

**SOCIO-ECONOMIC CONDITION OF L. P. SCHOOL  
TEACHERS OF ASSAM ; A CASE STUDY OF  
SIBSAGOR TOWN**

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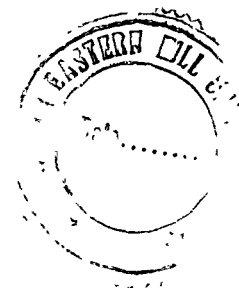
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DEPARTMENT OF ECONOMICS  
SCHOOL OF SOCIAL SCIENCE

**A DISSERTATION**

SUBMITTED IN PARTIAL FULFILLMENT OF THE  
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OF PHILOSOPHY :-

To



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## SUPERVISOR'S CERTIFICATE

This is to certify that this dissertation entitled **Socio-Economic Condition of L.P. School Teachers of Assam : A Case Study of Sibsagar Town** submitted by Sri Nabajyoti Sarmah for the award of the degree of Master of Philosophy is an original piece of work carried out by him under my supervision. This work or part thereof has not been submitted for the award of the degree of any other University nor has it ever been published anywhere.

The thesis is worthy of being considered for the award of the Degree of Master of Philosophy in Economics.

Dated July 25, 1990

  
(Dr. P.M. Passah)  
Supervisor



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NABAJYOTI SARMAH

Dated, Shillong, the 25<sup>th</sup> July, 1990.

## INTRODUCTION

## INTRODUCTION

The present study on "Socio-Economic Conditions of Primary School Teachers of Assam: A Case Study of Sibsagar Town", is an attempt at finding out the current socio-economic status of primary school teachers of Sibsagar town of Assam. We propose to investigate different aspects of their socio-economic life covering their family background and working conditions. The changes that have been taking place in India after independence have also been taken into consideration in determining the current status and working conditions of the members of this lowest category of the academic profession.

The teachers are the backbone of the educational system. Until recent time, they were respected in Indian society, and they on their part often played a key role in a community in which they were living and working. But the status that they had earlier has been undermined in many ways. The present society every where has now become more materialistic and prosperous. But this particular segment of the teaching community has not been able to share in the prosperity of the society. Our inference is that the position of the lower primary school teachers in Assam has become all the more confounded if it would be compared with the position of the members of other professions.

For the purpose of this work, by primary school education we mean the public instruction given upto such a class or standard not beyond class or standard IV. In other words, it means the imparting of education to children of the age group of six to eleven.

A primary school teacher is responsible for imparting education in the primary schools where classes are run from Class I to Class IV.

The present study would cover the socio-economic problems of these teachers that arise in their occupation, salary, service conditions, low educational qualifications, social recognition and family background.

### **Importance of the Study**

A primary school teacher has at his disposal the formative years of a child's life which he has to shape in the best possible way so as to lay a firm foundation on the future citizen of the country.

In modern time of expectation explosion, the role that the teachers are expected to play in the school premises is to fulfill the expectations of the society for its children. It is well said that "as is the school, so is the nation."

The role and status of a school teacher are taking

new dimensions with the growing complexity of the school life and social life. If we sincerely want that education should play its functional role, we shall have to give a fair deal to the members of the teaching profession. The nation's well-being depends upon the teachers' well-being. Our two million primary school teachers are the custodians of our country's future. We talk of honouring teachers, but our actions do not match our words. We have no right to hold the teachers to a vow of self-sacrifice. It is incumbent on the society to pay due regard to the teaching profession specially in the primary level and to ensure that the teacher is kept above want and to give them the status which will command respect from society. In the words of Secondary Education Commission,

"If teachers' present mood of discontent and frustration is to be removed and education is to become a genuine nation-building activity, it is absolutely necessary to improve their status and their conditions of service."<sup>1</sup>

In India many primary schools are finding it difficult to secure and retain the best teachers mainly because of low rate of salary and low social prestige. The service conditions of the primary school teachers are far from satisfactory. So the condition of primary school teachers who are suffering from socio-economic problems and demoralization should be improved so that they can function with the high level of efficiency.

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1. L.N. Kapoor. Problems of Indian Education System.

The teacher is hailed as a nation-builder and as a lamp that illuminates the pivot of the whole system of education. Ralph L. Pounds and Robert L. Guretson say, "Teachers stand as a most important factor in educational process. The importance of development of the best kind of persons for teaching cannot be overemphasized."

To quote the report of the Secondary Education Commission again,

"Of all the factors which determine the quality of education and its contribution to national development, the teacher is the most important. It is on his personal qualities and character, his educational qualities and professional competence that the success of all educational endeavour must ultimately depend."<sup>2</sup>

Regarding the socio-economic status of teachers, the Commission says,

"It is necessary that intensive and continued efforts be made to raise the economic, social and professional status of teachers in order to attract young men and women of ability to the profession and to retain them in it as dedicated, enthusiastic and contented workers. This can be done to a very limited extent only through appealing to motives such as love of children or of teaching interest in academic work or research, which attract a small proportion of able young persons to the teaching profession. Besides, it is necessary that provision of adequate remuneration, opportunities and professional advancement and favourable conditions of service and work are imposed to attract the people."<sup>3</sup>

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2. Ibid.

3. Ibid.

The importance of the study would be all the more appreciated if we consider the role of Education in Economic development.

### **Role of Education in Economic Development**

Development theories since the time of classical economists, regard accumulation of capital as the key requirement of growth. Capital was identified with capital goods and equipments which were used in the production process and were sharply distinguished from labour. But under the modern industrial conditions, with the progress of technology and with the increasing importance of skill in the labour force, the traditional distinction between labour as an original factor of production and capital as a produced factor of production, has become unrealistic. The limitation of material capital as an explanation of economic growth has drawn the attention of economists to the concept of human capital as a complementary explanation.

The concept of economic development as a general process of capital accumulation with the combination of capital of various types should take cognisance of the complementary and substitutive relationship between them. The complementary relationship between human and non-human capital becomes more obvious in a developing country where the introduction of modern technology in various sectors of

the economy require not only additional investment embodied in improved capital goods and equipment but also additional investment in education and training to increase knowledge and skill for efficient participation in the production process. Examples abound in developing countries where introduction of modern technology without the concurrent development of human skill and knowledge has led to delay, bottlenecks and slowing down of the pace of development process.

Education is an essential form of capital in the economic development like finance, machinery, and land. Indeed, education is basic to everything else because it provides the necessary input of understanding and skills as to how to utilise all other forms of capital for their optimum impact. The role of education in economic development can indeed be crucial. Besides increasing the supply of skilled labour for development and diffusion of science and technology, it may soften the severity of the various sanctions against social deviance. And deviant behaviour may eventually lead to institutions that would tend to promote economic activity and organization.

#### **Specific Objectives of the Study**

- (i) To identify factors responsible for Socio-economic problems of primary school teachers;
- (ii) To find out whether these teachers are satisfied with their job;

- (iii) To find out the socio-economic problems of primary school teachers of Assam on the basis of field study;
- (iv) To summarise the findings of the present standard and to give the conclusion thereon.

**The main areas of the study would focus on the following**

- (i) Teachers' problem regarding educational qualification and training;
- (ii) Conditions of service and their workload;
- (iii) Financial condition of teachers, i.e. their salary, housing facilities, etc;
- (iv) Current and future benefits;
- (v) Social recognition of primary school teachers and reasons for lack of social recognition.

#### **Why Sibsagar Town?**

Sibsagar town was selected for our work due to many reasons. The town where our study is confined, is an ancient town. Historically, the town bears a good administrative record. Recent development due to expansion of Oil and Natural Gas Commission (ONGC) is noticeable. The Sibsagar Municipal Board is looking after the cleanliness and other civic administration of the town. The town is surrounded by villages that have grown outside the municipality limits. As a result of immigration from some rural areas, the town becomes densely populated. Hence, the cost of living of the people

in the town has become much higher. Thus, in such a high cost of living condition, the teachers naturally have to face economic hardship. Keeping this in view, a case study of Sibsagar town is taken up for this survey work.

### **Scope of the Study**

The scope of the present study is limited to the following:

- (i) The study is confined only to the primary school teachers.
- (ii) The study covers only some specific problems.
- (iii) For data collection only specific area, i.e. Sibsagar town is only selected.

### **Methodology and Procedure**

The population of the present study comprised of all the primary school teachers of Sibsagar town. For collecting accurate figures, we consulted with the individual teacher directly or indirectly and with the school administration. The whole of the Sibsagar town has been divided into two zones for the purpose of management i.e., Zone A, and Zone B. One teacher is incharge of each zone. At the initial stage, various required information were collected from these teachers who are incharge of the zones as secretaries. Various activities like payment of salary, grant

of leave, increment and other official works are carried out with the help of such teachers. From the record, it was found that there were 167 teachers in Sibsagar town as on June 1989. A list of 25 schools from both the zones was prepared. In Zone A there are 12 schools and in Zone B there are 13 schools. Out of 167 teachers, the number of female teachers was 124 and the number of male teachers was only 43.

All the primary schools in Assam have been provincialized. The Director of Public Instruction for Primary Education is incharge of the primary schools who is functioning from Guwahati. Under him, there is one District Education Officer for every district. The Deputy Inspector of Schools is in full charge of the administration of primary schools in a district. He is the sole authority for sanctioning payment of salary and for granting of leave and for other works of supervision. An Additional Deputy Inspector is assisting him in looking after the administration of the schools.

The medium of instruction in all the schools is Assamese. A complete list of schools with the number of teachers is given in Table 1 of Appendix I. The information about each schools was collected from the office of the Deputy Inspector of Schools, Sibsagar.

After getting the total size of population the sample was selected in such a way as to make it representative.

Except for 5 (five) schools which are located in the suburb of the town, all the schools are situated within the Sibsagar town. It was found that it is only in one school that English has been also taught as a subject at the primary level. As a result, parents prefer that their children be taught in that school. Thus, parents realise the importance of the study of English for their children.

Out of the total number of 167 teachers, it was decided that 100 teachers should be taken for interview. Simple random method was followed.

### **Tools**

Different tools are used by the researchers for collecting different kinds of information. In the present study interview schedule was used as a tool for collecting primary information. Since the main thrust was to collect information relating to socio-economic Problems of primary school teachers, it was felt that interview schedule should be the most appropriate for the collection of the required data.

### **Construction of Interview Schedule**

It is one of the most extensively used research tools.

It is a device for obtaining information by administering a set of questions to the respondents.

Our interview schedule contains personal information like (1) Name of the District, (2) Name of the town, (3) Teacher's Name, (4) Designation, (5) Sex, (6) Caste, (7) Religion, (8) Place of birth, (9) Educational status along with training facilities as available.

It also consists of questions relating to the economic status like name and number of earning members, profession, income per month, income from extra sources and total income.

Economic status covers, (a) Type of housing, (b) Cooking equipments, (c) Mass media, (d) Type of transportation used by the teachers. Besides, the schedule contains questions on (a) Travel, (b) Distance between a teacher's home and the school, (c) Residential status, etc. In this respect questions on the name and number of family members, sex, age, relation, education, number of dependents, etc. are asked.

The schedule also puts questions on family background like the following:

- (a) Marital status.
- (b) Family background (parents, grand-father, grand-mother etc).

- (c) Migration.
- (d) Decision of making, teaching career.
- (e) Job attitude (ranking item).
- (f) Views on the present study.

Additional questions are also asked on the present standard of primary school education in Assamese and reasons therefor.

Finally, questions on common interest are also asked.

The draft interview schedule was submitted to the supervisor for approval. The approved interview schedule was then distributed to all the 100 respondent-teachers from June 21 to July 5, 1989. As the schedule was prepared in English, several hours were needed to complete the interview with each teacher-respondent.

### **Secondary Data**

Secondary data were also used for our work. For collecting the secondary data, various official reports like census reports, survey reports, statistical reports were used. The following reports were principally used:

1. Education Survey Report of India, 1st, 2nd, 3rd and 4th.
2. Education India.

3. Education Statistics of Assam.
4. Various census reports of India.
5. Various census reports of Assam.
6. Various census reports of District.
7. Statistical Handbook.

In this way the process started with the collection of the data before our analysis was carried out.

#### **Chapter Plan**

The work has been completed in five chapters. The first chapter gives us an idea about the Indian system of Primary Education along with the state of Assam. The second chapter follows with a review of related literature, while the third chapter gives the physiographical and socio-cultural background of Assam. The fourth chapter on Data Analysis analyses and interprets the data collected from our field survey. The concluding chapter summarises our findings and gives the conclusion that emerges from the study.

