

ROLE OF TEACHERS' SENSITIVITY LEADING TO QUALITY EDUCATION IN PRIMARY SCHOOL CHILDREN WITH RESPECT TO BLOCKWISE LITERACY RATE IN PATNA DISTRICT OF BIHAR

Pratiksha Dixit* & Dr. Usha Pathak**

ABSTRACT

The purpose of the right to education is not mere providing education but to provide the right to receive an education of good quality to every child. In other words we can say that Education not only be obtainable and reachable but also adequate and pliable. It means the education that spotlights on the complete i.e. the societal, emotional, psychological, rational, physical, and scholarly development of each child without considering their gender, race, family background, socio-economic position, or region. A quality education is maintained by three key columns viz. providing quality teachers, providing quality resources and by providing secure and compassionate atmosphere. The present scenario of education in India and as examined, through this study, in rural areas of Patna district is becoming nastiest in spite of initiatives taken and expenses made by the government in this regard. Some suggestive measures have been given through this paper which will help in improving the status of education especially in primary schools in our country.

Key Words: Education, Sensitivity, Quality Education, Primary school, Behavioural Needs etc.

INTRODUCTION

The RTE is not only the right to get advantage of the facility of education but also the right to obtain an education of good quality. Education not only be obtainable and easy to get to but also up to standard and adaptable. We must ensure that every child has an access to Quality Education i.e. an education that fulfills the need of each child pedagogically and developmentally, an education that is wide-ranging and is framed to understand the caliber of each child irrespective of location or economic status, gender, race and family background of the child. It provides resources to make the students challenged academically and prepared for success in further study and for employment so that they can participate in a global milieu. As such, a quality education is supported by three key pillars: ensuring access to quality teachers; providing use of quality learning tools and professional development; and the establishment of safe and supportive quality learning environments.

To provide quality education, the role of teachers' sensitivity towards primary school children comprises of the span of teachers'

behavioral aspects and the wakefulness of student's academic, social and emotional needs with special reference to the wants of individual students' of Primary classes. Though people are now a days more aware of the importance of education and sending their kids to school, the question is are we providing them the quality education in real sense by creating an environment in the school where no detention policy is followed in primary classes and moreover, most of the teachers are busy in money making or just doing the formality teaching and promoting the students to higher classes without giving them the essence of education in true sense.

According to CLASS(The Classroom Assessment Scoring System, University of Virginia), the dimensions of teaching to sensitize a teacher are: Emotional support, positive classroom environment, Regard for students' perspective, Classroom organization, Behaviour management, productivity, Command over the subject, Instructional learning formats, Instructional support, Concept development, quality of feedback and language modeling.

*Research Scholar, ICFAI University Dehradun (Uttarakhand)

**Assistant Professor, DAV PG College, Dehradun (Uttarakhand)

PARAMETERS USED TO ASSESS TEACHERS' SENSITIVITY

Teachers' Sensitivity is not about how nice or caring teachers are; rather, it is about how teachers constantly express awareness and receptiveness to children's current academic and emotional capabilities and needs. It provides provisions for the learners who are able to share their thoughts freely and challenge themselves frequently. In other words, teaching sensitively helps students feel at ease with sharing their thoughts, taking risks, and exert themselves academically and socially. It also encourages students to work themselves comfortably and in teamwork because they know they can approach the teacher and he will be helpful.

In this study, the following parameters are framed by the researcher accommodated in the tool i.e. the questionnaire which was used to assess teachers' sensitivity:

- Teachers' sensitivity towards social skills counting Behavioral skills such as etiquette, manners, values, attitude, Attire and uniform, Disciplinary policies, Psycho-social and Interpersonal relationship, Peaceful and safe environment especially for girls and Organizing co-curricular activities.
- Teachers' sensitivity towards parents and community comprising of Organizing Parents Teachers' Meetings, Giving economic and moral support etc.
- Teachers' sensitivity towards Infrastructure and environment including Good health, nutrition and cleanliness, Proper use and maintenance of resources (drinking water, toilets, building, library, playgrounds etc.), Use of building for circle meetings and other school related gathering, Teachers' sensitivity towards Effective Classroom Teaching.

