

ACCOUNTABILITY OF THE TEACHERS TOWARDS THE SUBNORMAL PRIMARY SCHOOL STUDENTS OF JANGIPUR SUB DIVISION

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ABSTRACT: *In this paper an attempt has been made to study the Accountability of the Teachers towards the Subnormal Primary school students of Jangipur Sub Division. The major objectives of the study are 1. to explore the teachers, attitude towards the subnormal students. 2.to study the teachers, sense of accountability towards the subnormal students. 3.to compare the sense of accountability between rural and urban school teachers. 4.to compare the sense of accountability between Para-teacher and regular school teachers. Keeping in view the nature of the present study the investigator developed the questionnaire to get their accountability of the teachers towards the subnormal primary school students. For the present study purposive sampling was done and 100 teachers were selected from primary schools as sample. After the analysis of data, it was found that the teachers and the students to be accountable for their work, meaning that schools and teachers are held responsible for implementing particular curricula and goals, and that student are held responsible for learning particular knowledge. The trend toward accountability has increased the legal requirements for becoming and (sometimes) remaining certified as a teacher.*

IndexTerms: *Accountability, Subnormal, Primary School Students*

Introduction:

The educational institutions are the temple of learning where two factors are involved, the teacher and the taught. The duty of the teachers is to teach and that of the taught to learn. To facilitate teaching process, there should be harmony and co-operation between the teacher and the learner.

The general practice of the educational institutions for selecting student for admission, only to consider the academic quality of the students, whether they are capable to carrying of the studies required for the course they opted for. Attention is rarely given to their mental make-up, physical ability and condition of health suitable for carrying out the course. In the educational institution, when the student are taking part in the common type of group activities, it is found that some students perform the activities easily, some are failed to do so, they are being called as subnormal students.

It is moral responsibility of the teacher to have accountability to help the sub-normal students to bring them in normal life like other fellow students. If it is happened, the subnormal student will realize throughout their life that the school authority and the teachers had done something for them that is why they are enjoying beautiful life at present like others.

The teacher is usually the first authority figure outside of family to whom the child must relate. This authority figure remains with child taught all of his schooling. It is common for many children to approach the teacher when problem arise, because they feel that teachers will understand. It is the moral duty of the teachers to extend their arm to help such type subnormal student (those who are mentally retarded, physically handicapped, the poorly coordinated and the culturally disadvantage) to bring them in normal life like other fellow student. The teaching profession faces now challenges now and in the immediate future. So that teachers should prepare themselves and keep them fit mentally, socially, and emotionally for specialized role in effective contribution to education as well as towards the sub-normal student those who facing various kinds of problem. It is seen that the activities of the primary school teachers in this area are not remarkable or interested in respect of this types of subnormal student's except their allotted classes.

Simply stated, accountability means that people should be hold responsible for their action. Specifically in term of education, teacher should be hold accountable for their performance. But question arise that who should be hold accountable misfortune of these students? Teacher should be accountable to student, the profession, society and to themselves. Only through accountability of the teachers can render a unique and worthwhile service to society in general and to their profession in particular.

Review of related literature

Joshi. (1991) conducted a study on the concept of professional accountability of teacher-educators at secondary level with a view to evaluate their performance. The objectives are (i) To study the origin, nature and concept of accountability, (ii) to study the nature and concept of professional accountability, (iii) to review critically the view of various committees and commissions on accountability, (iv) to study in depth the concept of professionalism in education, (v) to examine critically the concept of teaching, (vi) to study professional requirements of teacher-educators, (vii) to study various performance appraisal techniques and procedures and impediments to measure teacher effectiveness, and (viii) to study the concept of professional accountability of teacher-educators. The findings are (1) Accountability mean holding people responsible or answerable for the expected work or role, and it holds responsible both the employee and the system, (2) Accountability can be applied to varied fields, e.g.

business industry, management, education, (3) Accountability is a means and not an end in itself and requires various tools, techniques and methods and provides data for decision-making. (4) In education, professional accountability seeks causes of failure in the system, and teachers could be held responsible only for those results which they affect or control. (5) The professional responsibility of a teacher-educator includes his instructional and non-instructional responsibilities

Levitt, R. Janta, B. & Wegrich, K. (2008) study on: Accountability of teachers Literature review. This study mainly focus on the accountability relationships of teachers are embedded in their professional practice and conduct. The GTC wants to be informed about an optimal mix of accountability mechanisms that would be able to balance professional autonomy and external control to best serve the interests of the public and the quality of learning.