CHAPTER I

INDIAN SYSTEM OF PRIMARY EDUCATION

## **INDIAN SYSTEM OF PRIMARY EDUCATION**

Before we have a close look at the progress of Primary Education in Assam and the problems of the Primary School Teachers in the state, we propose to discuss in a nutshell the Indian system of primary education on historical perspective. By doing so, we can study the history of the development of primary education in India in two stages: (1) Primary Education before the commencement of the system of compulsory primary education, and (2) Primary Education after the introduction of compulsory primary education.

### **Primary education before the commencement of the system of compulsory primary education**

This can be studied under five different periods as follows:

#### **(i) Period from 1757-1813**

After the battle of Plassey (1757) the East India Company started its campaign of expanding its empire and from that time a new chapter in the history of Indian education started. Although by that time the condition of Indian education had become miserable because of the widespread discontent and anarchy, yet there was a network of educational institutions in the whole of India, which had become a part of social and cultural life of the people. But the

Britishers crushed and completely shattered the Indian education in order to establish their trade monopoly and political ownership.

**(ii) Period from 1813-1854**

The modern education system was started in India by the Christian Missionaries. They built up primary, secondary and higher educational institutions. Indian education was disregarded and ignored under the rule of East India Company. From 1824, some amount was sanctioned for education but it could not fulfil the needs of the Indians.

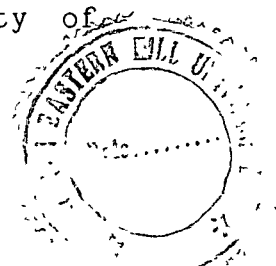
**(iii) Period from 1854-1857**

It was accepted in Wood's Despatch of 1854 that the education of the common people had been completely ignored and disregarded. It was, therefore, suggested that provision should be made to impart practical and useful education to the common people. Number of primary schools should be increased. East India Company ignored the primary education and spent more money on secondary and higher education. Consequently, the primary education could not make any progress.

**(iv) From 1857-1882**

Standley's Despatch of 1850 recommended that the Government of India should take up the responsibility of

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primary education and advised that the government should impose local taxes to bear the expenditure of education. Consequently, primary education made some progress during this period.

**(v) From 1882-1905**

According to recommendations of Indian Education Commission of 1882, the management of primary education was transferred to the local institutions. This new system undoubtedly led to some progress but it cannot be called satisfactory. Lord Curzon, the Governor General of India, admitted that primary education was so far ignored and disregarded by the Government.

( Lord Curzon did praiseworthy works in the field of increasing number of primary schools and in raising their teaching standards. But the partition of Bengal led to widespread discontentment and dissatisfaction among the people and his services in the field of education could not be taken into consideration by the people. At its Calcutta session of 1905, the Congress decided to launch the national movement. This movement created consciousness among the Indians in regard to their rights. The primary education makes a turn from this period and advances towards the stage of compulsory primary education.

**After introduction of the compulsory primary education**

The compulsory primary education in India has the following main features:

**(i) Early Efforts**

Although no solid efforts were made till the beginning of the 20th Century in regard to compulsory primary education, yet some Britishers, who were lovers of education, were inspired to work in the field of intellectual and social development. Some important suggestions were made in regard to compulsory primary education. Baptist Missionary, William Adam, was the first of such liberal persons. Revenue Survey Commissioner of Bombay Captain Wingate, an Educational Inspector of Gujarat and T.C. Hope were the other prominent Britishers who suggested the provision of compulsory primary education but unfortunately, the British rulers did not pay heed to their suggestions were rejected.

**(ii) Efforts of Indian Leaders**

The national movement which was gaining momentum slowly and gradually was bringing about the consciousness among the Indians. The Committee of 1906, arrived at conclusion that the provisions of compulsory primary education would not be proper because the people were not prepared for it.

**(iii) First successful experiment of compulsory education in Baroda**

Maharaj Sayaji Rao Gaekwad had the credit of making the first successful experiment of compulsory education in India. Liberal-minded and educational lover, the king of Baroda, declared in 1882 that there would be compulsory primary education in a Tallugu of Amaraili city, consisting of 9 villages in his state. All the boys and girls from 7 to 10 years of age were to receive education in primary schools. It was started from 1893 (18th November). Thereafter, primary education was made compulsory for all the children of the state by the Act of 1906.

**(iv) Efforts of Gokhale**

Gokhale presented a Resolution in the Imperial Legislative Assembly in regard to primary education. He submitted a bill in 1911 in the Imperial Legislative Assembly with regard to primary education. His efforts could not succeed.

**(v) Compulsory Education Act**

Vithal Bhai Patel presented a bill in the Provincial Legislative Assembly of Bombay. The aim of this Bill was to introduce compulsory primary education in the municipal areas of the province. The said bill became an Act in 1918 and was called Primary Education Act. This was the first Act, which accepted the principle of compulsory primary

education by the Government of a province. During 1930, all provinces passed the Acts with regard to compulsory primary education and power was entrusted to the local institutions.

#### **(vi) Expansion of Compulsory Education**

As a result of the Act, the expansion of compulsory education received an impetus. Women under M.K. Gandhi, demanded their rights. The efforts of M.K. Gandhi and Dr. Ambedkar not only brought about consciousness among the Harijans but they also went a long way to expand the education. During 1921, organization of the provincial education came into the hands of Indian Ministers and government contributed much for the expansion of primary education.

This progress continued till 1930. From 1931 to 1947 the development of primary education received a set back. Two reasons can be mentioned for this set back. One was the great economic depression and the other was the Horthoz Committee.

#### **(vii) Compulsory Education in Independent India**

The independent India felt the great need of expansion of education at all stages and specially at the stage of primary education. The principle of compulsory education was declared through Article 45 of the Constitution of India.

It is the aim of the government to provide free compulsory education at the primary stage to 92.2% of the children of the age group of 11 to 14 years and 47.4% of the children of the age group of 11 to 14 years by the year 1971.

### **The Problem of Primary Education in India Today**

We can list some problems that have been faced by primary education in our country today:

- i) Faculty policy of the government,
- ii) Political difficulties,
- iii) Faculty administration of education,
- iv) Dearth of teachers,
- v) Low standard of teaching,
- vi) Dearth of money,
- vii) Establishment and building of schools,
- viii) Unsuitable curriculum,
- ix) Wastage and stagnation,
- x) Natural obstacles,
- xi) Social evils,
- xii) Language problem,
- xiii) Single teacher school (40%).

### **Primary Education in Assam**

This may be analysed under the following heads:

**(i) Structure of Primary Education in Assam**

In the State of Assam, primary education is concerned with the elementary stage. It begins from Class I to IV. Boys and girls are mostly enrolled, when they achieved the age of six. Medium of teaching in most cases is Assamese. It varies also, depending upon the majority of people lived in the locality.

**(ii) Administrative set up in Primary Schools in Assam**

Primary education was made compulsory in Assam by the Act of 1974. However, implementation of the Act suffered a set back due to various constraints including indifference of the guarantee, essence of required facilities for improving education. The State Board of Elementary Education was set up in Assam during 1961. Provincialisation of service of the teacher in the elementary schools in 1975 was taken by the government of Assam. The State Board of Elementary Education and other regional elementary boards ceased functioning following the provincilization of services of elementary education. The sub-divisional level organization, administration for all primary schools are headed by D.I. of Schools under the Directorate of Elementary Education while district level organization of primary level is headed by Inspector of Schools and D.I. of Schools. There is of course provision for promotion of D.I. of Schools to Assistant

Inspector of Schools on percentage basis and then as Inspector of Schools or Deputy Director of Public Instruction.

### **(iii) Primary Teachers' Problems in India**

In the ancient period teachers were not facing problem in their work because the social status of teachers was very high although their economic condition was low. In the Brahmanic education, the teacher were respected not only by their own pupil but even by the society itself. The society do not get motivated by anti-social elements and their outrageous propaganda. Economically they consume no wealth, what they gain after their hard work is regarded as gift because no fees are accepted by the teacher. Gift takes away forms of say, a field, a house, seeds, grains, vegetables etc.

The social status of the teachers is high and they are generally men of character who had the confidence and respect of their fellowmen. Relation between teacher and student was very good. During the Muslim period also such harmony was maintained. In such period the teacher got only Rs. 4.00 to Rs. 5.00 per month.

During the British period, a new source of financial support was provided in the form of grant from public. Still economic condition of teacher remain unchanged due to high cost of living standard.

### **Fifth All-India Survey of Education**

The findings of the 5th All India Survey of Education concerning primary schools of Assam are given below:

#### **(A) Habitations**

On the reference data (30.9.86) there were 21,883 inhabited villages in Assam with 31,803 rural habitations. On an average, therefore, there were 1.45 habitations for each habitated village. The number of habitations during 1978-1986 period increased by 13.46% of the 31,803 rural habitations, 16,835 (52.94%) are covering 19.64% with the population "below 500".

#### **(B) Coverage by Primary Schools/Sections**

According to the fifth survey data, 81.74% of the rural population of Assam was served by primary sections located within the habitation itself as against 78.53% in 1978. Cachar district had the highest percentage of population (93.10%) served by primary sections within the habitations, followed by Nagaon (90.80%) and Kamrup (89.03%). The lowest was Dubri with 69.7%. The entire population of Karbi-Anglong district (100%) and 99.98% of the population of Nalbari District was served by primary sections located within a distance of 2 kilometres. A total of 618 habitations were without any primary section within a distance of 2 kilometres.

**(C) Primary Schools**

The number of primary schools increased from 21,605 (rural 20,698, urban 905) in 1978 to 25,873 (rural 24,309, urban 1,564) in 1986, an increase of 19.75% (rural 17.44%) (urban 72.82%) of the 25,873 primary schools, 24,018 (92.83%) were government schools and 1,479 (5.71%) were under local bodies, 37 (0.14%) were government aided private schools, and 339 (1.31%) were government unaided private schools.

Of the plain districts, Nowgaon had the highest number (2,455) of primary schools followed by Cachar (2,364) and Jorhat (2,237). Karimganj district had the lowest (1,103) number of primary schools. The two hill districts of Karbi-Anglong and N.C. Hills had 962 and 518 schools respectively.

**(D) Enrolment**

The total enrolment at the school stage, according to the fifth survey report on Assam was 3,821,967 of which 1,625,104 (42.52%) were girls. The schools located in rural areas accounted for 75.31% of the total enrolment. Girls constituted 42.68% of the enrolment in schools in rural areas. The break of enrolment, however, showed that the schools located in rural areas accounted for 91.04% of the total enrolment in Class I - VI.

The percentage increase in enrolment in classes I

to IV was 38.14 over 1978. For boys the percentage increase was 31.81 and for girls 42.65.

The estimated child population in the age group 6 to below 11 and 11 to 14 according to the fourth survey with corresponding child population recorded in the fifth survey report on Assam is given in the following table.

**Table 1.1: Estimated child population in age group 6-14**

(in '000)				
Period	Age Group	Rural	Urban	Total
1978	6 - 10+	2,094	531	2,625
	11 - 14	1,102	302	1,404
1986	6 - 10+	2,627	289	2,916
	11 - 14	1,522	168	1,690

Source: 5th All India Survey of Education (State-Assam).

The gross enrolment ratio in the age group 6 to below 11 years in 1986 was 78.05 as against 71.69 in 1978. The rate of scheduled tribe students constituted 14.66%. The enrolment in Class I constituted 41.65% of the total enrolment in Class I to IV.

#### **(E) Teachers**

In 1986, there were 181,598 teachers working in the educational institutions as against 90,702 teachers in 1978

indicating an increase of 100% of the total number in 1986, 120,166 (66.17%) were working in primary schools. The average number of teachers per school was 4.64 for primary standard.

The number of primary school teachers belonging to SC was 6.97% and of those belonging to ST were 15.03%, while 25.59% constitutes the female teachers.

The pupil-teacher ratio was 36:1 at the primary level. Dubri district had the highest pupil-teacher ratio of 44:1.

Out of the 25,873 primary schools as many as 8,903 (34.41%) schools were single-teacher schools in 1986. The maximum number of single-teacher schools was founded in Cachar district (1098) which is followed by Nagoan (781), Lakhimpur (755) and Jorhat (724).

#### **(F) Buildings**

According to the Fifth All-India Survey, out of the total number of primary schools in the state, 1962 (7.58%) schools had pucca buildings, 7,528 (29.29%) had semi-pucca buildings, 10,503 (40.59%) had kutcha buildings and 5930 (22.53%) were without any proper buildings. Of these schools again, as many as 18,224 (70.44%) schools had only one room, 3,245 (12.54%) had 2 rooms, 1,434 (5.54%) had 3 rooms, 607 (2.34%) had 4 rooms and 595 (2.29%) schools had more than 5 rooms.

