

## CHAPTER 4

### ANALYSIS AND INTERPRETATION

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## CHAPTER 4

### ANALYSIS AND INTERPRETATION

The information collected through administering the designed questionnaire to the primary teachers from eleven talukas of Satara district is analysed in this chapter. The total number of respondents who have reacted to the questionnaire is 265 from different types of primary schools.

#### 4.1 DETAILS OF RESPONDENTS

The age and sex distribution of the primary teachers under consideration is shown in TABLE 4.1. Out of total respondents, 155 are male teachers whereas, 110 are female teachers. It is observed that in both the categories the number of teachers are more in the age group of 31 - 40 and 41 - 50. Whereas, males are more in the age group 51 - 60 than the females in the same group. Since the number of Zilla Parishad schools are more in the district the number of teachers from this group is maximum (160) followed by the municipal school teachers (42). However, the sample selected by lottery method has representation from all the strata of schools namely, balwadi, one and two teacher schools, Zilla Parishad schools, ashram schools, municipal schools, private grantable and non-grantable schools.

TABLE 4.1 SEXWISE DISTRIBUTION OF PRIMARY TEACHERS

AGE GROUP	PRE-PRIMARY	TEACHERS SCHOOL		VILLA PARISHAD	MUNICIPAL	ASHRAM	PRIVATE SCHOOL	
		ONE	TWO				GRANTABLE	NONGRANTABLE
<u>MALE</u>								
21 - 30	-	4	3	8	1	5	-	2
31 - 40	-	1	3	30	5	4	-	-
41 - 50	-	1	4	36	6	-	-	-
51 - 60	-	1	2	29	10	-	-	-
<u>FEMALE</u>								
21 - 30	2	-	2	19	1	-	1	2
31 - 40	8	-	-	18	5	-	5	1
41 - 50	2	1	-	17	10	-	3	1
51 - 60	1	-	1	3	4	-	3	-
<b>TOTAL</b>	<b>13</b>	<b>8</b>	<b>15</b>	<b>160</b>	<b>42</b>	<b>9</b>	<b>12</b>	<b>6</b>

The education profile of the primary teachers is shown in TABLE 4.2 below. It is noticed that 50 percent of the teachers have acquired diploma in education (132 out of 265), 9 are graduate, 17 double graduate and 17 post-graduate. Besides these others have passed junior and senior PTC. \*

**TABLE 4.2 PROFILE OF QUALIFICATION**

<b>QUALIFICATION</b>	<b>NUMBER</b>
Post Graduate	9
B. Ed.	17
Graduate	9
D. Ed.	132
S.S.C.	12
Sr. P.T.C.	47
Jr. P.T.C.	39
<b>TOTAL</b>	<b>265</b>

The distribution of the marital status of the respondents is shown in TABLE 4.3, which shows that majority of them (248) are married and only 19 are unmarried.

**TABLE 4.3 MARITAL STATUS OF PRIMARY TEACHERS**

MARRIED		UNMARRIED	
MALE	FEMALE	MALE	FEMALE
140	106	15	4

**4.2 SCHOOL WORK**

The primary teachers have to do many other duties besides teaching in their leisure time. These include checking homework of students, assessing examination papers, writing daily catalogue, preparing pay-sheets and results, and writing synopsis of daily work. Most of the teachers responded that it takes one to two hours daily to do these tasks besides the teaching job. In addition to this they have to engage at times more than two classes when one or more teachers are absent. Especially, in one and two teacher schools, the teacher has to engage as many as four classes at a time.

When enquired into the difficulties they face in doing their job, it was noticed that the primary teachers face various problems. These are shown in TABLE 4.4 below. It is observed that most of the teachers complained of inadequate teaching material and lot of clerical work which they have to do due <sup>to</sup> non-provision of clerk and prcn.

**TABLE 4.4 DIFFICULTIES IN SCHOOL WORK**

LACK OF MATERIAL	CLERICAL WORK	NONCOOPERATION BY STUDENTS'S PARENTS	DIFFICULTY IN CONTROLLING	PHYSICAL WEAKNESS
247	223	8	61	42

The opinion of primary teachers regarding the present curriculum and the teaching practice however, was divided. More than 55 percent of the teachers are of the opinion that the curriculum in the primary schools is rather difficult for the village students. According to them the rural pupils level of understanding, apptitude and grasping power is far less than those of their urban counterpart. In addition, students parents are not serious of their wards education and give them domestic work besides farming, resulting in higher absenteeism rate. The opinion of teachers is shown in the table below.

