Chapter - I

INTRODUCTION
1.1 CONCEPT OF DEVELOPMENT

Development may be defined as an activity or process of both qualitative and quantitative changes in the existing systems, aiming at immediate improvement of living conditions of the people or increase the potential for betterment of living conditions in future. Until recently, the concepts "economic development" and "economic growth" were used interchangeably. Nowadays, a clear distinction is made between the two concepts. Development is a broad concept which also embraces growth. Development covers both quantitative and qualitative aspects. Economic growth is mainly concerned with the quantitative aspect of development. For example, producing more farm output by way of extensive cultivation is an indication of growth. Producing more output by way of increasing yield per hectare through new farm technology is an indication of development. However, in the latter case, some authors prefer the "economic progress," implying increasing productivity per head. Development has many dimensions and includes qualitative changes in, social, economic, political, cultural and environmental, aspects. Development is a continuous and unending process attempting to improve all aspects of society.

Development ultimately means development of man and, therefore, it is to be judged by what it does to him. In the rural areas, a good number of people for over several years lived a life of dependency or almost complete slavery. Because of abject poverty and consequent
underdevelopment or social stagnation, people lose faith in themselves and in their potentialities for development and remain without active participation in social, economic, cultural and political life. It is important to bring them out of this apathy and skepticism and to motivate them to think freely about progressive ideas. Development should result in reduction of dependency on external resources, increased self-reliance, confidence in their own strength and potentialities for development, spirit of mutual respect and collective effort. Rural development, therefore, should be viewed as a strategy designed to liberate the rural poor from the age-old bondage of degraded life and to awaken and activate the entire rural population in the process of achieving and sharing of higher levels of production. Rural development includes strategies, policies and programmes for the development of rural areas and the promotion of activities carried out in such areas (agriculture, forestry, fishery, rural crafts and industries, the building of the social and economic infrastructure) with the ultimate aim of achieving a fuller utilisation of available physical and human resources, and thus higher incomes and better living conditions for the rural population as a whole, particularly the rural poor, and effective participation of the latter in the development process.

Development is a function of several disciplines and in the final analysis, development is only the all-round development of man. Development is always an integrated one. Economic development, though aspired much, cannot be separated from the social and cultural
aspects of development. Rural development involves several categories of integration, namely, spatial integration, i.e., integration between areas, integration of different sectors of the rural economy, agriculture, off-farm activities, industry, etc., with forward and backward linkages; integration of economic development with social development; integration of total area approach and target group approach; integration of credit with technical services; integration of human resource development with manpower needs by dovetailing education and training programmes with anticipated manpower needs and integration of income generating schemes with the minimum needs programme of education, rural health, water supply, nutrition etc.

Rural development has been an integral part of India's development from the very beginning. In a nutshell, rural development may be viewed as a programme intended for the all-round development of the entire rural society with a focus on rural poor. Different schemes have been initiated to develop agriculture, small-scale and village industries, rural transport and communication, education, health, etc. Rural development has assumed considerable significance throughout the planning era. The early development schemes such as Community Development Programme, Intensive Agricultural District Programme, Intensive Agricultural Area Programme, Drought-Prone Area Programme and Command Area Development Programme, etc., have all aimed at rural development. Considerable amounts have been spent over these different schemes. No doubt, to some extent, development has taken
place in the rural areas because of these different schemes. However, these schemes have not helped significantly all sections of the rural society. It is noticed that rural poor with meagre or no assets of any type like small and marginal farmers, village artisans, tenant cultivators, agricultural landless labourers, etc., have been almost bypassed by these different development schemes. Rural development, therefore, is now rightly viewed as a strategy designed to improve the socio-economic conditions of the rural poor. Education is identified as the key for developing human resources. India lives in its villages and the teachers are the kingpins in changing the destiny of our vast number of villages throughout the country.

1.2 TEACHERS IN THE EDUCATION SYSTEM

Teachers occupy a prominent place in any society and in any educational system. From ancient times the teachers have been enjoying special status and position in Indian society as well as in the field of education. In ancient India teachers were revered as Gurus, as moral, spiritual and intellectual guides. In those days the status of teaching profession was very high. A teacher used to enjoy a very honourable position among all sections of the society. Even today public attitude towards teaching in our country continues to receive respect and importance. The status of teaching community in our country is higher than that of many countries of the world. Since independence our government has been taking special care and interest for the elevation of
the economic and social status of teachers through various progressive measures. The economic status of teachers in our country is gradually improving. Their salaries, allowances and other conditions of service are no less lucrative now-a-days than those of many other professions in the country. The provisions of adequate remuneration, opportunities for professional advancement and favourable conditions of service and work are very much important to maintain quality of education and its significant contribution to national development. It is necessary to make an intensive and continuous effort to raise the economic, social and professional status of teachers of different categories and to attract young men and women of ability to the profession.

