

I N T R O D U C T I O N

Of the many tasks which faced our country immediately after the attainment of independence, the most stupendous one was the reconstruction and expansion of our system of education. Steps have been taken by the Government of India in the Third Plan proposals to provide compulsory free primary education for all children upto the age of fourteen. A number of primary schools have been started in all states to provide education for children of all age groups.

Not only has there been an enormous quantitative expansion in recent years, but there has also been a remarkable effort at qualitative improvement. The old type of education dominated by literary and academic instruction at the primary level is being gradually replaced by a system of education which is integrated with life and built-up round some socially useful activity, like a craft. The schools are expected to teach children from their earliest childhood to live as members of a cooperative community. This is done, not through abstract principles which have little meaning

for a child, but by making them practise what they are expected to do in their daily life. This has thrown a great responsibility on the teachers working in the primary schools.

It is a well-recognised fact that efficiency of any system of education rests on the quality of the teachers. Without good teachers, even the best of systems is bound to fail. Educational leaders of our country have realised that the future of our nation depends upon the efficiency of the younger generations and this efficiency depends to a great extent upon the efficiency or the quality of teachers. It is therefore essential to attract and retain the right type of men and women into the profession, give them the necessary training to increase their efficiency and create conditions in which enthusiasm for work is maintained throughout their professional life.

Hence a number of training institutions have been started to train teachers to carry on the new system of education successfully in their institutions. But, every person who aspires to enter the teaching profession may not be suited to it. It involves work of a peculiarly exacting nature for which certain social and moral qualities are, at least, as essential as academic attainments and intellectual capacity. Moreover, in our country a majority of the members of the teaching profession have been drawn to it not by a

sense of vocation but by sheer economic necessity. Hence, the teacher-training institutions need to devise an adequate and practicable method of selecting candidates who are likely to make good teachers. To look for persons who are likely to become good teachers, one may start searching for the abilities manifesting at high school level. To facilitate selection, fairly elaborate individual records of all those who pass out of the secondary schools have to be maintained. These records should give a clear and correct picture not only of the academic progress of the individuals, but also of their social interests, aptitudes, hobbies, qualities of discipline and leadership, and their general attitude to work, to the authorities and to their fellow students or friends. It will, even then be necessary to supplement them by intelligence and teacher aptitude tests. A number of such tests have to be constructed and standardised in our country to suit varying local conditions.

Position in Mysore State

As far as Mysore State is concerned, the importance of training teachers was recognised as early as a century ago. The first institution for training primary school teachers was started in Mysore in 1860. At present, a number of training institutions both private and government have been started to train as many teachers as possible.

There are 9 colleges (government and private) in the state which offer post-graduate degree in teaching. The number of institutions providing facilities for certificate course in Mysore is 65. Some of these institutions give training only in teaching and some others give training in basic education. The minimum general qualification required for selection for teacher training is a pass in the S.S.L.C. examination (or M.S. examination or its equivalent for the lower grade certificate).

The report of the committee for educational reforms in Mysore State¹, enumerating the reasons for wastage and stagnation, which were almost the same as given thirty years ago, has published statistics of that period thus :

"Of the pupils that were in the first primary class in the year 1927-28 only 22 % reached the fourth class in 1930-31. The wastage then was 78%. Taking the number of the pupils in the first year class in 1948-⁴~~39~~, 33 % of them reached the IV year class in 1951-52. The present figure of wastage is therefore 67 %. Even considering that the enrolment in the primary schools has doubled, the improvement in the situation has not been satisfactory".

¹ The Report of the Committee for Educational Reform in Mysore, Feb. 26, 1953.

The most important reasons given for wastage and stagnation in the primary schools in Mysore State, as enumerated in this report of 'The Committee for Educational Report in Mysore State (1953)' are :

- (1) The apathy of parents towards education of children due to extreme poverty.
- (2) Inability to appreciate the advantage of keeping children sufficiently long at school.
- (3) Irregular attendance.
- (4) Shortness of course and unreality of the curriculum.
- (5) The predominance of single-teacher schools.
- (6) Low qualifications of teachers and their inadequate training.

Of all these, the low quality of teaching has been considered as the most serious cause, responsible for the large amount of wastage in primary schools. Even to this day one of the greatest problems facing the educationists of our country is the problem of wastage at the primary school level.

In order to minimize the wastage and stagnation, the committee feels that top priority should be given to the improvement of the general equipment of the teacher and to his professional training. Proper selection of candidates for teachers' profession should be made by the teacher training institutions. This problem of selection should

also be viewed in the light of objectives of education for which teachers need be selected. Thus, the objectives of primary education can be broadly stated as :

- (1) The development of personality of the individual.
- (2) Cultivation of the knowledge of the world around him.
- (3) Development of physical, intellectual, social and moral qualities necessary to make an individual a creative member of the society.

The achievement of the above objectives of education largely depend on the quality of the teachers. Probably the lack of coordination between the methodology followed in teacher selection and the objectives to be achieved by teachers serving in primary schools is one of the main causes for the gross stagnation and wastage. Now in most of the training institutions selection is mainly based on S.S.L.C. examination marks. In addition to this criterion of academic performance, a tool which can help training institutions and schools to determine suitable personnel for the teaching profession will enable them at least to eliminate those who may not be suited for the profession at all. Thus, in each of the regional languages a tool for selection of teachers is badly needed.

Present problem and purpose

To fill-in the need, the present investigation aims to

undertake the construction and standardisation of an Inventory for predicting Teacher-Efficiency of the primary school teachers. This Inventory is constructed in Kannada with the hope that it might serve as a useful tool in the selection of teachers of the primary schools in the Mysore State. There have been enumerated a number of criteria or characteristics such as physical, intellectual, academic, social, moral, personal, emotional etc. all of which in varying degrees account for the make-up of a good teacher. The present Inventory does not purport to examine or consider all these. The test items envelop only some of the areas discussed later and the whole inventory aims to furnish a tool to gauge general efficiency required for becoming a teacher, taking into consideration his or her inclinations or attitudes to the profession, aptitude to work, certain physical qualities, temperamental adjustment, general intellectual gift, capacity to handle and organise, likelihood of having knowledge of or interest in understanding child nature, the probable behaviour/tendencies in particular situations of school life, etc. The information obtained from such a tool can be supplemented by other tools like achievement tests (measuring academic performance and knowledge), intelligence tests (showing the level of general intelligence) and even personality inventory (if needed, to understand specific personality traits). The present inventory has not

included any items to test the above factors as far as possible, but has mainly covered items that are loaded with information on specific teacher traits to judge teacher-efficiency.

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