**TABLE 4.5 TEACHERS OPINION ABOUT CURRICULUM**

FAVOURABLE	UNFAVOURABLE	MORE SUBJECTS	DIFFICULT TO TEACH
118	138	5	4

Majority of the teachers expressed their feelings that in view of this situation it is necessary to revise the present syllabus so that it is understandable to the rural students. The opinion of change in curriculum for different standards is shown in TABLE 4.6 below.

TABLE 4.6 OPINION POLL FOR CHANGE IN SYLLABI

CLASS	1	2	3	4	5	6	7
NUMBER OF TEACHERS	30	8	14	32	29	29	29

Most of the primary schools are not equipped with required laboratory apparatus and chemicals for carrying out experiments. More than 160 respondents confessed that there is no apparatus whatsoever in their schools. The students of this school are therefore deprived of scientific experimentation. There is no provision for taking these students to nearby high schools for experimental demonstration. This is because these high schools are in towns and it is not practically possible to take the students from the primary schools to a distant place. The lack of apparatus at these schools can be attributed to the following reasons.

- 1] Inadequate finance provided by Zilla Parishad and other institutes.



- 2] Absence of laboratory in the school
- 3] Improper maintenance of the available equipments
- 4] In the event of breakage of any apparatus the teacher is made to pay for the loss, hence the teacher is wary about allowing the students to handle the apparatus

Almost all primary teachers complain of chronic absenteeism among rural pupils than the urban. The percentage attendance in the primary schools surveyed by the researcher is shown in TABLE 4.7. The reasons for absenteeism are poverty, assistance to their parents at farm or at home, lack of learning material and uniform, sickness, dislike of education, etc.

**TABLE 4.7 ATTENDANCE OF STUDENTS IN SCHOOLS**

ATTENDANCE (%)	60	70	80	90	100
NUMBER OF SCHOOLS	2	6	29	59	4

It is obvious from the above table that the schools having more than 80 percent attendance are from urban area, municipal and Zilla Parishad schools. In general though the percentage attendance is high however, it should be noted that there are pupils who remain chronically absent for a longer duration who constitute 20 to 40 percent of absentees.

#### 4.3 APPOINTMENT OF TEACHERS

The appointment of primary teachers was easy before one decade. The qualifications required for a person to become a primary teacher then was VII standard pass. There was no competition, nepotism, partiality, and political interference. However, today the situation has changed drastically. The minimum qualification required for this job is Diploma in Education after S.S.C. But it does not guarantee the qualified person for the job. Increased unemployment, competition, nepotism and political influence has made the recruitment and selection process of primary teachers a highly debatable and subjective topic.

The State Government has formed Regional Selection Board for recruitment of primary teachers especially, at Zilla Parishad level. Accordingly, the person having required minimum qualifications has to clear written test and interview. It was also stated by number of primary teachers that passing in these does not mean that the job is ensured. In many cases either influence or some other ill-legal ways are required to be adopted by the candidate for getting the job. However, in municipality, residential, private and pre-primary schools the prospective candidates are only required to face interview. The chances of malpractices in offering job to particular person are high. Out of 265 respondents, 233 are appointed only by interview and the rest by written test and interview. The experience of the respondents in

getting their jobs is shown in TABLE 4.8. It is observed that most of the respondents claimed that they have got their jobs based on their performance in written test and/or interview. Whereas, 39 teachers confessed that they got due to acquaintance and 9 by nepotism. It was felt by the researcher that few respondents were rather not explicit to say that they have even adopted ill-legal means due to fear of losing the job.

**TABLE 4.8 MEANS OF GETTING APPOINTMENT**

ACQUAINTANCE	NEPOTISM	PERFORMANCE	MONEY
39	6	245	-

#### **4.4 TRANSFER OF TEACHERS**

To get the job of a primary teacher and to be or not to be transferred are the two sides of the same coin. The individual has to put equal efforts for both. The problem of transfer however, is not present in private schools since they have one or few branches. But, when one considers the teachers in Municipality and Zilla Parishad schools the problem is severe.

Some of the notable reasons given by the primary teachers for their transfers are as follows.

- A) Teachers taking part directly or indirectly in local politics.
- B) Difference of opinion between the teacher and head master, education officer or local political leader.
- C) Teachers' inability to maintain 'Favour' of education officer or superiors and management in case of private schools.
- D) Teacher's insincerity and irregularity in carrying out the assigned task.
- E) Transfer of teacher at his/her desired place on request for personal convenience or family problems.

Though there are some rules and regulations for executing transfers of these teachers, these are rarely adhered to. This is very clear from the following tables.