Ahearn, E. M. (2000) Conduct a study on: Educational Accountability: A Synthesis of the Literature and Review of a Balanced Model of Accountability. This study mainly focus on this document is a review of the literature on educational accountability and the presentation of a model of accountability developed by the National Association of State Directors of Special Education (NASDSE). It was developed as an activity of Project forum and the initial draft was used as a background paper for a Wingspread Conference on the NASDSE model. Current literature is reviewed in terms of definitions, relationship to past educational reform movements, and critical issues that impact on current accountability efforts such as politics, standards, assessment, inclusion, cost, data, governance, and leadership. Aspects of accountability systems in specific states and other countries are used to illustrate some of the issues. Finally, the importance of a comprehensive model to address the concept of accountability is discussed followed by a description of the development of the NASDSE accountability model, its meaning and potential for use.

Figlio, D. & Loeb, S. (2011) Conduct a study on: School Accountability. The study basic themes of this study was School accountability—the process of evaluating school performance on the basis of student performance measures—is increasingly prevalent around the world. In the United States, accountability has become a centerpiece of both Democratic and Republican federal administrations' education policies. This chapter reviews the theory of school-based accountability, describes variations across programs, and identifies key features influencing the effectiveness and possible unintended consequences of accountability policies. The chapter then summarizes the research literature on the effects of test-based accountability on students and teachers, concluding that the preponderance of evidence suggests positive effects of the accountability movement in the United States during the 1990s and early 2000s on student achievement, especially in math. The effects on teachers and on students' long-run outcomes are more difficult to judge. It is also clear that school personnel respond to accountability in both positive and negative ways, and that accountability systems run the risk of being counter-productive if not carefully thought out and monitored.

Jang, T. S. (2014) Conduct a study on: The Effectiveness of Tying Teacher Accountability Policy to Student Performance in South Korea. This paper examines how the tie between teacher evaluation and student achievement in South Korea relates to changes in individual student achievement. Specifically, this paper first examines the degree of variability in individual Korean scores in terms of slope and intercept by fitting a linear mixed effect model with a step-up approach. Second, this paper illuminates the relationship between the teacher evaluation policy and changes in students' individual achievement scores. To examine these research questions, this study used a model-selection procedure for establishing a base model to capture the variability of individual scores. The results of analyzing the teacher accountability policy tying to student performance (TAPSP) model highlight the variability in the individual intercept and slope in Korean scores. The results indicated that the initial difference between TAPSP and non-TAPSP is relatively small, even though it is statistically significant. These results indicate the need to reconsider a merit pay system incentive for teachers based on a teacher accountability policy tied to student performance as a possible misaligned incentive. Implications of these results for policy and further research are discussed.

Rationale of the Study:

The general practice of the educational institutions for selecting student for admission, only to consider the academic quality of the students, whether they are capable to carrying of the studies required for the course they opted for. Attention is rarely given to their mental make-up, physical ability and condition of health suitable for carrying out the course. In the educational institution, when the student are taking part in the common type of group activities, it is found that some students perform the activities easily, some are failed to do so, The investigator has observed that some students remain inactive in the group activity with other fellow students. This situation has compelled the investigator to investigate the causes of their inactiveness and the accountability of the teachers towards the subnormal students

Statement of the Problem

The problem is entitled as “Accountability of the Teachers towards the Subnormal Primary school students of Jangipur Sub Division”

Objectives of the Study:

- To explore the teachers, attitude towards the subnormal students.
- To study the teachers, sense of accountability towards the subnormal students.
- To compare the sense of accountability between rural and urban school teachers.
- To compare the sense of accountability between Para-teacher and regular school teachers.