**(G) Conclusions of the All-India Survey of Education**

- (1) The number of primary schools had increased to 19.75% during the period from 1978 to 1986.
- (2) 81.74% of the rural population get the benefit of primary sections within the habitation itself in 1986 as compared to 78.53% in 1978. Thus, educational facilities in rural habitations had slightly increased.
- (3) The total number of primary school teachers appears adequate but their distribution is uneven.
- (4) At the primary stage only 62.87% teachers are trained.

**Problems faced by Primary Teachers in Assam**

The efficiency of the teaching profession and its contribution to national development in general and educational improvement in particular will depend largely on its socio-economic status. This will, in turn, depend upon many inter-related factors.

The economic status and civic rights of teachers as well as their professional competence, character and sense of dedication are very much inter-related throughout the world. The general experience has been that as the material rewards of teachers are high, it becomes possible to recruit teachers of high calibre and qualifications.

Socially, they are not accorded the required status

and economically they are poorly paid. The following table reveals the pay scales of the government school teachers for different periods of time before and after 1964:

**Table 1.2: Pay scales of the government school teachers for different periods of time before and after 1964.**

Sl. No.	Categories of teachers	Scales of Pay			
		Pre-1964 Scale	1964 Scale	1973 Scale	1981 Scale
1.	Non-Matriculate untrained teachers	Rs.40-60	Rs.85-110	Rs.240-380	Rs.470-808
2.	Basic trained teachers/ Matriculate untrained teachers	Rs.50-65	Rs.100-150		
3.	Matriculate (Basic) trained/ Non-matric normal passed teachers	Rs.55-75	Rs.125-200	Rs.260-425	Rs.500-875

Source: (1) Report of the Assam Pay Committee, 1964.  
 (2) Report of the Assam Pay Commission 1973.  
 (3) The Assam Services (R.O.P.) Rules, 1983.

In order to be able to have a clear idea about the emoluments of the government primary school teachers in comparison with other government employees, Table 1.3 below indicates the pay scales of Grade IV employees and those of car drivers.

Table 1.3: Pay scales of Grade IV employees and drivers

Sl. No.	Categories	Pre-1964	1964 Scale	1973 Scale	1981 Scale
1.	Class IV - Peon Grade IV	Rs.28-40	Rs.80-100	Rs.190-250	Rs.370-490
2.	Drivers	Rs.98-135	Rs.110-165	Rs.205-325	Rs.410-670

Source: Ibid.

It may be seen from the above two tables that the position of the teacher is in between that of the grade IV employees who are the lowest category of government employees and that of the car drivers upto 1972. Upto 1972, the car drivers were better off than the government primary school teachers. The position of private school teachers was still worse off. Thus, the status of primary school teachers can now better be imagined than described. It was the Kothari Commission which first discovered in 1964-66 the conditions of teachers with regard to their salary structure and which strongly pleaded for better pay scales to them. /

The Mudaliar Commission in its Report submitted in 1952-54, acknowledged the vital importance of the teachers in the nation building programmes. The commission's recommendations are -

- (a) A reasonably uniform procedure should be devised for the selection and appointment of teachers for all types of schools.
- (b) The normal period of probation for trained teachers should be one year.
- (c) Teachers should be provided with quarters attached to the school so as to be able to devote more time to the many-sided activities of the school. They should be given free medical attention and treatment in hospitals and dispensaries.
- (d) Government should give special recognition to the teachers' social status and the dignity of the profession.

On the other hand, the Kothari Commission Report 1964-66 recommended the introduction of teachers welfare scheme, the funds for which may be provided by donations of teachers on the basis of 1.5% of their salaries along with government grants. Facilities for retired teachers, triple benefit of better service conditions specially in respect of housing, work load and service rules have also attracted the attention of the Commission. Without any reservation the commission has expressed its opinion in favour of political and civil rights of the teachers and their right to form associations or unions. In this connection,

it also recommended formation of joint teachers' councils and cooperation of the government with the Teachers' association.

The Commission has recommended upward revision of scales of pay of all categories of teachers. But more significant is its recognition of the rights of teachers, formulation of the same service rules on an All India basis and introduction of better pay scales.

As against the sympathetic recommendations of the above two Commissions, it has been discovered that teachers could not even provide themselves with one or two better nutritional food items not to speak of better housing facilities. Government employees working other types of work are much better off than the government primary school teachers. Besides, other government employees have a number of promotional facilities in their career.

It is a misnomer to call the teachers nation builders. The nation builders could not even build their own modest house where they can live in with honour and dignity.

Everybody in India pleads for a higher and more respectable position in society for the teachers, but in practice no one cares to give due respect to them particularly to the primary school teachers who are considered as the builders

of future citizens, but they are not given due regard. According to the Indian culture the teacher's position is equal to that of the parents. It is appeared that in the Indian society today, the primary school teachers are being considered as mere paid servants. They are mercilessly exploited in many parts of India. They are facing many problems both academic and non-academic. In the primary school, the conditions under which the teacher is made to work and live are horrible.

It has been agreed by various writers that most of the problems of primary school teachers in India arise from socio-economic factors. No relationship has been made between their salary scales and cost of living. In some privately run schools, teachers are working even without being paid for long period of time. There are also instances of schools where a single teacher is to take care of four or five classes at a time. In rural areas teachers have to walk a distance of three to four miles every day for attending his schools. All this has adversely affected the morale of teachers. It is high time that their problems are looked into and removed at the earliest possible time. Similar is the position of primary school teachers in Assam. Therefore, their problems are looked into and try to remove at the earliest.

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CHAPTER II

REVIEW OF RELATED LITERATURE

## REVIEW OF RELATED LITERATURE

### Introduction

In this chapter, an attempt has been made to review in brief the various related studies and literature discussing on the socio-economic condition of teachers in India and abroad as well as in particular states of our country.

### Studies on Primary Teachers in Other Countries

One of the most serious problems being faced in teaching profession is the status of teachers. The inter-government conference convened by UNESCO on status of teachers in Paris on 5th October 1966, defined,

"the expression, 'status' as used in relation to teachers as to mean both the standing or regard accorded them, as evidenced by the level of appreciation of the importance of their function and their competence in performing it, and the working conditions, remuneration and other material benefits, accorded relative to other professional groups."<sup>1</sup>

### Employment and Career Entry into the Teaching Profession

A probationary period on entry to teaching should be recognized both by teachers and by employers as the opportunity for the encouragement and helpful invitation of the

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1. World Survey of Education: Educational Policy, Legislation and Administration, UNESCO, 1971.

entrant and for the establishment and maintenance of proper professional standards as well as the teachers's own development of his practical teaching proficiency. The normal duration of probation should be known in advance and the conditions for its satisfactory completion should be strictly related to professional competence. If the teacher is failing to complete his probation satisfactorily, he should have the right to make representations.

#### **Advancement and Promotion**

The organization and structure of an education service including that of the individual schools, should provide adequate opportunities for the recognition of additional responsibilities that are not detrimental to the quality or regularity of their teaching work.

Promotion should be based on an objective assessment of the teacher's qualification for the new post, by reference to strictly professional criteria laid down in consultation with teaching organization.

#### **Security of Tenure**

Stability of employment and security of tenure in the profession are essential in the interest of education as well as that of the teachers and should be safeguarded even when changes either in the organization or within a

school system are made. Teachers should be required to undergo periodical medical examinations provided free of cost.

#### **Women Teachers with Family Responsibilities**

Marriage should not be considered as a bar to appointment or to continue in employment of and neither should it affect remunerations or other conditions of work. Measures should be taken to permit women teachers with family responsibilities to obtain teaching posts in the locality of their homes and to enable married couples, when both of them are teachers, to teach in the same general neighbourhood or if possible in the same school.

#### **Rights, Responsibilities and Professional Freedom of Teachers**

The teachers should enjoy academic freedom in the discharge of their professional duties. Since teachers are particularly qualified to judge the teaching aids and methods most suitable for their students, they should be given the due responsibility in the choice, and adaptation of teaching materials, and textbooks and the application of teaching methods, within the framework of approved programmes of the Educational authorities. Also in framing the academic programmes not only the bureaucrats but also active participation of senior knowledgeable teachers would lead to a healthy climate not only between the teachers and the taught. but also between authorities and the academic community.

The present experience specially with the school education is that the changes in the syllabi are made arbitrarily by the school board when members do not have the experience of teaching in the school level. Also the textbook writers are drawn from their own circle of friends. As a result sometimes students go to classes without textbooks. Probably, this is singular case in Assam in the recent years.

### **Responsibilities of Teachers**

Recognizing that the status of their profession depends to a considerable extent upon teachers themselves, all teachers, should seek to achieve the highest standards in their professional work.

A code of conduct should be established by the teachers organization, since such codes greatly contribute to ensuring the prestige of the profession and the exercise of professional duties in accordance with agreed principles.

### **Rights of Teachers**

The participation of teachers in social and public life should be encouraged in the interests of teachers' personal development of the education service and of the society as a whole.

Teachers should feel free to exercise all civil rights guaranteed by the constitution and they should be eligible for holding public office.

**Hours of Work**

The hours teachers are required to work per day and per week should be established in consultation with teachers organisations.

In fixing hours of teaching, account should be taken of all factors which are relevant to the work load.

Participation of teachers in extra-curricular activities should not constitute an excessive burden and should not interfere with the fulfilment of the main duties of the teachers.

**Annual Holidays with Pay**

All teachers should enjoy a right to adequate annual vacation with full pay.

**Study Leave**

Teachers should be granted study leave with full or partial pay. The period of study leave should be counted as if there is uninterrupted job record. Teachers teaching in remote areas far from the centre of socio-economic activities be given special preferences for going for attending a short-term course which may benefit him to discharge his duties as a teacher on education. Besides all teachers should be trained teachers if the improvement in teaching is expected.

### **Special Leave**

Leave of absence granted within the framework of bilateral and multi-lateral cultural exchanges should be considered as service.

Teachers attached to technical assistance projects should be granted leave of absence and their seniority, eligibility for promotion and pension rights in the home country should be safeguarded. In addition, special arrangements should be made to cover their extra ordinary expenses.

Teachers should be granted leave of absence with full pay for adequate personal reasons under arrangements specified in advance of employment.

### **Sick Leave and Maternity Leave**

Teachers should get sick leave with pay. In determining the periods during which full or partial pay shall be payable an account should be taken of the cases in which it is necessary, for medical reasons that the teacher be isolated from the pupils for long periods.

Women teachers with children should be encouraged to remain in the service by such measures that will enable them if they so desire to take additional unpaid leave of upto one year after child-birth without loss of employment and any other rights enjoyed by them while in service.

### **Special Provisions for Teachers in Rural and Remote Areas**

Decent housing preferably free or of a subsidised rental, should be provided for all the teachers with their families. Since accommodation becomes a critical problem both in the built up urban areas as well in rural areas, specially due to improper transport facilities, residential accommodation adjacent to school would give relief to the teachers community economically.

In countries where teachers, in addition to their normal teaching duties are expected to promote and stimulate community activities, development plan and programmes should include provision for appropriate accommodation for teachers.

On appointment or transfer to schools in remote areas the teacher should be entitled to removal expenses for themselves and their families as in the case of the most of the white collar government servants.

The teachers should also be given the leave travel concession (LTC) benefit as enjoyed by the teachers of higher institutions.

### **Teachers' Salaries**

Among the various factors that govern economic status of teachers is teachers' salary. It is an important matter that require proper care. Their economic condition is generally maintained by their salaries.

Teachers' salaries should,

- (a) Reflect the importance to society of the teaching function and hence the importance of teachers as well as the responsibilities of all kinds which fall upon from the time of their entry into service.
- (b) Compare favourably with salaries paid in other occupations requiring similar or equivalent qualifications.
- (c) Provide teachers with the means to ensure a reasonable standard of living for themselves and their families as well as to invest in further education or in the pursuit of cultural activities. Thus enhancing their professional qualification.
- (d) Take account of the fact that certain posts require higher qualifications and experience and carry greater responsibilities.

Teachers' salaries should be calculated on annual basis. Advancement within the grade through salary increments granted at regular, preferably annual interval, should be provided. The progress from minimum to the maximum of the basic salary scale should not extend over a period longer than ten to fifteen years.

Salary scales for teachers should be revised periodically to take into account such factors as a rise in the

cost of living in the country or in a general upward movement in wage or salary levels.

No merit rating system for purposes of salary determination should be introduced or applied without prior consultation with the acceptance by the teachers' organisation concerned.