TABLE 4.9 below shows the number of transfers the respondents have undergone in their total length of service. Surprisingly it is noticed that there are as many as 30 teachers who have never been transferred in their service, whereas there are 17 teachers who have been transferred so far for seven or more times. Another fact of concern observed is that as many as 30 percent of the total sample (90 out of 265 respondents) have been transferred one to three times in their total service.

TABLE 4.9 NUMBER OF TRANSFERS IN TOTAL SERVICE

NUMBER OF TRANSFERS	0	1	2	3	4	5	6	7	8	9
NUMBER OF TEACHERS	30	11	36	43	26	17	11	9	6	2

It was further investigated into the number of teachers transferred in their total length of service. TABLE 4.10 shows the distribution of number of teachers who have been transferred in their respective total length of service. It is noticed that there are as many as 363 times the primary teachers are transferred within a span of first five years of their service. On the other hand there are several incidences where transfers have been effected even after a long span of 15 to 27 years i.e. there are two individuals who have been transferred after a service of 26 - 27 years. The primary data has revealed that there is one teacher who has not been transferred even once in his 35 years of total services as against a nine transfers in a span of 33 years of service in case of another teacher (i.e transfer after a interval of 2,2,2,1,1,9,3,5,8 years). This clearly shows that the transfers of primary teachers by and large are not effected according to rules and regulations and the treatment given to one teacher varies from that of the other.

TABLE 4.10 NUMBER OF TIMES TRANSFERS EFFECTED IN SERVICE SPAN

SPAN OF SERVICE	1 - 5	6 - 7	8 - 9	10-11	12-13	14-15	16-17	18-19	20-21	22-23	24-25	26-27
NUMBER OF TRANSFERS	363	47	35	41	30	17	17	13	5	1	-	2

TABLE 4.11 NUMBER OF TRANSFERS IN & OUT OF TALUKA

NUMBER OF TIMES	1	2	3	4	5	6	7	NUMBER OF TIMES
NUMBER OF TRANSFERS	48	41	44	18	11	5	6	42
								29
								8
								2

Further the breakup of transfers in the same taluka and out of taluka is shown in TABLE 4.11. It is seen that the total number of transfers in the same taluka are 173 as against 81 transfers out of taluka. Majority (133) transfers have been effected for 1 to 3 times in the same taluka however, there are 6 individuals who have been transferred as many as 7 times. Out of 81 individuals transferred out of the taluka, majority (71) have been transferred for 1 to 2 times, 8 individuals 3 times and 2 teachers have been transferred as many as 6 times.

The various discrepancies cited above regarding transfers of the primary teachers warranted the researcher to probe into the reasons for such transfers. The following Table shows the types of reasons for transfers.

**TABLE 4.12 REASONS FOR TRANSFER OF TEACHERS**

REASONS	RULE	POLITICS	QUARREL	REQUEST	INFLUENCE	NO REASON
NUMBER OF TEACHERS	166	22	5	87	23	56

Surprisingly, in contrast to the discrepancies observed in the previous tables are in conflict with the data represented in the above Table.

The reasons quoted for the transfers in a majority (253) of cases are as per rules or on request. However, the indiscriminate transfers observed in case of the primary teachers and the reasons mentioned in the table do not corroborate. The researcher experienced that many of the teachers were reserved in giving their frank opinion for such transfers. Hence, the findings reported in the above Table cannot be taken for granted. Though the respondents claim that transfers have been effected as per rules, there are no hard and fast rules in Municipal schools. Whereas in Zilla Parishad schools the individuals can be transferred after five years of continuous service at a place.

#### 4.5 PROMOTION

In the Zilla Parishad and Municipal schools the promotions are generally given as per the rules. The seniority of an individual being the main criteria in getting promotion. Thus the primary teacher can become a head master, education development officer, block development officer, sub-education officer and education officer successively. However, there are no strict rules and regulations observed in private schools and the promotion decisions solely depend upon the discretion of the management.

Priority is also given to the backward class SC / ST / BC / NT primary teachers. The government determines the quota for these categories and the promotions are then given on seniority basis among them.



Out of 265 respondents following primary teachers have been promoted to head master position from different types of schools.