Research Questions:

- What is the teachers' attitude towards the subnormal student?
- What is the accountability of the teachers towards the subnormal student?
- What is the difference between rural and urban area schools teachers regarding accountability towards subnormal students?
- What is the difference between regular and Para-teachers regarding accountability towards subnormal students?

Operational Definitions of the Term Used in the Study:**□ Accountability:**

Accountability means that people should be hold responsible for their action. Specifically in term of education, teacher should be hold accountable for their performance.

□ Sub Normal Students:

When the students are taking part in the common type of group activities, it is found that some students perform the activities easily, some are failed to do so. They are being called as subnormal students.

Delimitations of the Study:

Due to shortage of time, limited resources and limited ability of this researcher, the present study was delimited in the following manner:

- Jangipur sub division in Murshidabad district of west Bengal.
- 10 rural and 10 urban primary schools only.
- Primary schools teachers of Jangipur sub division

Methodology in Present Study:

Method Used: Considering the demand and nature of the “Descriptive survey” method was used for the data collecting information.

Population: Population means, the entire mass of observations, which a sample is to be formed the measure of a population, are termed as parameters in present study population were consisted primary schools from Jangipur Sub-Division in Murshidabad District.

Sample: 100 teachers were selected from primary schools as sample.

Sample Size: The sample size of present study was 20 primary school selections from Murshidabad District.

Sampling Technique: The purposive sampling technique was used for the selection of the sample from the population of the present study.

Tools: A 23 items of questionnaire was conduct to achieve the objectives. Statistical Technique used of the Study: Only percentage was calculated for the data analysis of the study.

SUMMARY CONCLUSION AND RECOMMENDATIONS**Findings:**

Through the analysis of the data researcher has found that:-

- Maximum regular teachers have a good accountability of regarding subnormal students.
- Some regular teachers have minimum accountability towards the subnormal students.
- Maximum regular teachers have a more accountability from Para teachers regarding the sub normal student.
- Maximum Para teachers have minimum accountability towards the subnormal students.
- Some Para teachers have minimum accountability towards the subnormal students.
- Maximum Urban area teachers have a good accountability of regarding subnormal students.
- Some Urban area teachers have minimum accountability towards the subnormal students.
- Some rural area teachers have minimum accountability towards the subnormal students
- Maximum rural area teachers have a good accountability of regarding subnormal students.
- Maximum Urban area teachers have a more accountability than rural area teachers regarding the sub-normal student.
- Maximum urban area regular teachers have a good accountability of regarding sub- normal students.
- Some Urban area regular teachers have minimum accountability towards the sub-normal students.
- Maximum Urban area regular teachers have a more accountability than Para teachers regarding the sub- normal student.
- Maximum urban area regular teachers have a good accountability of regarding sub- normal students.
- Maximum rural area regular teachers have a more accountability than Para teachers regarding the sub- normal student.
- Some rural area regular teachers have minimum accountability towards the sub-normal students.

Conclusion:

It was found that the teachers and the students to be accountable for their work, meaning that schools and teachers are held responsible for implementing particular curricula and goals, and that student are held responsible for learning particular knowledge. The trend toward accountability has increased the legal requirements for becoming and (sometimes) remaining certified as a teacher. In the country, primary school teachers more responsible of their students specially for the sub normal students. After interpretations of the data it was seen that the primary school teachers have a good accountability of the sub normal students.

Suggestion for the Further Research:

- The study may be conducted by taking the sample of various districts.
- The study may be conducted on different community teachers of different level.
- The study may be conducted to compare the accountability between regular primary schools teachers and Para primary schools teachers of various districts.
- The study may be conducted to compare the accountability between urban area primary schools teachers and rural area primary schools teachers of various districts.

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