In addition to all the conditions the element of 'Job Satisfaction' is essential for a teacher. It is the result of various attitudes possessed by an employee. In a narrow sense, these attitudes are related to the job and are concerned with such specific factors as salaries, supervision, steadiness of employment, conditions of work, opportunities for advancement, recognition of abilities, fair settlement of grievances, fair evaluation of work, good treatment by employers etc. It is pointed out by many that a large number of teachers of the present day are dissatisfied with their job and continue in the profession only as mechanical wage earners. The facilities and incentives offered in this profession are so meagre that many of the talented do not think of becoming teachers but prefer other professions which offer material rewards, power and prestige. It is contended that many teachers regret the wrong choice of
their profession over a period of time especially the primary and secondary school teachers and seem to be willing to change their job from teaching to some other attractive ones, if any opportunity arises.

It is not overwhelming to state that a dissatisfied teacher is a loss not only to himself but also to the entire society. A dissatisfied teacher spells disaster to the children with whom he deals. For that matter, dissatisfaction among the workers in any occupation is undesirable and dangerous, and it is suicidal if it occurs in the teaching profession because dissatisfaction and maladjustment are contagious. In spite of the fact that satisfaction with the job is a very important aspect for the well being of teachers and the progress of the nation, not much attention has been paid by researchers to study job satisfaction of teachers in a comprehensive, systematic and scientific manner, particularly how different factors influence their job satisfaction and the extent to which they influence them. To my knowledge, the attitude of the teachers towards their profession and their relations with students, play an even more crucial role than their physical comforts and material incentives.

1.3 SECONDARY EDUCATION

Form of Secondary Education

Secondary education is that kind of education which is given after primary education and before university education; i.e., it includes all the classes after the primary school and before the university. Before Independence secondary education was classified in different manners,
such as-vernacular middle school, matriculation, entrance, high school and intermediate, etc. Education has been grouped into primary, secondary and university stages in different countries, but the duration of secondary education may differ in one country from that in other. At some place secondary classes begin from the sixth class and go upto twelfth. Somewhere upper primary classes go upto the eighth class and secondary classes start from the ninth and go upto eleventh or twelfth.

Before independence the form of secondary education in India was prescribed by foreign educationists. Formerly, primary classes were designed upto fifth class but they generally stopped at the fourth class. Middle classes were run from fifth to seventh and high school and intermediate classes were run from eighth to twelfth. After independence the form of secondary education changed. Now the seven year secondary education is generally current. But somewhere this seven year curriculum is known as high school system. With some modification secondary education has been divided into three groups: from sixth to eighth-Junior high school, from ninth to tenth, high school and eleventh and twelfth have been regarded as higher secondary or intermediate classes. The Mudaliar Commission (1952-53) has termed secondary education as higher secondary education and ninth to eleventh classes were included in it and the twelfth class was termed as pre-university class. Thus in India, the following two types of secondary education are current:
1. Intermediate and
2. Higher Secondary

The Kothari Commission (1964-66) has recommended the intermediate system and has emphasised the three year degree course. All the States in the country have to accept this revised pattern.

Organization of Secondary Education

On the Basic education pattern secondary education has been divided into basic and non-basic groups. Basic education, too, was divided into pre-basic and post-basic. Within the basic scheme it was planned to teach the curriculum of the seven or eight years secondary school in six years. In this system the three year Higher Basic course was considered to be equivalent to the three year higher secondary school course. In order to implement this scheme it was planned to establish Model Higher Secondary schools in rural and urban areas. In this educational organization the introduction of the three year degree course was also planned.

Mudaliar Commission had emphasised the need of reorganization of secondary education. It recommended the introduction of three year degree course by changing the prevailing intermediate system into Higher Secondary. As already observed earlier, it has not been possible to introduce the basic system. The Central Government accepted the recommendation of the Mudaliar Commission and advised the various States to introduce the three year degree course. The Commission also
emphasised the need of establishing multi-purpose schools for introducing an occupational approach. The government of India gave financial help to the States for establishing multipurpose schools. But this adventure has not been successful as expected. In partial acceptance of recommendations of the Mudaliar Commission classes 6, 7 and 8 were grouped under junior high school and 9, 10 and 11 were placed under the Higher Secondary. In U.P. uptill now classes 11 and 12 constitute Intermediate stage, although the 3 year degree course has been instituted. Kothari Commission has also emphasised the introduction of three year degree course. Below we shall understand the current organisation of the secondary education.