**TABLE 4.13 PROMOTION OF PRIMARY TEACHERS TO HEAD MASTER**

ZILLA PARISHAD	MUNICIPAL	ASHRAM	PRIVATE	PRE-PRIMARY
17	3	1	-	6

#### **4.6 SALARY**

The salary of the primary teachers were very low upto 1986. These are recently revised with effect from 1986 after a long gap of 10 years. However, 185 teachers feel that the revised salary is inadequate when one observes the high rising inflationary trend in the economy. On the other hand 85 respondents were found to be rather contented with the present salary. Some of the teachers whose family size is large and they are the sole earning members expressed that it is very difficult for them to drag on their earnings. Further, the rules and regulations, service conditions and the school work restrict them to do any side business. Out of 265 respondents, only 9 have subsidiary occupation of farming and one does business on small scale. The teachers in general are prohibited to undertake any sort of private tutions by the Government by new regulation. This has severely restricted their additional source of income.

#### 4.7 SCHOOL RESULT

The teacher is solely responsible for the result of the class, subject or school. Now a days there is no examination for the first and second standard students. Hence, when the pupils attend the classes it is obligatory on the teacher to pass them without taking any examination. Thus, even a dull or a negligent student has to be promoted. The responsibility of the result therefore, only lies on the teacher from third standard. In case if the result is not as per the desired level, the teacher may be issued a memo or transferred or in some chronic cases even be discontinued. On the other hand, if the result is persistantly better, only few can be awarded, or given an increment or felicitated. Out of 265 primary teachers, 204 are responsible for class result, 48 for particular subject result, and 13 for the entire school results.

#### 4.8 POLITICAL PRESSURE & INTERFERENCE

There is no field or organisation which is free from some or the other sort of politics and so is the education. However, the political intervention is more in primary schools especially at village level where people who are not related to school or education interfere in school affairs. When there is difference of opinion between the local leader or officer and the primary teacher it results into undesirable consequences. TABLE 4.14 below exhibits the outcome of such

indifferences with the political personalities. On the other hand, it was stressed by the respondents that if they keep co-ordial relations with them they co-operate and help the teachers in many ways.

**TABLE 4.14** RESULT OF INDIFFERENCE WITH POLITICAL LEADER

TRANSFER	BAD REPUTATION	ISSUING MEMO	HARASSMENT
202	50	105	14

It was lamented that the political intervention has been increasing progressively. It becomes very difficult for the teacher to work in free atmosphere and he is always under pressure. This has direct baring on the mental soundness and teaching quality.

#### **4.9** PRIMARY EDUCATION & SOCIETY

The responsibility of primary teacher does not lie entirely on schools and teachers. But parents also have to shoulder a part of it. The passiveness of the parents especially, from the rural areas, is the stumbling block in primary education. The rural parents have to struggle hard for livelihood and they expect their wards to help them and become additional economic source. Instead of sending their children they ask them to help in farm or domestic work.

Further the low income level in the rural area does not enable parents to give uniform, books, notebooks and other educational aids to their wards. This is another reason why the rural pupils do not have interest and desire for schooling.

Thus, it is the responsibility of the society to send the children to school and help the school in every possible way. It is also noticed that the attitude of parents from rural and urban area differs remarkably. The urban parents are literate and financially well placed. Even the middle class people send their wards to english medium schools or private schools. They provide practically every thing to their children for their education. One hardly finds any municipal or Zilla Parishad school where students from better financial background come. Even in these schools like their counterparts in the villages students from low income family are in greater proportion. This gives additional responsibility on these schools and the teachers. Therefore, by and large there is hue and cry that the standard of primary education in these schools is not upto the expectations.

The reactions and the feelings of the primary teachers based on their experience about the society can be summarised as follows.

- Students are casual and do not complete home work.
- Parents are careless and are not interested in the performance of their wards.
- The value system in education field is fast declining.

#### 4.10 NON-TEACHING ASSIGNMENTS

The primary teachers are ladden with several non-teaching activities like, census, preparation of electorate list, family planning propoganda, counting of people below pverty line, afforestation programme, plantation, animal counting, etc. The primary teachers therefore remain engaged throughout the day. All such kind of work affects the performance of the teacher in the following ways :

- 1) Teachers cannot devote fully to academic work
- 2) Many times syllabus remains incomplete
- 3) Besides performing the normal work the extra work causes fatigue and boredom thereby decreasing their interest in teaching
- 4) The teacher cannot find time for domestic work and look after his personal and the families need.
- 5) Assignment of such work to lady teachers exposes them to eve teasers and bad treatment
- 6) The remuneration paid for such work is too inadequate and at times the payment for these jobs is delayed.
- 7) Often sincere efforts are put in by the teacher and the credit is lapped up by the superiors

Almost all the respondents in the present study have expressed dissatisfaction against such kind of work.

