservation for rural students subject to a minimum of nationally prescribed figure of 15% and 7½% for SC/ST respectively.

An effort will be made to cover girls to the extent of 1/3 in a school. Education will be free including boarding and lodging in these schools. These schools will be affiliated to the Central Board of Secondary Education.

1.4.2 Problems:

Problems are the mother of conflicts. The variables which come in the way of success of any work are known as problems. According to F.L. Whitney21 "The problem comes out of a situation in which there is recognition that something is the matter, that unsolved difficulties exist."

In the development of a nation, in the expansion of knowledge and in the establishment of healthy value, The role of teacher is very important. But, now-a-days the teachers of Navodaya Vidyalayas are facing so many problems. The researcher will try to know what are these problems? These problems may be of different kinds. The main problems which have been taken up by the researcher are as follows:

1. Physical Problems: Physical problems mean the problems related to their physical environment as climate of the station of posting, building, campus, furniture, library etc.

2. **Administrative Problems:** Administrative problems include those problems related to co-operation of local Vidyalaya Management Committee, opportunities to express opinions and views, settlement of grievances. Execution of decisions and policies etc.

3. **Financial Problems:** Financial problems mean the problems related to their salary scale, monetary benefits, job status etc.

4. **Educational Problems:** Educational problems mean the problems related to lack of time and facilities for taking up research work, lack of opportunities for attending seminars, workshops and conferences etc.

5. **Professional Problems:** Professional problems mean problems related to their academic and professional knowledge, teaching workload, professional enrichment opportunities etc.

6. **Miscellaneous Problems:** These include problems related to climate, health, recreation and problems related to region and religion; marriage and sex etc.

1.4.3 **Family Background:** It is a universal fact that family still remains the key to mankind's richest and most meaningful existence.

The researcher has used the variable family background to know gap of siblings, Education of parents, Occupation of Parents, Occupational similarity, Income of Parents, Average Income and Dependency, Educational Status of Brothers and Sisters, Marriage, Age, House, Authority Figure and Decision Making, Resolving Marital Disputes, Decision Making Strategies and Status of woman in the family.
1.4.4 Teaching Attitude:

The quantitative expansion and qualitative improvement of secondary education has raised problems of selection of right type of teachers and enriching programmes of teacher preparation. This necessitates not only improving the knowledge and teaching competence of a teacher but also to inculcate in him healthy professional attitudes and desirable teacher-like qualities.

Teacher training institutions have initiated, perhaps half-heartedly, some schemes for stirring and stimulating the student - teachers who enter their portals for receiving professional training. It is a good augury that educationists and educational planners in India have started realising that only securing enough teachers will not do, as what is equally important is securing the right type of teachers. Unless such teachers are found, the secondary schools cannot deliver the goods that are expected of them. Fundamentally, the success of secondary education does not depend either on the definition of aims, statement of objectives but on the academic and professional preparation of teachers.

For the professional preparation of teachers the study of attitudes held by them is very important. How a teacher performs his duty as a teacher is dependent, to a great extent, on his attitudes, values, and beliefs. A positive, favourable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative, unfavourable attitude makes the teaching task harder, more tedious and unpleasant.

So, here teaching attitude means whether teacher has positive or negative attitudes towards teaching and general duties related to the teaching profession.

1.4.5 Teacher Job-satisfaction:

Job satisfaction has been defined by different authors in different ways. In the present study central idea of
Bensen's\(^{22}\) (1967) definition of job satisfaction has been accepted. He believes, "Job satisfaction results from the interaction between the worker and his job situation. The worker possesses value and needs that may or may not be fulfilled by his job activities. The degree to which his needs are met, determines the level of his satisfaction."

Operationally, therefore, teacher's job satisfaction is defined as an expression of agreement with those conditions or areas of job which satisfy the needs of teacher and increase his interest and involvement in the work and disagreement with the conditions which are annoying and humiliating to him. The areas of teachers job satisfaction considered in the present study are-


1.4.6 Professional Interest:

The term interest is not used in this study in its usual psychological sense. The professional and academic achievements by way of obtaining additional degrees or diplomas, writing books, articles and papers, reading books and journals, conducting research and membership of professional bodies and committees are considered to show interest of teacher in their profession.

1.5 VARIABLES:

"Variables are the conditions or characteristics that the experimenter manipulates, controls or observes", These are of two kinds:

1.5.1 **Independent Variables:**

Independent variables are those variables which can be manipulated by the researcher to see their effect on dependent variables. In the present study family background, job-satisfaction, teaching attitude, professional interest and sex of Navodaya Vidyalaya Teachers are taken as independent variables.