**Secondary Schools**

The following types of secondary schools are generally found in India:

1. Intermediate Colleges,
2. High School and Junior High School,
3. Higher Secondary Schools,
4. Multi-purpose Schools, and
5. Special Schools

1. **Intermediate Colleges**: In U.P. intermediate education system has been accepted. Under this system classes 6, 7 and 8 are grouped under lower secondary, class 9 and 10 are termed as High School and
class 11 and 12 are known as Higher Secondary. In intermediate colleges, there are two public examinations—one at the end of class X and the other at the end of class XII. The college itself conducts the examination at the end of the Junior High School stage, i.e., at class VIII, but the two public examinations are conducted by the V.P. Board.

2. High School and Junior High School: High Schools are those secondary schools where the final examination of class X is conducted by the Board of High School and Intermediate Education. The Junior High School examination is conducted by the institution itself. In these schools, classes 6, 7, and 8 are grouped under junior high school and classes IX and X are known as high school. The junior high schools were formerly known as middle schools or vernacular middle schools.

3. Higher Secondary Schools: According to the recommendations of the Mudaliar Commission the Government of India has advised the States to run three year Higher Secondary Schools and three year degree courses. But many State governments have expressed their inability on financial grounds to introduce this scheme. In the States where this new scheme has been accepted in principle the progress of changing of high schools into higher secondary schools is very slow. Many universities have not accepted the three year degree course. Although the Central Government has agreed to shoulder the 60 percent expenditure of this change-over, but the State Governments have not been able to manage for the remaining 40 percent. The Central
Government has tried to encourage the opening of multi-purpose schools, but the success in this area has not been satisfactory. The three year degree courses have been organized at places where three year secondary courses are in operation. There the secondary education board conducts the public examination at the end of class XI. The candidates passing this examination are admitted to the three year degree course.

**4. Multi-purpose Schools**: Mudaliar Commission recommended the opening of multi-purpose schools for giving a more meaningful and pragmatic bias to education at the secondary stage. This system is regarded as very expensive, because a multipurpose school requires a special school building, various types of tools, implements, laboratories, spacious land for farming, workshops, reading rooms and other reasonable facilities. Naturally, these things will involve heavy expenditure. Moreover, arranging for at least two or more types of vocations in the school becomes all the more expensive.

Because of the various types of curriculum in these schools, many subject-groups will have to be organized. In these schools' such teachers will have to be appointed who can forge a co-operation between the teaching of various subjects. In other words, they should be trained in vocationally oriented courses. So far no arrangement has been made by university or any other State Organization to produce such trained teachers.
Multi-purpose schools may be opened as models in government institutions only. The private institutions cannot run such schools for obvious reasons. Some courses of the multipurpose schools may be taught in some vocational and industrial institutions. A harmony may be created between the general and vocational courses of the two are taught together in some industrial institutions.

There might be numerous difficulties in opening multi-purpose schools, but there is no denying of the fact that they are very useful and hence important. The multi-purpose schools create self-independence and some vocational skill and develop both general intelligence and some vocational aptitude. In these schools, a student is more likely to get subject of his special bent of mind. When students of various subjects and trade study together, they naturally acquire better social sense. Then they may also develop the spirit of mutual co-operation and brotherhood.

5. Special Schools: We shall have to change the form of the prevailing schools in order to introduce the Basic System of Education. According to the recommendations of the Secondary Education Commission (1952-53) the Government of India planned to change the prevailing secondary schools into single-purpose schools and new higher secondary schools. It was also thought to open the high schools in the rural area with the life of the villages.

In U.K. the single-purpose schools are quite important, so 'the policy of establishing single-purpose schools in India was also accepted. In the single-purpose school the inadequacies of the multipurpose
schools may be avoided. Hence it was considered as more practicable to establish single purpose schools of literature, commerce, engineering, fine arts and agriculture etc.

Since about 70% of the population of India resides in villages, opening of agricultural higher secondary schools in rural areas should be emphasised. Uptill now during the periods of various Five Year Plans educational development of villages has not been done. By the end of the seventh Five Year Plan only i.e., by the end of 1992 in' about 1000 secondary schools teaching of agriculture, cottage industries; gardening and animal husbandry could be organized in the country. More attention is needed towards this development during the 8th Five Year Plan period.