Conclusively, we would like to propose that teachers' salary should be continuous-rising annually without stagnation even if there is no promotional avenue. This would keep the moral of the teacher high.

### **Social Security**

All teachers regardless of the type of school in which they serve, should enjoy the same or similar social security protection. Protection should be extended to periods of probation and of training for those who are regularly employed as teachers.

Teachers should be accorded all the benefits as laid down in the charter of the International Labour Organisation, Social Security Convention 1952, namely medical care, sickness benefit, unemployment benefit, old age benefit, employment injury benefits, family benefit, maternity benefit, invalidity benefit and survivors benefit.

Social security benefits for teachers should be granted as a matter of right while taking into consideration of social security and other benefits physical, the authority should give due weight to the conditions in which the teachers have to discharge their duties.

In spite of the provisions laid down by the conference, still the socio-economic condition of teachers varies from one country to another country of the world. We may have some idea about this in the western countries:

**(A) Czechoslovakia\***

**(1) Teaching Staff**

There is usually one teacher for every twenty to thirty pupils, although some classes have as many as forty students. The lower level examinations and school leaving examinations in secondary schools are the responsibility of the teacher. The Department of Education and Culture and the National Committee show the guidelines which the principal of the school has to follow.

The conditions of service for teachers are the same as those for other employees laid down by the code of labour. The teacher signs a contract which stipulates the kind of work expected for him, what type of school he will be teaching at, in what place and under what financial conditions.

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\* Ibid.

The regulations for pensions are the same for all employees. Male teachers are entitled to pension at the age of 54-57 depending on the number of their own children they have brought up.

Teachers are paid according to salary scales set up by the Ministry of Education and Culture for the whole country. Salary is determined by the type of school he teaches, and the educational qualifications required for him. The salaries at various level on the scales are also decided in relation to salaries in other spheres of work. Unqualified teachers are paid according to special, rate much lower scale. Every scale is divided into eight levels and total pay of each individual teacher depends on the number of years he has been teaching. A large number of teachers study extramurably while teaching and many are following higher education courses in the hope of obtaining higher salary.

Teachers in the first to fifth grade in eight-grade scale have to teach twenty six lessons weekly while in the sixth to ninth year schools they have to teach thirty four hours a week.

#### **(B) Nigeria \***

##### **Teaching Staff**

The salaries and conditions of service of teachers

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\* Ibid.

are subject to negotiation from time to time through the machinery of Special Ad-hoc Negotiating Bodies established by the government. These bodies are usually composed of representatives of government and local authorities, the voluntary agencies, and the Nigeria Union of teachers. The revised salaries and conditions of services are put in the form of amendments of the existing regulations and finally the amendments are enacted through legislation. Teachers have in all important respects are at par with those of the civil services.

The structure of salary scales correspond to the official grading of teachers in a range of some NS 720-984 per annum for a graduate teacher and for grade III teachers the salary is 164-342. In the past the salaries and conditions of service of non-government teacher, who constitute the main bulk of the nations teaching force, were not so attractive as those of civil service and commercial and industrial firms. Conditions have recently been improved and presently the teachers are even better off than those who are in other fields of employment.

Retiring allowances and gratuity are payable to non-government certificated teachers of special rates. A car allowance is payable to Principals, and Vice Principals and transport mileage are payable to other teachers who used their cars for official duties.

The status of a teacher depends primarily on the category to which he belongs, and on the locality in which he works. In the villages, a teacher of any grade has a respectable status because he belongs to the small group of educated leaders in the community. In the more advanced communities where employment abounds and earnings are high the teachers' status is relatively low. Yet the teachers with graduate diploma earn relatively the same amount of salary.

### **Studies on Status of Primary Teachers in India<sup>2</sup>**

The post Independence period has witnessed a great expansion in Elementary Education. In 1960-61, the total number of elementary schools in the country rose to 381,389 with an enrolment of 37,259,620 and total recurring expenditure of Rs. 1,666 millions. In spite of this unprecedented expansion, it was possible to maintain progress in improving the economic, social and academic status of elementary school teachers.

The remuneration of such teachers showed considerable improvement during this period. The average annual salary of primary teachers increased from Rs. 387 in 1946-47 to Rs. 900/- in 1960-61. It must be admitted that this increase

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2. Education Survey Report, Ministry of Education, New Delhi.

in the remuneration of elementary teachers has been uniform in all the states. In big cities like Delhi or Bombay, the remuneration offered to such teachers is probably the best in the country, which is however off-set by higher cost of living.

Steps have also been taken to improve the old age pension for elementary school teachers. In so far as government schools are concerned the problem hardly arises, and all elementary teachers in the government schools got pension cum-gratuity like other government services. In the local authorities schools, the arrangements made vary from one state to another and the old age pension actually made falls in three categories. In the first category came the teachers who are eligible for Pension-cum-gratuity. In the second category the elementary teachers got a pension of one-fourth of the average retiring salary, they even get a provident fund (PF) at three per cent of the salary and they also required to insure their lives for specific amounts. In the third category old age provision made for elementary teachers in local authority schools through the institution of a contributory provident fund (CPF).

The problem of the social status of teachers also received some attention during this period. It was realised that the elementary school teachers in general did not enjoy

an adequate social status either in urban or in rural areas. Some steps to improve the situation were therefore taken. Reference has already been made to their remuneration and academic qualification. Both these measures did help to some extent in raising their overall social status. The Ministry of Education (Human Resource Development) instituted scheme of national awards for teachers under which several outstanding elementary school teachers are selected every year from all the states of India and given awards of Rs. 500/- by the President of the Union.

### **Social Status**

The problem of social status of elementary teachers is of great importance. It was pointed out that in the past their social status was very high although their pay was very less. Today position is greatly changed. The remuneration of the teachers is now much better and standard of his general education and professional training have been raised.

In 1964, the Government of India appointed a Commission under the Chairmanship of Dr. Kothari to study about the socio-economic condition, service conditions and social status of different categories of teachers and to suggest measures to overcome the problems in this regard. Its area of study included the following:

**(A) Pay Scale of Primary Teachers**

After studying various difficulties in this aspect, the Commission recommended that the scales of pay of primary teachers should be comparable to those of public servants with similar qualifications and responsibilities. But they should have a higher basic pay in recognition of the two years of professional training which they have received.

Since teaching is a unified profession requiring common attitudes of devotion and dedication and since teachers of every stage are entrusted with the responsibility of educating younger generation, the differences in remuneration of teachers at different levels - Primary, Secondary and University should be reduced to the minimum.

In order to induce better qualified teacher to teach at the lower stage for raising of educational standard it is essential to adopt a policy under which the scales of pay of teachers be dependent on qualification of the teacher. The improvement of salary could not be entirely automatic, it should be linked with the improvement in qualification as well as quality.

**(B) Conditions of Work and Service**

The terms and conditions of services of teachers in government schools and local authority schools are fairly

satisfactory except in one respect. The academic and civil freedom of the government school teachers are often severely curtailed. The conduct and discipline rule applicable to government employees are strictly applied to the teachers serving in government schools. So far as private schools are concerned, the Commission recommended the adoption of the principles of parity and suggested that the terms and conditions of service of teachers in government and private schools should be the same. They too should enjoy the same right as the local authority school teachers. In the case of dismissed or involuntary termination of service there should be provision to make an appeal to an arbitral tribunal consisting of a representative of the teachers, a representative of the management and representative of the Department.

#### **(C) Residential Accommodation**

The Commission recommended that every effort should be made to provide residential accommodation for teachers in rural areas. It should be regarded as the responsibility of the local community to provide such accommodation. Whenever necessary and possible, state subsidies should be made available for the programme of civic rights.

Teachers should be free to exercise their civic rights enjoyed by the citizens and should be eligible for public

offices at the local District, state or national level. No legal restriction should be placed on their participation in election.

### Various Studies on Different States

A review of related studies in a few states are given below:

#### (A) West Bengal<sup>3</sup>

In the State of West Bengal, Bose, P.K. (1966), Banerjee, P.K. (1966) and Mukherjee, S.C. (1966) conducted a study on primary schools, and their teachers. The main objectives of investigations were to find out the facilities for study and work available in primary schools and the socio-economic conditions of their teachers.

The sample consisted of 535 schools selected from the total number of primary and junior schools in West Bengal. The sample further included four to five per cent of schools from urban areas on the principles of random sampling. Two questionnaires, one for the schools and the other for the teachers were the tools used in the survey.

The major findings were:

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3. See, N. Shylla, A Study of Problems of Primary School Teachers in Nagaland.

(1) In the rural areas thirty eight per cent of the children in primary schools were girls whereas the corresponding percentage in the urban areas was 44.5%.

(2) In junior basic schools the girls formed 34% and 73% of the total number of the children in the rural and urban areas respectively.

(3) In about 93.6% of the schools, Bengali was the only medium of instruction, whereas in the remaining schools, either Nepali, Hindi or Urdu was the medium of instruction.

(4) Nearly 90% of schools were housed in their own buildings.

(5) It is found that about 36% of the schools surveyed have only one room where all the classes are held.

(6) A majority of teachers in rural areas lived in their own houses whereas nearly 50% of teachers in urban areas lived in rented houses.

(7) A rural primary school teacher had an average family of about seven members, the corresponding average for an urban school teacher was about six.

(8) One-fifth of all the members in the family of teachers in rural schools and one-third in the families of urban school teachers were earning members.

**(B) In Surat District<sup>4</sup>**

The study was done on the status of the primary school teachers of Surat District.

Major findings are:

(1) Among the primary school teachers of Surat District, the tribals (Adivasis) constitute nearly 41.5% while among the rest Kolis and S.C. or Harijans constitute the larger groups and not the so-called higher castes like Brahmin, Bania, and such others.

(2) The female teachers constitute one-third of the number of primary teachers of Surat District (1968-69).

(3) Nearly 90% of primary school teachers come from poor homes.

(4) Nearly 3/4th of the teachers have their annual income ranging between 2000 and 3000 rupees, while twenty three (23%) of the other have less than 2000 rupees as their annual income.

(5) Nearly 68% of the teachers are neither engaged in a subsidiary occupation nor they are inclined to take up such occupations in order to supplement their income.

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4. Ibid.

(6) Nearly 92% of primary school teachers are natives of rural areas.

(7) The principal aim of education according to 60% of teachers, is to prepare good citizens.

(8) Sixty seven per cent of the teachers want to educate their children in urban areas only, while another 11% want to educate their children partly in urban and partly in rural areas only which shows a definite trend of movement from rural to urban environment.

#### (C) SIE Gujarat<sup>5</sup>

The study was one on the economic and educational position of teacher educators of primary training institutions and their present syllabus.

The aim of the study was to get the overall picture of the position of primary education in Gujarat with special reference to the economic and educational position of teachers serving at the primary training institutions. Its findings on the syllabus were as the following:

(a) The syllabus needed to be modified.

(b) The examination system required to be improved.

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5. Ibid.

- (c) 76% of the teacher educators were trained in basic education.
- (d) 22% of them had accepted the profession at their own choice.
- (e) The teachers felt that their economic position was satisfactory.
- (f) 28% of them liked to have further study.

(D) Parnjap (1970)<sup>6</sup>

The study was conducted into the problem of women primary teachers working, in respect of the service conditions and arrangements for their professional training.

Study was conducted on basis of a hypothesis. Sample spread over six districts.

The major findings are:

(a) Though the number of women teachers are increasing year by year it is not increasing proportionately to the number of enrolment in primary schools.

(b) The majority of women primary school teachers are married and they find it difficult to fulfill their duties as housewives and as full time teachers.

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6. "An Analytical Study of Notional Difficulty of Teaching in the Secondary Schools in Meerut District." Published Book, Agra University.

(c) The attitude of their families is not cooperative though outwardly sympathetic.

(d) Their major motivation for joining the professional is money as they belong to the lower middle class.

(e) The pay scale given to them is low as compared to that of the persons with similar qualifications working in other types of employment.

(f) The difficulties relating to working conditions are mainly attributed to school building in the rural areas.

(g) Classes are overcrowded and syllabus is also too heavy.

#### **(E) Bombay Municipal Corporation, 1966<sup>7</sup>**

A survey study was done on the socio-economic conditions of teachers working in Municipal Schools, Bombay.

The major aims were:

(a) To study the socio-economic conditions of teachers.

(b) To study their difficulties and impact of the same on classroom teaching and attitude towards work and profession.

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7. Report of the enquiry of the problems of teachers in University of Bombay. Report was published by the Bombay University.

- (c) To suggest suitable measures in order to make provision for better and improved socio-economic condition for them.