#### 4.11 PROBLEMS OF ONE TEACHER SCHOOL

There are many one teacher schools run in Maharashtra today. Most of these schools function at the rustic sites of a village, in hamlets and where small colonies are established besides remote hilly and jungle areas. The village urchins get education free of cost upto standard fourth. All the four classes are run at a time and managed by a single teacher. The total strength of such a school is expected to be less than forty. These schools are run by Zilla Parishad.

The problems of the teachers in these schools are distinctly different than those of the other primary teachers. Invariably it was noticed that these teachers are dissatisfied since they are cut away from the urban milieu and many a times from their families.

The problems of these school teachers are listed below

- 1) Lack of proper housing facility which forces the teacher to stay away from their family in such remote places
- 2) Out of the eight schools surveyed, seven schools do not have any building and the classes are conducted in open space, temple or a private house. In addition to this there are no teaching aids and other facilities.
- 3) Three teachers expressed that the students are not interested in learning. The student strength is also

more in five schools.

- 4) The teachers normally do not get leave since no reliever is posted. Five teachers said that the school has to be closed down when they go on leave. Whereas the remaining get the help of the teacher from nearby school.
- 5) Since there is no building for school the question of playground, physical training, games and entertainment does not arise.
- 6) Out of the eight teachers, three are satisfied with the job whereas five expressed dissatisfaction.

#### 4.12 PROBLEMS OF PREPRIMARY TEACHERS

Nowadays in every village and town one sees pre-primary or nursery schools. The need for the pre-primary schools was felt with the increasing syllabi to prepare the little ones for further education. However, the repercussion of this has resulted in the tiny toddlers in being burdened with learning to read and write which they are ill equipped to do; also the private institutions are exploiting this fad and charging exorbitant fees for the pre-primary schooling as these schools are non grantable. In spite of the heavy fees the parents prefer to send their wards to them for several reasons. These include, to develop interest for schooling, to get the child admitted to the same school in

view of the growing competition for admission to good schools and also because both the parents are working and need someone to look after the child. In villages too the parents have to work in the fields and prefer to send their children to pre-primary schools.

The problems of the pre-primary teachers are mentioned below.

- a) By and large the teachers get a meagre consolidated salary. The village teachers earn about Rs. 200 while the urban teachers get around Rs. 500 or more. There are no other benefits like provident fund, pension, gratuity and other allowances.
- b) These teachers often feel insecure as their job rests entirely on the discretion of the management.
- c) The pre-primary schools in the villages do not have proper infrastructure, teaching aids or toys.
- d) Out of the thirteen teachers from this category, as many as eleven are dissatisfied with their jobs.

#### **4.13 PROBLEMS OF VILLAGE TEACHERS**

Barring few schools all the schools run by Zilla Parishad are run in villages. Out of a sample of 265 teachers 210 have worked in one or the other school in villages whereas, 55 do not have such experience. Out of the 210 primary teachers working in village schools 188 stay with their families in the same village. Almost all these teachers face varieties of problems which are shown in TABLE 4.15.



**TABLE 4.15 DIFFICULTIES OF VILLAGE TEACHERS**

HOUSE	TRANSPORT	MEDICAL	CHILDREN'S EDUCATION	ENTERTAINMENT
201	201	210	190	210

The above table demonstrates that practically most of the teachers who are working in village schools face problems of proper housing, transport, untimely medical aid, and lack of entertainment facility. Some teachers reported that their work places are so remote that they have to walk 4 - 5 Kms or go through bullock cart to nearby bus stand. The most sufferers are lady teachers. The teachers' children do not get higher education at the villages. Therefore, they have to spend more on their education.

#### **4.14 AWARDS TO TEACHERS**

The State Government on the eve of the 'Teachers Day' gives awards to the best and ideal teacher in respective geographical area. These awards are given at different levels i.e. school, taluka, district, state and national level. Every year survey is conducted by the Govt. and the superior teacher is selected for the award. The main objective of this is to honour sincere, honest and dedicated teacher so that the rest are motivated.

However, according to the information obtained from the primary teachers, the selection of the teacher for the award is not made fairly. It is lamented that teachers who work sincerely do not get the award. This is because of intervention of local political leaders who recommend their favourites for the same. Out of 265 respondents, 154 reacted strongly against politics coming in the way of award winning process, where as 91 said that they have not so far experienced such malpractices and 20 were unaware of either of these.