**Problems of Secondary Education**

It is necessary to know the problems that are obstructing the growth of secondary education. Needless to say that growth of secondary education will not be satisfactory unless these problems are solved. In short, the many problems of secondary education may be enumerated as below:

1. The problem of organization and form of secondary schools.
2. The problem of determination of aims of secondary education.
3. The problem of constructing the curriculum.
4. The problem of examination.
5. The problem of management and administration.

6. The problem of lack of finance.

7. The problem of lack of necessary teachers.

8. The problem of supervision.

We shall understand each of these problems below:

1. The Problem of Organization and Form of Secondary Schools: There is no similarity in the forms of various secondary schools existing in our country. We have already hinted at this above under the "Organization" section. We have also pointed towards the solution of the problem. It is not necessary to state the same here again. However, it may be said that if the forms of secondary schools in the various States of the country were the same, the students will not feel much difficulty in going for education from one State to another.

2. The Problem of Determination of Aims of Secondary Education: The Indian Constitution has provided for free and compulsory primary education. So, our government has done important work in this direction. This feature has an impact on secondary education. Consequently, the number of students at the secondary stage has increased enormously. So the government has tried to make provision for secondary education for students coming after passing from primary schools. Several new secondary schools have been opened during the various Five Year Plans. The number of students at the secondary stage
has increased, but we have not able to give them education which may enable them to stand on their own legs. Hence education imparted to them has been merely theoretical. Today, the student has only two following options after having received secondary education:

1. To enter university for further education, or
2. To roam about here and there in search of some job.

To Produce Able Citizens. This situation is an impediment in the progress of our country. In many western countries secondary education has been so organized that after obtaining it the student is able to stand on his own legs in some vocational area. But in our country the current secondary education has aggravated the unemployment problem. Therefore we have to make our secondary education so useful that the students having passed this stage do not run only for admission to universities and unemployment does not increase and they become economically independent by having acquired some vocational skill of productive nature. We need able citizens for making our democracy a success. Therefore the ultimate aim of secondary education should be to prepare such self-dependent and dutiful citizens who are imbued with the spirit of intelligent patriotism contributing to the prosperity of the country.

The Aim of Character-formation: In secondary education we have to pay special attention to the programme which contributes to the formation of character. The purpose of our education is not only to offer
opportunities for acquiring certificate but to produce youths of character. Our education has not only to impart bookish knowledge but to give such a knowledge which may contribute to personal, social and national prosperity. We want all-round development of our children. We want to make them physically, mentally, economically and spiritually strong. We want such citizens who may think for themselves and who may acquire such experiences which they may fruitfully utilize. Secondary education should be diverted to the fulfillment of all the noble objectives.

3. The Problem of Curriculum: In order to achieve the above objectives of secondary education, we shall have to make its curriculum more practical and useful. It is true that due to geographical variations, the needs of one State differ from those of another. However, for the whole country, we may prepare such a curriculum in outline that it is helpful in meeting the national goals. The Government of India is conscious of this necessity. The All India Board of Secondary Education has suggested that some subjects should be compulsorily taught in all the secondary schools in the country. It is trying to forge out such a curriculum which may achieve the national goals and also meet the regional needs of all classes and groups.

The problem of language-teaching is a difficult issue in the curriculum construction. Hindi has been accepted as the national language of the country. Hence some people contend that each student should be taught Hindi. But some non-Hindi speaking States' are
opposing Hindi on the plea that it is being imposed on minorities. Many groups in South India favour English in place of Hindi. There are many people in our country who are still supporters of English. Ours is a religious country. Our basic scriptures are in Sanskrit. Hence there are many who still love Sanskrit. Keeping all these factors in view it has been proposed that at least three languages should be taught at the secondary level. This is known as the Three Language Formula which may be understood as below:

1. National language or regional language for non-Hindi speaking people.

2. If Hindi has not been taken as a national language, then Hindi or any other Indian language or Sanskrit.

3. Sanskrit or any Indian language, if not taken or a Western language (English, French, or German).

In this arrangement the student will study the national language along with a regional language and as a third language he will either study Sanskrit or any foreign language.

It has been considered necessary to understand the problem relating to the aptitude and interests of students, regional needs, mother tongue as the medium of instruction, arrangement for counselling and guidance and the appropriate method for implementing the curriculum in order that some uniformity may be forged in the curriculum at the
secondary stage. General science and social studies were included as the compulsory subjects keeping in view the understanding capacity of the students at the secondary level. For the other subjects students have been made free to choose their optionals according to their needs, interests, age and capacity. Keeping in view the needs of the nation, industrial, vocational and technical subjects were also included in the curriculum.