A random sample of 103 schools were taken. The headmaster and assistant teachers of these schools were interviewed to find their suggestions regarding their socio-economic conditions. Following suggestions were made for improving the socio-economic conditions of teachers.

- (a) Revision of scales of salary. Provision for P.F. Pensions and Life Insurance Scheme.
- (b) Provision for free education of their wards and medical facilities.
- (c) Restoration of teachers' list of seniority position.
- (d) Reorientation of the educational system.
- (e) A complete change in the outlook of the society from wealth and affluence to the human values.

(F)\* The University of Bombay Teachers Association once conducted a survey (1954) regarding university teachers problems and found that 25% did not consider their job as honourable and 43% considered that profession was not honoured by society itself.

(G)\* During 1965, Dasgupta studies various problems of teachers and his findings was -

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\* Ibid.

(1) Impolite behaviour of the people in authority caused of concern to women teachers.

(2) Lack of experienced teachers seemed to be one of the difficulties.

(3) Discipline, which is considered as best for educational institutions, can create great trouble for students and institutions.

It was also established in his study, present indiscipline is one of the root causes of frustration to teachers.

(4) Due to inefficiency in financial management some teachers lost their job although they have not actually embezzled the school fund. This type of problem is faced by many teachers.

(5) Higher work load also one of the factors for deterioration academic standard. In his analysis it was shown very emphatically.

(H) Singh and Bhatnagar<sup>8</sup> conducted a study of the status of elementary school teachers in Bulandshaher District of Uttar Pradesh.

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8. An investigation in the problem of women primary teachers in the Poona Revenue of Maharashtra in respect of their service conditions and arrangement for their professional training. (S of R in Education).

This study was basically done for measuring economic conditions and educational background of teachers of such institutions.

The major findings were -

1. Poor service conditions.
2. Low salary.

(I) Ezekeit<sup>9</sup> (1966) studied the problems of teachers participation in school administration. Major findings were:

- (a) In some schools communication facilities were more than sufficient.
- (b) In other schools (private schools) such gap is too wide. (In sufficient facilities).

(I) Pal and Ghosh<sup>10</sup>

During 1967, they studied socio-economic conditions of teachers. Main emphasis was given on work load. The major findings were:

- (a) Socio-economic status is very low.

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9. "Teacher Participation in School Administration in Greater Bombay", Published Doctoral Thesis, University of Bombay, (quoted).

10. Pal, S.K. and Ghosh, B. A Survey Workload of Higher Secondary School Teachers in Uttar Pradesh, Department of Education, Allahabad University, 1967.

- (b) Management system of private schools is completely different from that of public schools.
- (c) A trained teacher however efficient he or she is in handling more than one class at a time, does not lighten his or her work load.
- (d) At initial stage their tempo for teaching seemed to be very strong, but gradually this tempo declines.

**(K) Anjaneyala<sup>11</sup>**

Anjaneyala during 1968 studied job satisfaction of teachers in secondary schools. The findings were:

- (a) Due to low socio-economic status their job dissatisfaction is strong.
- (b) Political interference from outside the teaching community, there is increased unhappiness among the teachers.
- (c) Management is also responsible for teachers' growing dissatisfaction.

**(L) Arunugame and Narayana Swami<sup>12</sup>** (1970-71) studied the educational facilities needed in Primary Schools in Perianaickenpalayame Panchyat Union in Madras. Findings were:

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- 11. "A Study of job satisfaction in the secondary school teachers and its impact on the evaluation of A.P. (Survey of Research in Education).
  - 12. "A Study of the Educational Facilities Needed in P.P. Union", Madras University.

- (a) Teaching aids were not sufficient with the changing syllabus.
- (b) Basic facilities were also not available (latrine).
- (c) Library facilities too were not good.

(M) Prabhavathi and Soundararaja<sup>13</sup> (1970-71) studied on job analysis of Elementary School Teachers. Findings were:

- (a) Pay and status condition are very poor.
- (b) Teachers from rural areas were suffered a lot due to lack of books, slates etc.

(N) Singh and Singh<sup>14</sup> (1970-71) studied the problems of probationary trained graduates teaching up to Class IX and X. His findings were:

- (a), Time factor is not sufficient to finish the whole syllabus within a specified period.
- (b) Syllabus preparation require efficient teachers.
- (c) Efficient teachers should get chance for working on official matter.
- (d) Retrention without show cause notice is injustice.
- (e) Training should be must for all.

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13. "Job Analysis of Elementary School Teachers." Journal of Education Research and Extension (Vol. 9, No.1, July 1972).
14. "The Problems of Probationary Trained Graduate Teachers of Classes IX and X in Higher Secondary Schools of Varanasi Region of Uttar Pradesh." Journal of Education Research and Extension, Vol. 9, No.1, July 1972.

(f) Pay scale should be uniform for all primary school teachers.

(O) Venkatarayappa and Mukta<sup>15</sup> (1971) studied on sociological study of P.S. in Mysore City. Major findings were -

- (a) Low social status and poor recognition.
- (b) Poor salary and service conditions.

All these lead to dissatisfaction among the teaching staff.

(P) Bose and Banerjee<sup>16</sup> made a study on (1972) primary school teachers in West Bengal to find the socio-economic condition of teachers. Findings were:

- (a) Teachers having qualification from Non-Matric to Matric even up to Post Graduate Degrees.
- (b) 25% of them were from rural areas and who were also non-Matric.
- (c) Teachers of rural areas were having large families with family size upto 7 members.
- (d) Teachers (50%) lived in urban areas having their rented house maintained a family with size upto 6.

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15. Abstract taken from M.B. Buch - Survey of Research in Education.

16. Quoted from published thesis by H. Mary Bora "A Study of Status and Service Conditions of College Teachers in Shillong."

- (e) Tuition, which was a source of extra income for the teachers were available only in urban areas.
- (f) Lack of teaching aids (rural schools).
- (g) Urinal facilities in rural schools (85%) were not available.
- (h) 36% of having single classroom facilities and 25% of having more than one classroom.

(Q) Pamaswarey and Pavansam<sup>17</sup> (1971-72) studied on secondary school teachers. Major findings were:

- (a) Problems consist of (1) Personal and Public.

(R) Nair<sup>18</sup> (1979) studied on the problems of teachers in India. Findings were:

- (a) Time factor is crucial for completion of syllabus.
- (b) Number of working days were very slow.

(S) Rabindranatha<sup>19</sup> (1980-81) studied the problems of rural and tribal schools teachers. Findings were:

- (a) Nature of rural schools and their problems are quite different from urban schools. .

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17. "The Professional Problems of Secondary School Teachers in Coimbatore". Abstract of a Thesis from Journal of Educational Research and Extension, Vol.10, No.1, July, 1973.

18. "A Study of Teachers Problems". Journal of Indian Education, Vol. No. V, No.3, Sept. 1979, pp. 7-9.

19. "a Study on Problems of Rural and Tribal School Teachers". M.S. University of Baroda, The Educational Review, Vol. LXXX, V. III, No. 8, August 1982.

- (b) Women teachers particularly had to play a crucial role in social function.
- (c) Basic facilities are inadequate.
- (d) Salary is too small to adjust with rural areas.
- (e) Appointment procedure were not satisfactory.
- (f) Basic facilities for teachers also not adequate.

(T) Prasada and Venkata Rao<sup>20</sup> conducted a study on "a study of problems of teachers working in tribal areas" and comments:

- (a) Teachers posted for tribal students were non-tribal.
- (b) Infrastructural facilities were not sufficient.
- (c) Special skill require for readings.

(U) Swer<sup>21</sup> during 1983 studied on teachers of primary schools in Shillong. Findings were:

- (a) Dissatisfaction among teachers grows.
- (b) Low salary and service condition increase their dissatisfaction.

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20. Andhra University, The Educational Review, Vol. LXXX, I x. No. 8, August, 1983.

21. "Identification of teachers classroom difficulties at the primary state in Shillong." M.A. Dissertation, NEHU, Nagaland Campus, Kohima.

## Conclusions

From the various studies reviewed above, it is clear that there was no uniformity in the pay scale of teachers since they were managed by different authorities and agencies. Their economic and social positions vary from one another as they are mostly dependent on family background and the community to which they belong.

There was of course no study or research done so far in respect of Assam. The present study therefore becoming all the more significant in highlighting the socio-economic status of primary school teachers of Assam, with reference to Sibsagar town.

CHAPTER III

PHYSIOGRAPHY AND SOCIO-CULTURAL BACKGROUND  
OF ASSAM

## PHYSIOGRAPHY AND SOCIO-CULTURAL BACKGROUND OF ASSAM

In this chapter we propose to give a brief account of the physiography and the cultural background of the State of Assam.

### **Physiography of Assam**

The State of Assam is located in the north-eastern part of India. Originally, it was a big state comprising the present three states in the region namely, Nagaland, Meghalaya and Mizoram. Historical documents told us that different dynasties ruled Assam for a long period of time. The Ahom Kingdom lasted for about 600 years till the Britishers came to India and annexed Assam in 1826. After independence the State of Assam of the British period continued upto 1963 when the state of Nagaland was first created and separated. Subsequently, in 1972, Meghalaya became a separate state while Mizoram became a union territory and later became a full state. Thus, Assam was much reduced to its present size with a geographical area of 78,523 square kilometres.

The geographical location of the state and the entire North-Eastern region is such that it remains isolated from the rest of the country. In spite of planned development of the state, it could not

reach the all India level. Owing to political, social and economic reasons, the state is far lagging behind the rest of India.

## **Geographical Features**

### **Natural Divisions**

Assam can be divided naturally into two parts in two ways. First, it has been divided into two parts by the Great Brahmaputra river — the North Bank and the South Bank. Secondly, it is divided into Upper Assam and Lower Assam by the Mikir Hills (Karbi-Anglong).

### **Forest and Fauna**

One-third of the geographical area of Assam was covered by forests. But now as a result of increasing economic development and along with other factors, the area under forest has been reduced greatly. When the British entered this region in 1826, Assam came under vigorous exploration. Coal, petroleum and tea were discovered and their exploration had brought about various changes to this region.

Vast forest resources like Sal, Bonsum, Tita-sapa, Teak, Bamboo, various shrubs and medicinal herbs and plants are there in Assam.

The rarest species of tigers, rhino, deers, leopards,

elephants, bears, monkeys, wild birds are found in Assam. There are three wild life sanctuaries in the state namely, Kaziranga, Manas and Orang wild life sanctuaries. These sanctuaries have attracted a large number of tourists both Indian and foreigners who contributed a huge amount towards foreign exchange reserves for our country.

### Population

There was no Census in Assam in 1981. However, the projected population figures for 1981 census was 1.9 crores. The latest projected population figure for Assam was 2.42 crores in October 1989. If we look into the population figures of Assam for the previous 80 years from 1901 to 1981, the decadal variation is at the average of 63.1 per cent per decade. Migration to Assam took place in a large scale during the period and was mainly responsible for the abnormal increase of population of Assam. Migration continues and the outsiders occupy and settle down in various char<sup>1</sup> areas where the native Assamese do not like to settle.

It may be seen that out of the total population of 14,625,152 the rural population was 13,303,161 while the urban population was 1,321,991.

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1. Char areas refer to the lowlying areas along the Brahmaputra river which are available for dwelling and cultivation during the dry season when the river water recede after the monsoons.

The total number of males and females was 7,582,674 and 7,042,478 respectively.

At present there are 21 districts in the state. During the period from 1971 to 1989, 12 (twelve) districts were created. The district-wise distribution of population of Assam in 1971 for nine district that were in existence.

**Table 3.1: District-wise distribution of population of Assam in 1971.**

Sl. No.	State/District	Area	Population
1.	Assam	78,523.0	14,625,152
2.	Goalpara	10,359.0	2,225,103
3.	Kamrup	9,863.0	2,854,183
4.	Darrang	8,775.0	1,736,188
5.	Nowgong	5,561.0	1,680,895
6.	Lakhimpur	12,792.0	2,122,719
7.	Sibsagar	8,989.0	1,837,389
8.	Mikir Hills	10,332.0	3,79,310
9.	N.C. Hills	4,890.0	76,047
10.	Cachar	6,962.0	1,713,318

Source: Census Atlas 1971, published by Government of India, New Delhi.

The literacy rate of the state was 28.72 per cent which is below the national average of 29 per cent according to 1971 Census.

### **Racial Origin of the People**

Assamese comprise the major proportion of the total population of the State. By Assamese we mean the natives of Assam and include Koches, Kalitas and the Brahmins. These various tribes and sub-tribes are currently clamouring for their respective identities and that has created a political problem for Assam.