#### **4.15 GRANTS TO SCHOOLS**

Grants for educational expenditure are paid to the Government and Government recognised schools by the State Government. Schools under the control of Zilla Parishad get grants through the respective Panchayat Samitee. Whereas, municipal schools get through the municipality. The grants depend on the strength of the students in the school and its expenditure. Expenditure under different heads and payment of teachers are consolidated in grants. Grants are also given in indirect form through educational aids, books and note-books.

It was reported by the respondents that excluding Zilla Parishad schools, the payment in other schools are not made regularly. Even in municipal schools at times, the payments are delayed. It is needless to point out that the late salary payment causes agony to teachers and their family members.

Zilla Parishad teachers are given Rs. 4 per month for purchasing chalks and other stationary. This amount is too inadequate in ever increasing inflation. A new scheme called 'Operation Black Board' has been implemented in Zilla Parishad schools in villages. According to this scheme a fund is raised with the help of the villagers. The fund is handed over to the Panchayat Samitee. The samitee in turn, adds its own funds and meets the needs of the schools. However, all these grants are too inadequate to meet the expenditure of the schools. This in fact is the major reason for lack of infrastructural facilities.

#### 4.16 PROBLEMS OF LADY TEACHERS

Today one finds women almost in all fields and teaching field is no exception to it. Married women in contrast to unmarried have to shoulder more responsibilities. Since they have to look besides the office work, several domestic work like cooking, shopping, look after the children, etc. Out of the total 265 respondents 110 are lady teachers. Most of the lady teachers (99 out of 110) confessed that they have to shoulder the family responsibility.

The lady teachers stated that working in the schools as school teacher have some effect on their children. TABLE 4.16 shows different effects on the children of lady teachers. Majority of the respondents feel that their children do not get proper guidance and affection due to their absence at home. However, the positive impact include building up

of their career and the children feel proud of their mother's profession.

**TABLE 4.16 EFFECT ON CHILDREN OF LADY TEACHERS**

FEEL PROUD	LACK OF GUIDANCE	EFFECT ON CAREER	DRIFT AWAY
55	89	50	4

At the same time the lady teachers get variety of feedback from the society as shown in the TABLE 4.17. It is observed from the Table that practically all the lady teachers are critically commented upon by the society from one angle or the other. However, at the same time they also get sympathy, co-operation and in some cases publicity because of their sex.

**TABLE 4.17 REACTIONS FROM SOCIETY**

SYMPATHY	COOPERATION	CRITICISM	PUBLICITY	JEALOUSY
79	15	11	8	1

#### 4.17 TRAINING

*Training is essential for every employee to keep him abreast of the latest developments and personal growth. Though teachers train students it is still necessary for them to acquire current knowledge and practices in the field of education. In addition at many times training is required for the teachers when the syllabus structure is changed.*

*Municipality, Zilla Parishad and Panchayat Committee organise training courses for the teachers under their jurisdiction. New as well as old teachers are selected for these courses. The training is compulsory for all those who are selected. The seniority or teaching experience or qualifications are not the barriers in the process of selection.*

*Most of the teachers complain about the training. Out of the total 265 primary teachers questioned, 224 teachers stated that they do not get adequate knowledge and skills in a limited period of a week or two. Though there are number of training centres the courses conducted therein are limited. Those teachers who have to attend these courses have to go to the training centres which is inconvenient to them. Besides this the teacher has to bear the travelling, lodging and boarding expenses and the allowances given by the Government are too inadequate as compared to the actual expenses incurred. This is the*

major reason why teachers try to avoid attending these courses due to financial burden by forwarding different types of excuses. To get the proper benefits of the training courses, it is necessary that the facilities are provided at the training centres similar to those at the other training centres of Government departments/for undertakings. Thus the teacher will voluntarily attend these courses and be benefited.

#### 4.18 DIFFICULTIES IN SCHOOLS

Except few private schools almost all other primary schools under the jurisdiction of Municipality, Zilla Parishad and Panchayat Samiti do not employ any clerk or peons. It is expected that the head master and the teacher are supposed to do all the clerical work. The following Table clearly shows that none of the above schools except three private schools have one clerk each.

TABLE 4.18 EXTENT OF CLERICAL WORK DONE BY TEACHERS

TYPE OF SCHOOL	CLERKS	HEAD MASTER	TEACHERS
Zilla Parishad	-	52	All
Municipal	-	17	All
Private Grantable	2	2	All
Private Nongrantable	1	1	All
Ashram/Residential	-	3	All
Pre-primary	-	6	-

Out of 100 different types of primary schools only three private schools have one clerk each for doing the clerical work. The clerical work therefore has to be done by the head master and all the teachers in the school. This has resulted in undesirable after effects such as.