At the Junior Secondary Level: The above mentioned three compulsory subjects, general science, social studies, mathematics, agriculture or any fine art or some commercial subject or music or physical exercises for physical development have been accepted as the main aspects of the curriculum.

At the Higher Secondary Level: According to recommendations of the Secondary Education Commission (1952-53) various groups have been favoured for compulsory languages and for interests of students. An attempt has been made to make the curriculum multipurpose by emphasizing the inclusion of industrial and vocational subjects and crafts.

4. The Problem of Examination: The prevailing essay type of examination has developed so many defects now that it is now no more a good measure of academic achievements and development of the students. But we cannot abolish it altogether. Yes, we may introduce some changes and reforms into it.
External examination alone should not be accepted as a tool for measuring the success of the students. Internal examinations should also be used for examining the students. On the basis of all these the success or failure of a student should be determined. The sessional work of the whole year should be scrutinised. Monthly and third monthly records of the students should be prepared. Instead of marks their abilities should be measured in grades. Along with the essay type questions at least 40 percent of the marks should be assigned to objective tests. Thus the current examination system may be reformed.

5. The Problem of Administration: Three types of secondary schools are current in India; (1) Government Schools (2) Private Or non-government schools and (3) Schools run by local bodies. All the Government schools are fully controlled by the governmental machinery. Private schools are managed by private managing committees under the supervision of district inspector of schools' or some other government officer. The government gives sufficient financial aids to all the schools. The school teachers in most of the States in the country are now paid by government treasuries. The local bodies have not been very much successful in running secondary school. The governments itself controls the education of girls and technical education at the secondary level in many States. There are many voluntary organizations also running schools for girls and technical schools. But many of them are in bad shape. Their financial, educational, building and teacher problems are
acute. At some places there are too many of such institutions and at other places there are none. Some schools do not fulfill all the conditions on recognition laid by the Education Board. But now the government has started interfering with management of these weak institutions. It has also started appointing teachers of these schools and paying their salaries from the government treasuries.

The administration of the secondary schools does not appear to be efficient. There are such administrative units as-central, regional and district to carry on the work of educational administration. There is a board of Secondary Education in each State for determination of the nature of the curriculum, text-books and for conducting examination. Thus, there is a dual administration over the secondary schools: one by the Board of Secondary Education, the other by the governmental education departments consisting of Director, Deputy Directorate and Inspectionate staff or by private managements. Because of this dual control the secondary schools are not achieving their purposes, because of lack of harmony and co-ordination between the officers of these two controlling units. In fact, there should be a mutual co-operation between the two for achieving the objectives of secondary education. Only then the administration of secondary schools may be useful.

6. The Problem of Lack of Finance. So far there have been more private and voluntary efforts for the expansion of education. The government has tried to establish only one, of two model higher

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secondary schools in each district. The schools run by voluntary organizations have always to face the problem of inadequate funds. Their financial resources are not good and they have to look for the government grants. Neither they have good school buildings nor good teachers and suitable teaching materials. These schools are not in a position to teach industrial and vocational subjects, because they entail heavier expenditure. In the United States every citizen has to pay an educational tax in proportion to his income. Thus adequate finances are organized there, for educational purposes. Similarly, in our country as well some educational tax may be levied. Gifts from wealthy persons in favour of schools may be encouraged by exempting the gifted amount from income tax. Huge amount of money is required for the school buildings, laboratories, reading rooms, libraries, sports materials, workshop, teachers, salaries and teaching materials. Both the government and the public should co-operate with each other for organizing the necessary funds for the schools.

7. The Problem of Sufficient Number of Teachers: Teachers are like the spinal chord of the school. The school cannot function well if the teachers are inadequate in number. Today the schools have few able teachers. In many schools at the time of appointment caste and group considerations play the major role and the question of suitability is thrown to winds. Consequently unsuitable teachers are appointed in some schools. Many of the Managing Committees are generally vindictive
against teachers. Strikes and Dharna by teachers have become a common feature in some of the schools. Now we need vocationally trained teachers for our multi-purpose schools. Our universities and Teacher’s Training Colleges are not producing such teachers. Hence in the absence of suitable teachers the multi-purpose schools and vocationalization of education are not succeeding. For the full implementation of Basic Education we need specially trained teachers. Hence the basic education has not succeeded, though there have been other reasons also for its failure. The government should take some positive steps to solve this problem.