CURRENT STATUS OF PRIMARY EDUCATION IN BIHAR

As mentioned by Dr Amartya K Sen "Necessity and progress: Reporting on Bihar's elementary education", There are still noteworthy instances of teacher absenteeism; the number of well-educated teachers is still much below acceptable level; the school inspection system remains

severely deficient; and the participatory arrangement of Vidyalay Shiksha Samity (VSS) has become rather dysfunctional. This report depicts attention to other gaps and deficiencies also, including the extensive pervasiveness of depending of primary school students on private tuition - outside the school - a fairly strong indictment of the quality and reach of the education that is provided in the schools. In spite of implementation of the regulations and edifice of a number of committees, Status of Education in Bihar is not in a satisfactory form. Patna District is no exception to it. Some of the related issues responsible for the same are: Low Literacy percentage (lower than Bihar average), Very low Female literacy rate especially among the SC population, frail condition of most of the schools with negligible attention to other physical facilities, holding of The female population in low admiration especially in the rural areas. It was observed that though there is some improvement in the education system of Bihar in its statistics, there are still many aspects which need to be improved in order to achieve the goal of quality education because the statistics mentioned above in this elucidation are all merely in the form of data which is not enough to establish a relationship between the quantity and quality of primary education. Bihar is still the least improved state in terms of literacy rate (total literacy 53.33 in Bihar and highest in Kerala i.e. 91.98%). so, the census data 2010-2011 shows that in Patna and some more districts like Nalanda, Bhojpur, Buxar, Rohtas, Arwal, Jehanabad and Munger where the literacy rate is above 65 percent, decadal increase in literacy rate is below 15 percentage point as compared to other districts of Bihar where decadal increase in literacy rate is above 18 percentage point in spite of low literacy rates (Patna district having highest literacy rate of 72.1, almost all districts of Bihar is having its literacy rate ranging from 50 to 70 %). Financing the RTE Act is also a matter of apprehension. Lack of basic infrastructure facilities e.g. Boundary wall surrounding the school premises, sufficient number of classrooms, Drinking water facility, separate toilets for girls, Kitchen for MDMS, Playground etc. are the major impediments. Some other

constraints related to the issue mentioned above are human resource challenges e.g. lack of trained teachers, Teacher absenteeism etc. Some sort of disparities like- reduction in GER at primary and upper primary level, Gender bias, Discrimination based on caste and class, Rural-Urban disparity, Disparity between rich and poor etc. are some of the challenges faced by the government.

LITERATURE SURVEY AND THE IDENTIFICATION OF RESEARCH GAPS

A number of literatures were reviewed prior to the collection of the data regarding standardization of the tool in terms of testing the reliability and validity of the same and for testing the Hypothesis, as mentioned below:

1. V P Sharma-1967-68 worked on teachers' attitude towards teaching.
2. Duncan-1969- Compared the attendance, achievement and dropout rate of junior classes and impact of counseling on it.
3. NIEPA-1979-Studied administration of elementary education in relation to the universalization of elementary education.
4. S C Acharya-1984, Mohanty P K 1999, Maikhuri Rana-2005, Zaidi, S.M.I.A., (2008) conducted a study on facilities in Primary and Upper Primary Schools in India and informed about the factors affecting primary Education.
5. Chand, Vijiya, Sherry and Amin - Choudhury, Geeta, 2006, Bajpai, Anjali and Bhattacharya, Surjoday (2007), Jain & Mittal 2011,- opined about SSA
6. GOI-2000-told about impact of student teacher ratio on primary education.
7. Kothari-2004, Bandyopadhyay and Govinda 2008- discussed about the various sub themes and the challenges of elementary education in India.
8. Tubassum, Henna (2007) conducted a study on —Common School System: Prospects of Universalisation of Primary Education in Bihar and reasons of its non-implementation.
9. GOI 2010- has done an in depth analysis on government and private schools using the factors like educational access, enrolment, dropout, attendance, progression, social and gender equity in education, level of achievement, quality of education, teachers and teachers education.
10. As published in Peking University Education Review (2008) "Pedagogical Sensitivity and Teachers Practical Knowing-in-Action" by Max van Manen, University of Alberta, In everyday life in classrooms, all the things that teachers do, or do-not-do, all have pragmatic edifying implication.
11. According to "**Attitude of Prospective Teachers Towards Teaching Profession**" by Dr. S. Vijayavardhini and M. Sivakumar, Teacher plays a vital role in the educational system by their own behaviour.
12. "A Study of Attitude of Teachers towards Teaching Profession Teaching at Different Level" by Rohini P.Trivedi, Kameshwar College of Education Ahmedabad reveals that the teacher should be a friend, philosopher and guide.
13. Shan, G (2008) also mentioned that many teachers and managements are in a dilemma about and not satisfied with the teaching results. The reason is they pay more attention to acknowledgment and less attention to the behavioral and emotional needs of the students, which is a hindrance in the way of quality education.
14. According to Nair and Perianayagan (2006), declining quality of education is the main reason for school decline. Aside from fertility decline, the poor quality of teaching in government funded schools and resultant mass departure to private unaided English medium schools is significant in accounting for decline in enrolments.