- 1) Much of the time of the head master is spent on doing the clerical work, as a result the administrative work suffers.
- 2) Teachers normally do the clerical work during the office time and that too in the classes. Therefore, the teaching suffers.
- 3) It is invariably reported that the Taluka Panchayat Samiti demands same information repeatedly. So the head master and teacher have to spend lot of time in doing the same job number of times.
- 4) The taluka schools are regarded as Payment Beat schools which are responsible for making the payments to the primary schools in their taluka. This infact increases considerable the administrative work of pay-roll preparation, which is supposed to be done by the head master and teachers of the taluka school.
- 5) Mentally such sort of clerical work disturbs the mental frame of the teachers and demotivates them.

All the types of schools also do not employ peons. The work which is supposed to be done by the peon has to be done <sup>by</sup> the teacher and many times the students. The students in these schools normally clean the school premises, classes, desks and blackboards; make provision of water, and help in official work. In this the time of teacher as well as students is wasted and the teaching is given subsidiary importance. Furthermore, there is competition among the students to do such jobs and to satisfy the teachers and get their favour. TABLE 4.19 below shows the presence of peons in different types of schools. Out of 100 primary schools only 11 schools employ peon in the school.

**TABLE 4.19 EMPLOYMENT OF PEONS IN PRIMARY SCHOOLS**

TYPE OF SCHOOL	EMPLOY	DO NOT EMPLOY
Zilla Parishad	1	67
Municipal	2	15
Private Grantable	3	1
Private Nongratable	2	-
Ashram /Residential	1	2
Pre-primary	2	4
<b>TOTAL</b>	<b>11</b>	<b>89</b>

No doubt when students do such kind of work they develop habit to do any kind work however, it diverts their attention from studies.



#### 4.19 EDUCATIONAL AIDS

The primary education is the foundation of the educational system and the students learning in these schools are below 10 years of age. The learning in general is very easy when it is done through experimentation and demonstration with the help of educational/teaching aids. Recently, numerous such aids have been produced and available in the market. The developed countries in this regard, are way ahead of others. The small children there in fact play on personal computer and use educational aids/packages on computers.

However, the situation in India and in particular in primary schools is far from satisfactory. There are plenty schools in which even blackboards, maps, charts, and models are absent. The primary teachers at times purchase many of them on their own and use in the schools. Most of the respondents have strongly reacted against the lack of proper educational aids. According to them the indents are put several times to the concerned authorities for such aids, but unfortunately these are seemed to be overlooked due to one or the other reason.

It was noticed during the present study that out of 100 schools 96 are ill-equipped with requisite educational aids. The teachers of 98 primary schools purchase required aids on their own and do not get reimbursement.

#### 4.20 INFRASTRUCTURAL FACILITIES

A] BUILDING :- The major problem of primary schools, especially in villages, is the lack of adequate building. The classes are conducted in small rented houses where two or three classes are conducted in one room. Invariably in one teacher schools, four classes are conducted either in one room, varandha of Gram Panchayat Office, open space under the tree, or temple.

There is no proper sitting arrangements. Most of the schools are not equipped with benches, blackboard, tables, etc. The students have to sit on the bare floor or bring their own cloth to sit. The above discussed facts are more clear from the survey findings reported in the table below.

TABLE 4.20 PROVISION OF BUILDING FOR SCHOOL

<u>BUILDING EXISTS</u>	<u>BUILDING DOESN'T EXIST</u>
39	61

The above table reflects that out of 100 schools, only 39 schools have adequate building facility whereas, the rest do not have.

Furthermore, the respondents confessed that they conduct classes in one room, varandha, temple, private house, or under tree. The responses of such teachers are represented in TABLE 4.21.

**TABLE 4.21 PLACES SHOWING WHERE CLASSES ARE CONDUCTED**

ONE ROOM	DIVIDED ROOM	VARANDHA	TEMPLE	PRIVATE HOUSE	UNDER TREE
25	43	18	20	12	2

Since the classes are not conducted in isolated class-rooms the attention of the students is diverted to the nearby environmental disturbances. Also it becomes difficult for the teacher to teach the students and control the class. In some cases where the school building is present, with the increasing students strength the building premises are inadequate to accomodate all. The Govt. also does not sanction a plan for additional building or class-rooms. Further in cases the buildings are too old and not repaired and maintained. There is constant fear of falling the roof or the wall. It is therefore, necessary that the Govt. officials and machinery looks in to this matter on war footing & takes precautionary measures. The appropriate organisation should sanction the required funds for new buildings and repairs and maintenance of the old ones.