People of different communities like the Biharis, Bengalis, Marathis, Rajasthanis and Uriyas came and settled down in Assam for business purposes. Even foreigners like the Bangladeshis and Nepalis came and settled in Assam in search of work. Inter-marriage has been taking place between them and the Assamese. As a result the Assamese community has now become broad-based.

### **Climate**

The climate of Assam is very suitable for health. It is not so hot in summer and not so cold in winter. Owing to some environmental changes, particularly the destruction of forests, the climate of the state has changed to a large extent. The monsoons always play an important influence in determining the climatic condition.

**Religion**

Hinduism is the religion of the majority. Islamic followers also increase due to increase of muslim population. The number of Christians in the state is very insignificant. Christianity has an influence among the hill people of the state. Buddhists are few and far between.

As India follows secularism there has been great tolerance among all people of the state. Inter-marriage has been considered as the vital factor that brings tolerance among different communities.

**Culture**

The cultural heritage of the state is unique. People in general are simple, sociable, hospitable, kind, generous and adjustable.

Inter-caste marriage was not allowed in the past but now-a-days people are trying to adjust themselves with changing modern conditions. Hence, love marriages are taking place in many cases.

The celebration of festivals is part and parcel of the Assamese society. 'Bihu' festival is the unique festival. As the Assamese adopted the Hindu religion, various Hindu festivals like Durga Puja, Diwali, are also observed. Various Puja, 'Nam Kirtan' etc. are performed like Hindus in other parts of the country.

Social changes like urbanisation, spread of other religions, education, modern system of administration etc. have their impact made into various spheres of social life and culture of the state.

### **Economy**

Till now the economy of the state is dominated by agriculture. More than 70% of total population is living in rural area and working in agriculture. The agricultural economy of the state is not developed and has not been run on commercialized pattern.

The important agricultural products of Assam are 'Tea', 'Jute', 'Cotton', 'Paddy'. The state is the major producer of tea which occupies the top position in the list of export items of India.

Among the mineral resources, petroleum and coal are the major mineral resources found in the state and they are major sources of income. Assam is also the largest producer of petroleum but so far only three oil refineries have been set up in the state. The surplus crude has been supplied to other refineries outside the state. But Assam deserves one more oil refinery considering the supply potential of crude.

The regular occurrence of floods have jeopardised

the economy of the state. The state suffers heavily every year because of flood. Flood problem will have to be solved in order to save the economy of the state.

The forest products of the state provide huge development potential for the industrial development of the state. In fact, plywood industries have grown up to a great extent in the state.

In spite of the great economic potential of the state industrialisation has not taken place yet to bring the state at par with the rest of the country in economic growth and development. The geographical location of the state has made transport and communication with the rest of India difficult. The long neglect of the state by the central government is also responsible for the economic underdevelopment of the state. It may be admitted that socio-economic factors are also responsible for low progress and development of the economy of the state.

CHAPTER IV  
DATA ANALYSIS

## DATA ANALYSIS

### Method of Collection of Data

This chapter deals with the analysis and interpretation of data. The core of the data is derived from sample survey. For this purpose a questionnaire with 40 (forty) questions was prepared. For the purpose of analysis, these questions were divided into a few broad categories like -

- (a) Educational qualification.
- (b) Economic condition.
- (c) Social condition.
- (d) Family background.
- (e) Decision regarding job attitude etc.

The data so collected have been tabulated for the purpose of further analysis. We have not resorted to vigorous statistical treatment but confined ourselves to categorization or classification of information for comparative study along with the findings of different authorities mentioned in chapter two.

### Analysis

**Table 4.1: Distribution of Teachers according to designation.**

Designation	No. of Teachers	Percentage
Headmistress	12	12
Assistant Teachers	88	88
Total	100	100

**Table 4.2: Distribution of teachers according to religion.**

Sl. No.	Religion	No. of teachers	Percentage
1.	Hindu	70	70
2.	Muslim	27	27
3.	Christian	3	3
Total		100	100

**Table 4.3: Castewise Distribution of Teachers.**

Sl. No.	Caste	No. of teachers	Percentage
1.	Scheduled Caste	6	6
2.	Scheduled Tribe	3	3
3.	Others	91	91
Total		100	100

**Table 4.4: Distribution of Teachers according to background (Rural and Urban)**

Sl. No.	Birth place	No. of teachers	Percentage
1.	Village	56	56
2.	Semi-Urban	3	3
3.	Town	41	41
Total		100	100

From table 4.2, it can be analysed that the majority of teacher (i.e., 70%) belong to Hinduism. The percentage of Muslim teachers is 27% and Christian is only 3%.

From the table 4.3, it can be concluded that scheduled caste is only 6%, and scheduled tribe only 3% and others consist of 91%.

From the table 4.4, it can be concluded that about 56% of the teachers are originated in the rural areas, whereas only 3 per cent come from semi-urban localities and the rest i.e., 41% came from urban areas.

**Table 4.5: Teachers' qualification and training.**

Sl. No.	Qualification	No. of teachers	Percentage
1.	Primary	-	-
2.	Middle	11	11
3.	High School (HSLC)	51	51
4.	Higher Secondary	20	20
5.	Higher Education	18	18
Total		100	100

From the table 4.5, it can be generalised that teachers having (Matric/HSLC) high school qualification make the largest group i.e., about 51%. Teachers with middle

level educational qualification consist of 11% of the total number of sampled teachers. About 20% of the teachers have higher secondary qualification and only 18% appears to have graduate level qualification.

When slight modification of syllabus occurs, the teachers are usually inclined to go for training. Particularly new education policy compels them to think in a different way. It gives a big push to our primary education.

Regarding teacher training, though has been considered to be essential qualification for betterment of academic values but the empirical evidence is not forthcoming. Since only 34% of the teachers are trained, this is not a very healthy sign for academic improvement.

**Table 4.6: The number of job holder in a family of teacher.**

Sl. No.	No. of job holder	*No. of Family	Percentage
1.	Having one	19	19
2.	Having two	63	63
3.	Having three	15	15
4.	Having four	3	3
Total		100	100

\* This includes teacher-respondents as well.

Table 4.6 shows the occupation of the members of a teacher's family. From this table, a family with more than one service holder earns from Rs. 2000/- per month to Rs. 10,000/- per month. In the column 3 we also calculated the percentage of teachers' family with one or more other service holders.

Next, we give the type of jobs usually other members of a teacher's family engaged into:

**Table 4.7: Profession-wise Distribution of Job.**

Sl. No.	Profession	Number	Percentage
1.	Teacher*	118	51.41
2.	ONGC/Oil	27	13.36
3.	Advocate	1	0.49
4.	Business	13	6.43
5.	Cultivation	-	-
6.	Tea garden	6	2.97
7.	Others	337	18.31
Total		202	100

\* This includes teacher-respondents as well.

Table 4.7 shows that almost 51% shows teaching profession. It covers both teachers and relatives. Others show

18% and it covers other profession not specified in the table. Cultivator shows a negative figure. Business shows 6.4% and tea garden indicates 2.97%. The percentage of advocate family is .49%. From the table it can be said that teachers usually prefer teaching profession for the members of their family in comparison to other jobs. It may be the trend of seeking a teaching job by other member of teacher's family.

**Table 4.8: Distribution of Income of Teacher's families.**

Sl. No.	Slab of Income	Number of Service holder	Percentage
1.	Below 500	1	0.49
2.	500 - 1000	5	2.47
3.	1000 - 1500	57	28.21
4.	1500 - 2000	98	48.51
5.	2000 - 2500	9	4.45
6.	2500 - 3000	30	14.85
7.	3000 - 3500	2	1.00
Total		202	100

From the table 4.8 it can be inferred that 48% of the teachers having their income between Rs. 1500-2000 per month. Only less than 1% ie. 0.49% of the teachers having a monthly income of Rs. 500/-.

The middle range of income covers about 48% of the total employees.

**Table 4.9: Distribution of Income from other sources and the persons engaged in activities.**

Sl. No.	Slab of Income	No. of persons	Percentage
1.	Below 500	1	7.69
2.	500 - 1000	1	7.69
3.	1000 - 1500	-	-
4.	1500 - 2000	-	-
5.	2000 - 2500	11	84.61
6.	2500 - 3000	-	-
Total		13	100

This table (4.9) is however to be looked with source constraint. Usually teachers earning extra income from tuition etc. may not be truly represented. Often they may not reveal. Even then we found that 13 teachers have an extra source of income.

**Table 4.10: Annual Income from all sources.**

Sl. No.	Income slab	No. of service holders	Percentage
1.	Below 5000	1	0.49
2.	5000 - 10,000	-	-
3.	10,000 - 15,000	17	8.41

Table 4.10 (Contd.)

Sl. No.	Income Slab	No. of service holders	Percentage
4.	15,000 - 20,000	70	34.65
5.	20,000 - 25,000	77	38.11
6.	25,000 - 30,000	7	3.46
7.	30,000 and above	30	14.85
Total		202	100

From all these it can be concluded that majority of family is earning not less than Rs. 15,000 per annum. Hence, it can be generalized that teachers can maintain a minimum standard, equivalent to a median middle class people.

#### Housing Accommodation

From our analysis, we found that about 9% teachers stay in rented house. For their house rent they have to pay between Rs. 300.00 and Rs. 500.00 per month. While teachers are entitled to get House Rent Allowance to the tune of 10% of the basic pay. Suppose a teacher is getting Rs. 600.00 as basic pay, he only gets Rs. 60.00 for his rented house which is about 5 times, even upto 10 times less than what he actually pays. This should be uniform. In other sectors, employees will get his full amount of house rent reimbursed.

As against this 91% teachers stay in their own house. For them question of payment of rent does not arise. They on the other hand, earn an extra of 10% from their basic pay. If both husband and wife are government service holders, one of them has to forgo the house rent although the teachers are not above suspicion.

In our analysis, we not detect a single case of a teacher having a house provided by the school authority. This is understandable when many of the rural primary schools do not have even roofs.

In order to evaluate further the socio-economic condition of teachers we gathered some additional information on: (a) Cooking materials, (b) Mass Media, (c) Mode of transport, (d) Travel (within and outside Assam). In other study such measures were taken to measure the economic condition of teachers. Our findings are given as follows:

**Table 4.11: Cooking Materials**

Sl. No.	Materials	No. of Uses	Percentage
1.	Kerosene	8	7.33
2.	Gas	88	80.73
3.	Firewood	13	11.92
4.	Coal	-	-
5.	Electricity	-	-
Total		109	100

Because of unavailability of cooking fuel for example, Gas and Kerosene and due to faulty distribution system, these become so scarce that people have to depend on firewood, whatever may be the price.

### **Mass Media**

Now-a-days television, tape recorder, and radio become very popular among all classes of people. There was a time where people could not afford to buy a radio. Now the situation has changed. Our analysis, gives us an idea that teachers for their common use buy various electronic items like radio, T.V., tape recorder as and when their economic condition becomes sound.

Among 100 teachers, (a) 87% possess radio, (b) 69% possess television, (c) 54% have tape recorder.

Price of television varies from Rs. 2000-14,000, depending upon the quality and brand. 69% possess T.V., which itself indicate that teachers are economically sound. But how far they use it for knowledge expansion is questionable. Present standard compels us to think that various mass media are used for only enjoyment.

### **Type of Transport**

In our analysis, it was found that four types of conveyance are used by the teacher, namely (1) Cycle, (2)

Scooter, (3) Rickshaw, and (4) On foot. Responses are given below:

**Table 4.12: Types of Conveyances Used**

Sl. No.	Types of transport	Number of Teachers	Percentage
1.	Cycle	-	-
2.	Scooter/Moped	-	-
3.	Rickshaw	25	25
4.	On Foot	75	75
Total		100	100

From the above table, it may be inferred that since the school is not very far from the residence, they prefer to walk to school. At the same time during busy hours it is difficult to obtain other means of transportation.

### Travel

Teachers in the past were enjoying leave travel concessions, but now-a-days they are not getting the facilities. But economically, they are not so bad to undertake trips within India. In our study, we divide travel, into two groups. (1) Within Assam, and (2) Outside Assam. Their responses can be shown as -

(A) Within Assam - 100 teachers (100%)

(B) Outside Assam - (1) Travel = 35 (35%)

(2) Not travel = 65 (65%)

Total = 100%

**Table 4.13: Number of Teachers covering various distances.**

Sl. No.	Distance (Km)	Number of Teachers	Percentage
1.	0.5 - 1	75	75
2.	1 - 5	22	22
3.	5 - 10	2	2
4.	10 - 15	-	-
5.	15 - 20	1	1
Total		100	100

Table 4.13 shows that 75% of the teachers are staying within a reasonable distance of 1 Km from their respective schools. As against this only 2% are coming from a distance of between 15 and 20 Km. 22% stay within the range of 1 to 5 Km and only 2% stay within the range of 5 to 10 Km. Only 1% shows a distance of 15 to 20 Km.