An article published in DainikJagran of 15.02.2017 by Mr. Jagmohan Singh Rajput, The former director of NCERT, emphasizes the requisition of a true teacher not by birth but by deeds who can understand their responsibility towards the society and works with dedication whole heartedly. In a nutshell, we can say that until now, a lot has been done in terms of infrastructure, resources, expenditure etc. Still we find that no desirable changes have been brought by our present education system which has changed our Possibilities are there for the

work needs to be done in the field of improving the sensitivity of teachers and its relation to the quality education. Besides, many teachers especially in rural areas are unaware of the meaning and role of teachers' sensitivity. As such, It is the high time to bridge the gap between "being an instructor" and "being a teacher" through "multiculturalism" i.e. training the children with respect to their social, cultural and behavioural needs which is a fertile area in which a lot more needs to be done but it is possible only when the teachers are sensitive towards the needs of the students, be it in terms of social, emotional, academic, behavioural, financial, psychological or any other area.

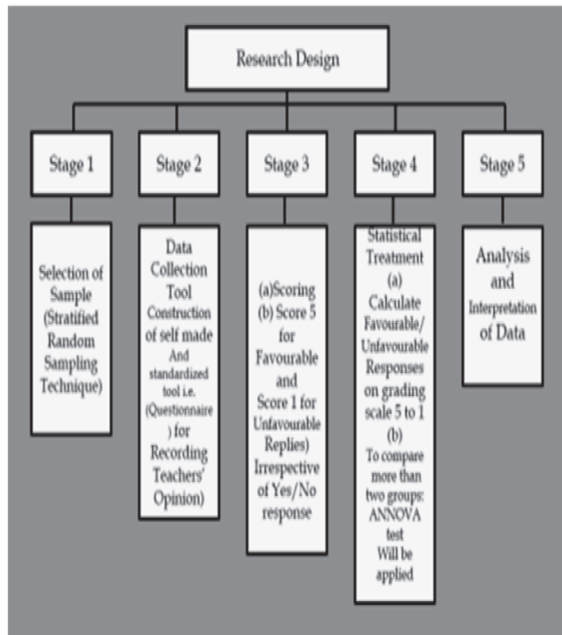
OBJECTIVES OF THE STUDY

1. To find the relation between the teachers' sensitivity and quality education of primary school children with reference to block wise literacy rate of Patna district.

PROPOSED HYPOTHESIS

There is no significant effect of teachers' sensitivity on quality education of primary school children of Patna district according to block wise literacy rate.