B] DRINKING WATER :- In many schools there is no provision of drinking water to the students and the teachers. The students have to fetch water from far-off places. There is always a shortage of water in the villages and the water available is not clean for drinking purpose. The lack of water source in or nearby school has problems such as non-availability of water for toilet purposes and gardening. The following table shows the availability of water in the primary schools surveyed by the researcher.

TABLE 4.22 AVAILABILITY OF WATER IN PRIMARY SCHOOLS

AVAILABLE	NOT AVAILABLE
53	47

C] LIGHT :- There is no provision of electricity in number of primary schools though there is electricity in respective village. The teachers teach and humble students learn there. At many places even there is insufficient natural light coming <sup>in</sup> the class-rooms. It is needless to mention that in the absence of light the use of audio-visual aids have no meaning. Out of 100 primary schools surveyed, the researcher has noticed that only 46 schools have electricity facility whereas 54 do not have.

C] PLAY GROUND :- The provision of play ground is inevitable for any human being and is must for small primary children. The question of provision of play ground does not arise when the school buildings or class-rooms are not there. Most of the schools have inadequate play ground and some of them have no play ground. It is therefore not possible for the teacher to organise physical training and conduct different games. Thus they can not create interest in the students for different games. TABLE 4.23 shows the availability of playground near the school.

**TABLE 4.23 AVAILABILITY OF PLAYGROUND NEAR SCHOOL**

<b>AVAILABLE</b>	<b>NOT AVAILABLE</b>
62	38

It is observed from the above table that 62 primary schools have nearby playground and 38 do not have. The availability of play ground in village is not a big problem. However, in urban places the problem is severe. Hence, most of the schools in the urban area which do not have their own play ground take the students to nearby schools where play ground facility can be made available.

4.21 OTHER INFORMATION

Teaching is a profession where an individual cannot perform well unless he or she has an aptitude for the job. This is because this profession is not a mechanical job, it involves not only imparting knowledge to the students but also bringing out an all round development of their minds and bodies. With this in view the respondents were asked as to why they had chosen this profession i.e either due to interest in teaching or for financial gain or other reasons. The Table below enumerates the reasons the teachers have given for working in this profession.

TABLE 4.24 REASONS FOR CHOOSING THE TEACHING PROFESSION

MONETARY GAIN	HELP TO FAMILY	INTEREST	SOCIAL WELFARE	STOP GAP
137	112	80	22	6

From the above table it is obvious that majority of the primary teachers are in the profession out of need for independence, to help the family and share the financial burden. Nowadays with the growing number of unemployed graduates, jobs are very difficult to find.

At the same time growing inflation makes it imperative to accept any job that comes their way. The lady teachers seek employment so as to be independant. Only 80 respondents have said that they are in the profesion out of aptitude for teaching. The interest may be developed as many a times their parents and other family members too are in the same profession. Still others choose this noble profession so as to perform some social service. They feel that by teaching small children they are moulding the lives of the future citizens. A few of the teachers have accepted this job as a stop gap arrangement. They also pursue higher studies and keep looking for a better paying job.

However, inspite of the reasons given for accepting the job of the primary teacher, 259 of the respondents have said that they are satisfied with their jobs. This is very commendable as inspite of taking up the job out of financial need, and facing innumerable problems at work coupled with a meagre salary they still have job satisfaction. This may be attributed to the nature of the job which involves moulding the young minds and the happiness one gets from having done a good job. Only 6 teachers have expressed dissatisfaction with their jobs. This is a very negligibile number and can be attributed to political interference harrasment and other personal problems.

Hence, by and large it can be concluded that the respondents have entered into this profession mainly due to economic needs, family interests and having the workplace nearby; yet they are all satisfied with their jobs.

#### 4.22 HOBBIES

No individual can be so completely engrossed in his or her job as to have no time to spare for pursuing a hobby. With a view of obtaining a complete picture of the nature of the primary teachers, i.e. their likes, dislikes, problems, satisfactions, their hobbies were also enquired into. The following Table is self-explanatory and shows the varied interests the teachers have in various fields. This aspect is important as the teacher is bound to relegate the interest to the students and thus enrich their lives.

TABLE 4.25 HOBBIES OF THE TEACHERS

HOBBIES	NUMBER OF TEACHERS
Tailoring	36
Embroidary	7
Painting	60
Going to picnics	31
Writing	4
Reading	167
Oratory	37
Music and singing	39
Farming	15
Sports	10
Others	8