#### Residential Status

**Table 4.14: Family Size**

Sl.No.	Family in Size	Number of Members	Percentage
1.	Upto 3	30	30
2.	3 - 6	62	62
3.	6 - 9	8	8
Total		100	100

From the table 4.14 it is clear that 30% possess a family size of only 3, whereas 62% has on an average more or less 5 members, and only 8% having between 6-9 members.

Out of that 100 families investigated we found total population comes to 415 of which sex composition is as follows:

(1) No. of Female	= 165
(2) No. of Male	= 250
<hr/>	
Total	= 415

**Table 4.15: Age structure of members of the teachers' families.**

Age Group	Frequency
1 - 10	73
10 - 20	132
20 - 30	66
30 - 40	50
40 - 50	43
50 - 60	33
60 - 70	15
70 - 80	2
80 - 90	1
<b>Total</b>	<b>415</b>

Source: Field work.

## Relation with teachers of those 415 members (100 samples)

Table 4.16: Relation with teachers.

Relation	Frequency
Husband	72
Son	118
Daughter	101
Others	104
*Father	9
*Mother	11
Total	415

\*For those which are unmarried.

## Educational Qualifications

Table 4.17: Educational Qualifications.

Level of qualification	Frequency
Primary	51
Middle	56
High School	127
Secondary	62
College	75
Technical Education	17
Others	7
Illiterate	20
Total	415

### Marital Status

Table 4.18: Marital Status

Marital Status	Frequency	Percentage
Married	73	73
Unmarried	14	14
Widow	13	13
Total	100	100

### Teachers Present Age Structure

Table 4.19: Age Classification

Age	Number of Teachers	Percentage
Within 20 years	4	4
20 - 40 years	58	58
40 - 60 years	38	38
Total	100	100

From the above table, it is clear that 58% of the teachers are within the age group of 20-40; 4% are within 20; and 38% are within the age group of 40-60.

## Teachers Age at Marriage

**Table 4.20: Age group at marriage**

Age group	Number of teachers	Percentage
10 - 20	35	40.69
20 - 30	48	55.81
30 and above	3	3.48
Total	86	100

From the table (4.20) it can be generalised that 55.8% teachers married between 20-30 years of age. 40.69% teachers married between 10-20 years of age.

## Spouse Age Distribution

**Table 4.21: Age Distribution**

Age group	Number	Percentage
Within 20 years	-	-
20 - 40 years	20	27.39
40 - 60 years	52	71.23
60 - 80 years	1	1.36
Total	73	100

It is clear from the table 4.21 above, that 71.2% teachers spouse's present age is in between 40 - 60 years. Only 1.3% shows age within 60-80 years, whereas 20-40 years

of age group relatively small i.e. 27.3% spouse age and qualification are considered to be one of the factors in the study of socio-economic condition. That is why, special emphasis was given on them.

### Teachers Education at Marriage

**Table 4.22: Educational Level**

Educational level	No. of teachers	Percentage
Primary Education	-	-
Middle (M.V.)	10	11.63
High School (Matric/HSLC)	49	56.97
Higher Secondary/ P.U. (10 + 2)	14	16.28
College (B.A./B.Sc./B.Com.)	12	13.95
Training	1	1.16
<b>Total</b>	<b>86</b>	<b>100</b>

From the table 4.22, it can be concluded that 56% teachers education at marriage is upto Matric/HSLC level. Secondary passed teachers percentage is 16.28% and rest follows.

Present day syllabus of primary education is reviewed and new subjects are introduced although relatively a small

load compared to English medium school. Often the Matriculate teachers seemed not to cope with the changing syllabus.

Teachers' family background, spouse's family background, educational qualification are very essential to determine their social standard. Their children to whom considered as future citizen also basically depends on them. So, we must take into consideration those factors which can influence one's social status.

### Family Background

Role of teachers in nation building is unquestionable. How they teach, how they behave are some basic issues which cannot be overlooked. Their family set up is very essential to determine various things which are also equally important for their teaching profession.

In our interview schedule there was provision for (a) Fathers' profession, where they lived, what was their income etc., (b) Grand-parents' profession etc. Various findings were:

**Table 4.23: Profession wise**

Respective person	Frequency	Percentage
Teachers' Father	97	83.62
Teachers' Mother	7	6.03
Teachers' Grand-Mother	-	-
Teachers' Grand-Father	12	10.34
Total	116	100

Profession wise distribution of Teacher's Parents and Grand Parents

(A) Profession for Father

Table 4.24: Fathers' Profession

Profession	Frequency	Percentage
Teacher	14	14.43
ONGC/OIL	1	1.03
Advocate	Nil	-
Business	21	21.64
Cultivator	27	27.83
Tea Garden	18	18.55
Others	16	16.49
<b>Total</b>	<b>97</b>	<b>100</b>

From the above table it can be generalized that in case of 14% teachers, their father's profession was teaching. Business class represents 21.64%, tea garden was 18.5% and other shows 16.49%. The number of families reporting cultivation is very high. About 27.8% teachers come from very poor homes, i.e. cultivator. From such figures it can be generalised that teachers come from poor families represent a lower social status, as our measuring instrument is only money in this respect.

**(B) Profession for Mother****Table 4.25: Mothers' Profession**

Profession	Frequency	Percentage
Teacher	6	85.71
ONGC/OIL	-	-
Advocate	-	-
Business	-	-
Cultivator	1	14.28
Tea Garden	-	-
Others	-	-
<b>Total</b>	<b>7</b>	<b>100</b>

Our social set up was different in old age. In such societies question of women as a worker were very few. So, the mothers had to spend their life by maintaining their family. But, now picture has changed. Present teachers, whose mothers did not get chance to work cannot be blamed. As a result of it, they were not able to guide their children in proper way. Only informal education is not sufficient to establish themselves in society.

**(C) Grand-Mothers' Profession**

In this instance we found negative response since her problem understands profession means job other than cultivation.

## (D) Grand-Fathers' Profession

Table 4.26: Profession for Grand-Father

Profession	Frequency	Percentage
Teacher	2	16.66
ONGC/OIL	-	-
Advocate	-	-
Business	5	41.66
Cultivator	4	33.33
Tea Garden	-	-
Others	1	8.33
Total	12	100

From the above table it can be concluded that in old age, business was considered as basic profession. That is why, most of the people 41.6% followed this profession. Next to that 33.3% showed as cultivator. Only 16.6% represented by teachers. Other profession represents only 8.33%.

From such analysis, it can be generalised that most of the teachers' grand-father are businessmen and cultivator. Social status of such people was very low, as they are not recognised by society as important person.

If we consider 'education' as a criterion for measur-

ing the welfare of teachers then we may look at the following tables.

**Table 4.27: Educational level of teacher's father**

Level of education	Number	Percentage
Primary	25	25.25
Middle	24	24.24
High School	43	43.43
Secondary/P.U.	2	2.02
College Education	4	4.04
Other	1	1.01
Total	99	100

**Table 4.28: Educational level of teachers' mother**

Level of education	Number	Percentage
Primary	59	59
Middle	12	12
High School	6	6
Secondary/P.U.	-	-
College Education	2	2
Others	-	-
Illiterate	21	21
Total	100	100

**Table 4.29: Educational qualification of Grandmother**

Level of education	Number	Percentage
Primary	7	7
Middle	-	-
High School	-	-
Secondary	-	-
College	-	-
Others	-	-
Illiterate	93	93
Total	100	100

**Table 4.30: Educational qualification of Grandfather**

Level of education	Number	Percentage
Primary	6	6
Middle	2	2
High School	3	3
Secondary	-	-
College	-	-
Others	-	-
Illiterate	89	89
Total	100	100

From all the tables given above it appears that almost every teacher has a literate father. Only one teacher

has got a father who is illiterate. In respect of the mother also the majority of teachers have a literate mother. Only 21% of the mother are illiterate. Their grandparents were mostly illiterate. It may be concluded that the teacher under survey are not the first generation teacher.

### **Social Status of the Teachers**

From our analysis it can be seen that 55% of the parents and grandparents live in village, 41.75% live in town and rest in semi-urban (3.25%).

Social status differs according to the place of stay. Town dwellers differ from village dwellers. In this connection we may take into consideration the migration table as shown below.

**Table 4.31: Migration**

Cause of migration	Number	Percentage
Marriage	78	90.69
Job	8	9.30
Any other	-	-
<b>Total</b>	<b>86</b>	<b>100</b>

### **Service Condition**

Service condition of the teachers determines their efficiency.

54% had to wait for periods varying from 3 to 15 years before they join their present teaching job. On failure to get a job of their choice, they joined the teaching job as their last resort. Thus, it appears that 54% of the teachers took to teaching profession as a result of finding no alternative employment. This speaks about the unfavourable condition of the teaching service. This is further corroborated by the fact that 25% of the teachers have indicated that they joined the teaching profession on the advice of others. Again 44% of the teachers are not satisfied with the present educational system. Another revelation of the teacher was that everyone of their children would not like to take to teaching but prefer other profession. This again indicates their dislike of the teaching profession. The teachers and even their children think that teaching is not socially recognised. The common complaint that we have come across during our field work was that the primary school teachers are not respected in society today. The majority of the teachers (65%) agreed with this common impression. The teachers do believe that primary school teaching has a social prestige.

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**CHAPTER V**

**SUMMARY AND CONCLUSION**

## SUMMARY AND CONCLUSION

As we come to the end of our discussion and analysis, we may now make an attempt to summarise our findings in the foregoing chapters, and to record the conclusions, that emerge from these findings.

### SUMMARY

#### I

Our recapitulation of the Indian system of Primary Education on historical ~~pers~~pective reveals that the Indian education system was completely crushed by the British colonialists at the first instance. Subsequently, the British benevolent administrators like Lord Curzon admitted this fact. Before his arrival to India, the Britishers did spend some money on secondary and higher education. They also invited Christian missionaries to start modern educational system. But the primary education was ignored. It was Lord Curzon who did praiseworthy works and raised the teaching standard of the primary schools, while increasing their numbers also. But his plan could not proceed well due to the political unrest in the country. By 1905, the Congress movement in India demanded for the introduction of compulsory primary education in our country.

The efforts of the Congress movement were supported by a few liberal Britishers including the Missionaries. But unfortunately the British rulers did not give their support. Ultimately the Maharaja of Baroda, introduced on his own, the first compulsory primary education in 1883 in his own state.

G.R. Gokhale also made an effort in 1911 to introduce the compulsory primary education in the whole country but failed ultimately. However, Vithal Bhai Patel was successful in introducing compulsory primary education in Bombay Province in 1918. Other provinces could do so during 1930. The development of primary education again received a set back before independence of India.

The Directive Principles of the Constitution of Independent India contains a provision for free and compulsory education at the primary stage of school education. But so far no legislation has been made for achieving this objective. The primary education in India today continues to face innumerable problems. The state of Assam is sharing all these problems. Nevertheless Assam was able to introduce the compulsory primary education in the state under the Act of 1974. The implementation of the Act however suffered a setback.

With regard to the problems of primary school teachers, we have found that the problems are similar everywhere.

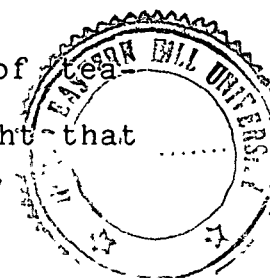
In Assam, the primary school teachers are not accorded the required status and they are not paid adequately.

## II

Our review of the proceeding of the inter-government conference held by UNESCO in October 1966, reveals that the conference was very much concerned about the career, security, rights and responsibilities of teachers, amenities and salary of the school teachers. In addition, the conference also discussed the condition of women teachers. The conference was convinced that the teacher's salary is the most important of all factors concerning their economic status. Therefore, this factor was dealt with in great detail in the proceeding of the conference. It was its belief that the salary scale of school teachers should be subjected to periodical upward revisions. The conference wished that women teachers should always be appointed in the teaching post in the locality of their homes and that married couple should always be working in the same school or near each other. The conference was also of the view that all teachers throughout the world should enjoy similar security protection as laid down by the charter of International Labour Organisation, which prescribed many other benefits and amenities to the school teachers.