METHODOLOGY & THE SOURCES OF DATA



Sl No.	List of block	Population	Literacy Rate
1	Patna rural	1771140	72.1
2	Phulwari	273129	62.1
3	Danapur cum khagaul	397817	61.7
4	Bikram	169510	59.8
5	Bihta	261427	58.1
6	Naubatpur	203594	56.4
7	Sampatchak	106866	55.5
8	Mokameh	202411	54.3
9	Dulhin bazar	124966	52.7
10	Paliganj	254904	53.7
11	Masaurhi	241216	53.0
12	Barh	216348	52.3
13	Daniyawan	75086	51.0
14	Punpun	138143	50.9
15	Fatwah	198008	50.0
16	Athmalgola	90964	49.9
17	Dhanarua	211376	48.2
18	Maner	268998	48.0
19	Bakhtiyarpur	227382	48.6
20	Pandarak	154613	47.7
21	Belchhi	66165	46.8
22	Khusrupur	109504	46.6
23	Ghoswari	74898	40.3

Table : List of Blocks in descending order of their literacy rates

POPULATION

The teachers teaching in primary schools of Patna district comprised the population of the study. 150 samples from each selected blocks of Patna district i.e. 150x3= 450 samples have been collected by stratified random sampling method and are being analyzed in totality to obtain the result.

TYPES AND SOURCES OF DATA

1. Secondary sources of data like various books on the subject, magazines, DISE reports of Bihar Education Project Council, Report published by Advisory Committee for the Tenth Plan and Economic Surveys(various issues), MHRD report etc have been used as secondary source of data. In addition, primary data has also been used.

2. Collection of Data:

The data was collected from the teachers of various primary schools of different blocks of Patna district through a standardized Questionnaire and was first cross checked and validated before giving further treatment.

INSTRUMENTS FOR DATA COLLECTION

Chronbach alpha test and Split half test method

was used to measure the reliability of the tool while Content validity has been considered to check its validity and then item analysis has been done for standardization of the tools. Results have demonstrated that overall reliability (internal consistency) of the study was found to have a coefficient alpha of 0.965 at aggregate level which is deemed acceptable. (Nunnally 1978, Churchill, 1979) and suggests that the measures were free from random error. The t value of individual items and high alpha values for the overall scale indicates that convergent validity was met.

ANALYSIS & INTERPRETATION OF DATA

Data to prove the hypothesis was collected from different teachers and then inferential statistics was applied to analytically examine the data and to verify the hypothesis in order to estimate the result for the whole population by using ANOVA test to compare more than two groups.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.843 ^a	.788	.727	.1721526

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	170.165	1	170.165	5741.722	.000 ^a
	Residual	13.277	448	.030		
	Total	183.442	449			

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.828	.021		224.858	.000
	quality	.653	.008	-.863	62.774	.000

INFERENCE

In this objective the quality of education has been

measured through increase or decrease in the enrollment in schools. The independent variable i.e. enrollment in various schools have been taken for the years 2016 and 2017 and the change in them has been converted to percentage change. The sensitivity here has been taken as a dichotomous variable i.e. if the enrollment is increasing then the school is considered as sensitive because the teachers teaching in those schools are sensitive enough to impart education by quality teaching. So the values have been assigned according to the level of sensitivity for above mentioned analysis. The coefficients table shows the quality to be significant at 1% level of significance. The result of the analysis confirms the logic that higher the sensitivity more is the number of admissions which indirectly denotes the improved quality of education. However only the number of admissions cannot be relied upon as criteria for better quality of education. Other factors like leniency, facilities provided etc also contribute to increase in the rate of enrollment.

The above analysis suggests the significant difference among the sensitivity of different blocks of literacy towards the primary school children. The regression analysis proves the significant difference in primary school teachers' level of sensitivity of different blocks of Patna district. The analysis suggests the rejection of the null hypothesis.

EXPECTED CONTRIBUTION TO THE LITERATURE

1. Help to give us an insight how to strengthen the bond between teachers and students.
2. Help to explain the role of teachers' sensitivity to achieve the goal of quality education.
3. Help the teaching fraternity in realization of their accountability.
4. Help to find out the drawbacks of the existing system and to eliminate the flaws from the grass root level without much investment.

CONCLUSION

The above observations of the analysis surmises that the result of the research goes in line with the inference drawn by Nair and Perianayagan

(2006), that enrollment depends on quality of education provided by the school which, in turn, is an outcome of teachers' sensitivity.

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