1.5.2 **Dependent Variables:**

In the present study the researcher has presented the problems of Navodaya Vidyalaya teachers in reference to family background, job-satisfaction, teaching attitude, professional interest and sex. So the problems of teachers are dependent variables.

1.6 **AIMS OF THE STUDY:**

1. **To study the problems of Navodaya Vidyalaya Teachers in terms of different family backgrounds:**
   (i) To study the problems of Navodaya Vidyalaya Teachers based on High, Average and Low family background.
   (ii) Finding out the significant differences in the problems of Navodaya Vidyalaya teachers based on High, Average and Low Family background.

2. **To study the problems of Navodaya Vidyalaya Teachers in terms of teaching attitude:**
   (i) To study the problems of Navodaya Vidyalaya teachers in terms of High, Average and Low teaching attitude.
   (ii) Finding out the significant differences in the problems of Navodaya Vidyalaya Teachers based on High, Average and Low teaching attitude.

3. **To study the problems of Navodaya Vidyalaya Teachers in terms of Job-satisfaction:**
To study the problems of Navodaya Vidyalaya Teachers having high satisfaction, Average satisfaction and low satisfaction with their job.

Finding out the significant differences in the problems of Navodaya Vidyalaya Teachers based on job satisfaction.

To study the problems of Navodaya Vidyalaya Teachers in terms of their professional interest:

To study the problems of Navodaya Vidyalaya Teachers having high interest, average interest and low interest towards their job,

Finding out significant differences in the problems of Navodaya Vidyalaya Teachers based on Professional Interest.

To study the problems of Male and Female Teachers of Navodaya Vidyalayas.

Finding out the significant differences in the problems of Male and Female Teachers of Navodaya Vidyalayas

**Hypothesis**:

The effective problems will be of different kinds in the groups of teachers of High, Average and Low family background.

There will be significant differences in the problems of Navodaya Vidyalaya Teachers of different family background.

The effective problems will be of different kinds of Navodaya Vidyalaya Teachers of High, Average and Low Attitude.

There will be significant differences in the problems of Navodaya Vidyalaya Teachers with reference to their Attitude.
(v) The effective problems will be of different kinds of Navodaya Teachers having high satisfaction, average satisfaction and low satisfaction with their job.

(vi) There will be significant difference in the problems of the teachers in reference to their job satisfaction.

(vii) The effective problems will be of different kind of the teachers having high interest, average interest and low interest.

(viii) There will be significant difference in the problems of Navodaya Vidyalaya Teachers having high average and poor interest in their profession.

(ix) The effective problems will be of different kind of Male and Female Teachers of Navodaya Vidyalayas.

(x) There will be significant difference in the problems of Male and Female Teachers of Navodaya Vidyalayas.

1.8 SIGNIFICANCE OF THE STUDY:

"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." Education Commission\(^\text{23}\) (1964-66)

No doubt, a teacher not only has to be competent in his subject, demonstration and in understanding of his students, but should also have interest in teaching and a favourable attitude towards his profession.

According to K.G. Syeden\(^\text{24}\), "If we need teachers of sound character, dedicated to their job, having positive attitude towards their profession, then they should be kept


free of all problems, so that they can make whole hearted contribution to their profession."

Thus it is clear from above statements that in a development process, a teacher has to play a very vital role. Because it is he who builds the nation. Therefore, it is primary duty of policy framers to understand the problems and try their best to dress up the grievances of teachers.

Since the present study is the first study which has gone deeply into the problems of the teachers of Navodaya Vidyalayayas, it will help the administrators significantly to broad base the problems of Navodaya Vidyalaya teachers and amend the education policy accordingly if they (policy framers) are really willing to achieve the goals set out in New Education Policy (1986).

Summarily, it can be said that the researcher, through her study has tried to point out the general, and specific problems of Navodaya Vidyalaya teachers. Government can improve the standard of education if it feels the nature, dimensions and density of the problems deeply. Thus one can hope to see the country as a ideal Nation. At last it will be appropriate to say if literature is the mirror of society, the teacher is the mirror of a nation.

1.9 DELIMITATION OF THE STUDY:

(i) The present study is limited to the teachers of Navodaya Vidyalayayas only which have been opened by Ministry of Human Resource and development.

(ii) The present study will include both male and female teachers working in Navodaya Vidyalayas.

(iii) The present study will cover the T.G.T. and P.G.T. Teachers only. P.R.T's are not recruited in NV's because education starts from 1st class in NV's.
(iv) New schools have also been opened during the session 1992-93. Researcher has also included teachers of these vidyalayas in her study.

(v) The present study includes sample of 300 teachers only who are working in these vidyalayas.