Our review of the socio-economic condition of teachers in a few western countries has brought to light that

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teacher-pupil ratio in Czechoslovakia was 1:30 and this should not be exceeded. Besides, it was also found that salary scales of the school teachers are uniform for the whole country. In Nigeria, the salary scales of the teacher are subject to negotiations from time to time. Teachers are treated at par with those of the civil services. The school teachers in this country are better off than those workers who are in other fields of employment. A car or transport mileage allowance is paid to the teachers in this country.

In India the status of the teachers had drawn attention ~~of~~<sup>from</sup> the authorities after independence. But, their remuneration is different from state to state. In most states, remuneration of primary school teachers showed considerable improvement. But that was not so in Assam until recent times. The problems of the social status of teachers also received some attention of the authorities after independence. The famous Kothari Commission was appointed to look into the socio-economic condition of different categories of teachers. This Commission considered and made recommendations with regard to pay scales of the primary school teachers, their work and service conditions and their residential accommodation. But most of these recommendations have not been implemented sincerely. In our review of the various studies in

different states and by different authorities and individuals, we came across common complaint on similar problems of primary school teachers. The problems of primary school teachers in West Bengal, are similar to those of the teachers in Gujarat and Maharashtra. The studies by individual researchers also have brought to light similar economic and social problems of the primary school teachers in many parts of the country.

### III

Geographically, Assam is isolated from the rest of India. Hence, the impact of educational development taking place in the rest of the country had not been able to affect the state. In spite of its rich natural and human resources, the state is still lagging behind the rest of India. Education has not been able as yet to play its role in the socio-economic development of the state in spite of its great development potential.

### IV

Our analysis and interpretation of the data collected and derived from sample survey have resulted into a mix feeling. In general, it has given an impression that the socio-economic condition of a teacher are far from the satisfactory and their status looked down upon. But, in the course of the analysis of our data it has been found that owing to the number of earners in the family of a teacher, the

teachers are not economically worse off. They could avail themselves of the modern amenities of life in some ways or other. The teachers however believed that primary school teaching profession has a social prestige.

### CONCLUSIONS

From the discussion and analysis in the foregoing chapters and the summary, the following findings and conclusions emerge;

Assam is no exception to the rest of the country in so far as the socio-economic problems of primary school teachers are concerned. Rather, the teachers in Assam are worse off than the teachers in other parts of the country. The salary scales of the primary school teachers of Assam are lower than the salary scales of car drivers upto 1972. The salary scales of the teachers were slightly better than those of the Grade IV government employess who belong to the lowest category of these employees. The salary structure of the private school teachers was still worse off.

The Assam Pay Commission 1973, must have considered the recommendations of the Kothari Commission and hence recommended better scales of pay for the primary school teachers in Assam from 1973 onwards. But, private schools were outside the purview of the Assam Pay Commission. Hence,

the private school teachers continue to be languishing with the lower pay structure.

The teachers' salary, according to Inter-Government Conference held by UNESCO in October 1966, is the most important yardstick of the economic status of teachers. This corroborated with the recommendations of the Kothari Commission. Hence, the primary school teachers in Assam need a still better scales if their status is to be raised and their economic problems are to be eradicated.

The status and working conditions of primary school teachers need to be improved because of the fact that they are responsible for building up human capital for the purpose of economic development of the state which has a great economic potential in terms of natural and human resources. There is no denying the fact about the role of education in economic development in so far as the importance of skill in the labour force is concerned. Here lies the importance of human capital in economic development. The foundation has therefore to be built up at the primary school level for increasing the supply of skilled labour for development and diffusion of science and technology.

The increase in the supply of skilled labour is important for Assam which is almost isolated geographically from

the rest of the country. With the present political situation in Assam where the native inhabitants of the states are claiming for an equal treatment with the rest of the country, the increase of skilled labour among the indigenous population is important. It is also important considering the strategic position of the state. Its great development potential due to its rich natural and human resources warrants that education should play its great role in turning out adequate manpower for its socio-economic development.

Although the present improvement in the economic condition of the government primary school teachers more particularly after 1973 when their salary scales began to improve, yet a large chunk of the private school teachers are still languishing with the lower pay structure. As the teachers' salary is the single factor determining their economic and social status, the salary structure of private primary school teachers will have to be improved. It is only by doing so, that the socio-economic condition of primary school teachers in the Sibsagar town in particular, and those in Assam in general, could be emeliorated

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**APPENDICES**

## APPENDIX I

Sl. No.	Name of the Schools	Total No. of teachers	Male	Female
<b>Zone B</b>				
1.	No.1 Town Boys L.P.	18	7	11
2.	No.2 Dhaiali Boys L.P.	5	2	3
3.	No.3 Town Balika L.P.	12	-	12
4.	No.4 Dhaiali Girls L.P.	6	2	4
5.	No.113 Kamarfodia L.P.	5	4	1
6.	No. 393 Darbar Field L.P.	5	4	1
7.	No. 394 Janganikatia Boys	5	-	5
8.	No. 396 Thanamukh L.P.	9	-	9
9.	No. 401 Arjunguri L.P.	5	4	1
10.	No. 402 Hadhona Vidyapith L.P.	6	1	5
11.	No. 502 Janganikatia Girls L.P.	7	3	4
12.	Dhaiali Dorikaghat L.P.	3	3	-
<b>Zone A</b>				
13.	2 No. Town Girls' P.S.	12	1	11
14.	1 No. Phuleswari L.P.	8	0	8
15.	Phukon Nagar L.P.	11	2	9
16.	Bokulbari L.P.	6	0	6
17.	Station Chariali L.P.	4	1	3
18.	Harijan P.S.	3	0	3
19.	Ali Mur Buniadia L.P.	6	3	3
20.	Gyonodai L.P.	3	1	2
21.	Amulapati L.P.	6	1	5
22.	Melasakar P.S.	7	1	6
23.	ONGC L.P. School	7	1	6
24.	Pioli Phukon L.P. School	7	2	5
25.	Lakhinath Bezborua Sikhu Bhavan	7	0	7

APPENDIX II  
 SOCIO-ECONOMIC CONDITION OF L.P. SCHOOL TEACHERS  
 OF ASSAM - A CASE STUDY OF SIBSAGAR TOWN

**A. Identification**

1. Name of the District.
2. Name of the Town.
3. Name of the school.
4. Teacher's Name.
5. Designation.
6. Sex.
7. Religion.
8. (a) Cast (SC = 1, ST = 2, Others = 3)  
(b) Specify the caste/tribe.
9. Place of birth: Town/Village. (Please specify).
10. Constitution of Household.

**B. Educational Status**

Education	Types of School/ College*	Urban/Rural	Day/Night School
1. Primary			
2. Secondary			
3. College			

- \* 1. Government School,                      2. Semi-Government School  
 3. Private School,                              4. Missionary School,  
 5. Any other school, specify.

### C. Economic Status

a) Earning member (of the family) in service (including teacher).

Sl. No.	Name of Earning Member	Profession	Income from primary source	Income from assets inherited & acquired	Any other source	Total income
---------	------------------------	------------	----------------------------	---	------------------	--------------

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

b). 1) Housing - Type of Housing (Please give / mark):

Rented/Owned/Provided by the school.

2) Which of the following resources are used for cooking in Teacher's House?

1. Kerosene, 2. Gas, 3. Girwood, 4. Coal,
5. Electricity.

3) Specify the type of Mass Media to which teacher is exposed:

1. Radio, 2. T. V., 3. Tape Recorder, 4. Any other.

4) What are the modes of transportation teacher generally uses?

1. Cycle, 2. Scooter/Moped, 3. Rickshaw, 4. On foot
- (give / mark).

5) Travel

a) Does teacher visit place outside own town? Please specify.

Within Assam: 1)                      2)                      3)                      4)

Outside Assam: 1)                      2)                      3)                      4)

6) Distance of school from teacher's own residence, specify in Km.

7) Residence - House owned (1)  
House rented (2)

D. Residential Status - Family status (other than teacher)

Sl. No.	Name of the members	Sex	Age	Relation with teacher	Educational level	Dependent Partly (1) Partly (2)
---------	---------------------	-----	-----	-----------------------	-------------------	------------------------------------

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.

E. Marital Status: 1. Married, 2. Unmarried,  
3. Widow/Divorce.

1 and 3 teacher's only

Sl. No.		Present age	School Teacher's age at marriage	Education at marriage	Teacher spouse current age	Age at marriage
---------	--	-------------	----------------------------------	-----------------------	----------------------------	-----------------

1. Teacher  
2. Teacher's spouse

**F. Intergeneration mobility: Educational/Occupational**

Family Background (Parents of School Teacher)

Sl. No.	Profession	Educational status	Most of the time stayed at village/town	Annual Income	Family size	Number of children	
						Male	Female
1.	Father						
2.	Mother						
3.	Grand Mother						
4.	Grand Father						

**G. Migration**

Did school teachers migrated from his/her home village/town? Yes/No

If Yes, why?

1. For job
2. For marriage
3. Any other, specify.

**H. Decision making of teaching career**

- a) When did you join teaching profession?
- b) Unemployment period before coming to this profession.
- c) Whether employed elsewhere before this job. Specify nature of job.
- d) Who decides for joining teaching job?
  - i) Teacher herself/himself.
  - ii) Parents.
  - iii) Spouse
  - iv) Any other, specify.

## I. Job Attitude

- a) Which job will be most preferred (Rank them 1,2,3,4,5, etc.)
1. Primary school teacher.
  2. Assistant in Government Office.
  3. Sales Assistant.
  4. Bank Clerk.
  5. Ticket collection in Railway/Bus.
  6. Cashier in a Hotel.
- b) Why specific job chosen? (Rank them 1,2,3,4,5,...etc.)
1. For higher salary.
  2. For more job satisfaction.
  3. For more social prestige.
  4. For higher chance of promotion.
  5. Any other, specify.
- c) What in the opinion of respondent the most attractive features of school teaching (Rank them 1,2,3,4,5,... etc.)
1. Less physical job.
  2. Easy way to earn salary.
  3. Large number of holidays.
  4. Teaching in shift.
  5. Enjoyed the company of children.
  6. Teaching is national building activity.
  7. No other alternative, but to join in this profession.
- d) In the opinion of respondent what type of job she/he would prefer to choose for her/his children.
1. Chartered Accountant.
  2. Engineer.
  3. Doctor.
  4. Lecturer.
  5. Teacher.

## J. Views on the Present Study

- a) "Socio-economic condition of L.P.S.T. of Assam, a case study of Sibsagar Town".

What in the opinion of the respondent about the present standard of primary school education in Assam?

- b) What are the possible reasons (rank them in order of preference) in the option of respondent?
1. Lack of basic/infrastructural facilities (building furniture, playground).
  2. Lack of basic amenities (drinking water, staff commonroom, canteen, library, blackboard).
  3. Lack of funds.
  4. Timely availability of funds.
  5. No encouragement to teachers.
  6. Higher-student-teacher ratio.
  7. Any other, specify.
- c) What is the standard of students in L.P. School?
1. Deteriorating.
  2. Not deteriorating.
- d) What are the possible reasons for present standard? (Rank them 1, 2, 3, 4).
1. Parents are not paying proper attention.
  2. Education is not rewarding.
  3. Higher student-teacher ratio.
  4. Lack of proper interest of teachers.
  5. Any other.

#### K. Additional Questions

1. In your opinion, what is the nature of the status of the teaching profession in our society today (Please give / mark).
2. Primary teachers are not respected in the society today (give / mark).  
(a) Agree, (b) Uncertain, (c) Disagree.
3. If you think that the status of the teaching profession is not as it should be which of the following factors are responsible for the situation (Rank them).

Factors

1. Lack of recognition by the government.
  2. Salary and service conditions.
  3. Inadequate skill.
  4. Low level of scholarship.
3. If a teacher enjoys high status in society is it because of the following factors? (Rank them).
1. Wealth.
  2. Links with powerful persons.
  3. Competence as a teacher.
  4. Service to the community.
  5. Professional recognition of his merit.
  6. High caste and birth in an illustrious family.
  7. Service is prestigious institution.

For common information

1. Salary grade.
  2. Usual date of payment.
  3. Criteria for promotion.
  4. Period of probation.
  5. Confirmation (How?)
  6. Provision of CPF, GPF.
  7. Medical benefits.
  8. Leave travel concessions.
  9. House rent.
  10. Dearness Allowance.
  11. Pension.
  12. Age of retirement.
- 13.a) What are the main problems of L.P. School Education?
- i)    ii)    iii)
- b) What are their remedies?
- i)    ii)    iii)
- c) What are the main problems of L.P. School Teachers?
- i)    ii)    iii)
- d) What are their remedies?
- i)    ii)    iii)