8. The Problems of Supervision: Supervision arrangement of the secondary schools is not adequate in view of their large number. The inspectors are so busy with their files in their offices that they get little time for supervision and inspection of schools under their charge. Moreover, the behaviour of inspectors with the teachers is below the norm. Their attitude appears to be that of a master. They do not consider themselves as co-partners of the teachers in the interest of the all round development of the students. In fact, their approach should be constructive and helpful in the sacred task of teaching children. Their attitude should be democratic and they should try to solve the difficulties of the teachers in classroom situations and elsewhere in a relevant manner. Some refresher course should also be organized for acquainting the inspectors with the latest developments in the field of education.
1.4 TEACHERS - THEIR RIGHTS AND RESPONSIBILITIES

There are different aspects which lead to the job satisfaction of teachers. It is not merely limited to effective teaching in the classroom. It would be much thought provoking to understand the rights and responsibilities of teachers which are concerned with their job satisfaction.

Teachers should enjoy full civic and political rights of our democratic country. Teachers have a right to expect adequate emoluments, social position, justifiable conditions of service, professional independence and sufficient social insurance and security. The code of professional ethics of teachers says much about their professional responsibilities.

Whoever adopts teaching as a profession assumes an obligation to conduct himself in accordance with the ideals of the profession. A teacher is constantly under the scrutiny of his students and society at large. Therefore, every teacher should see that there is no incompatibility between his precepts and practice. The national ideals of education which have already been set forth and which he/she should seek to inculcate among students must be his/her own ideals. The profession further requires that the teachers should be calm, amicable, patient and communicative by temperament.
TEACHERS SHOULD

1. adhere to a responsible pattern of conduct and demeanour expected of them by the community;

2. manage their private affairs in a manner consistent with the dignity of the profession;

3. seek to make professional growth continuous through study and research;

4. express free and frank opinion by participation at professional meetings, seminars, conferences etc. towards the contribution of knowledge;

5. maintain active membership of professional organisations and strive to improve education and profession through them;

6. perform their duties in the form of teaching, tutorial, practical and seminar work conscientiously and with dedication;

7. co-operate and assist in carrying out functions related to the educational responsibilities of the institutions;

8. participate in extension, co-curricular and extra-curricular activities including community service.
TEACHERS AND THE STUDENTS

i. Teachers should respect the right and dignity of the student in expressing his/her opinion;

ii. deal justly and impartially with the students regardless of their religion, caste, political, economic, social and physical characteristics;

iii. recognize the difference in aptitude and capabilities among students and strive to meet their individual needs;

iv. encourage students to improve their attainments, develop their personalities and at the same time contribute to community welfare;

v. inculcate among students scientific outlook and respect for physical labour and ideals of democracy, patriotism and peace;

vi. be affectionate to the students and not behave in a vindictive manner towards any of them for any reason;

vii. pay attention only to the attainments of the students in the assessment of merit;

viii. make themselves available to the students even beyond their class hours and help and guide students without any remuneration or reward;

ix. aid students to develop an understanding of our national heritage and national goals and

x. refrain from inciting students against other students, colleagues or the administration.
TEACHERS AND COLLEAGUES

Teachers should

i. treat other members of the profession in the same manner as they themselves wish to be treated;

ii. speak respectfully of other teachers and render assistance for professional betterment;

iii. refrain from lodging unsubstantiated allegations against colleagues to higher authorities;

iv. refrain from allowing considerations of caste, creed, religion, race or gender in their professional endeavour.

TEACHERS AND AUTHORITIES

Teachers should

i. discharge their professional responsibilities according to the existing rules and adhere to procedures and methods consistent with their profession in initiating steps through their institutional bodies and/or professional organisations;

ii. refrain from undertaking any other employment and commitment including private tuitions and coaching classes which are likely to interfere with their professional responsibilities;

iii. co-operate in the formulation of policies of the institution by accepting various offices and discharge responsibilities which such offices may demand;
iv. co-operate through their organisations in the formulation of policies of the other institutions and accept offices;

v. co-operate with the authorities for the betterment of the institutions in conformity with dignity of the profession;

vi. should adhere to the conditions of contract;

vii. give and expect due notice before a change of position is made and

viii. refrain from availing themselves of leave of absence except on unavoidable grounds and as far as practicable with prior intimation, keeping in view their particular responsibility for the completion of academic schedule.

TEACHERS AND NON-TEACHING STAFF

i. Teachers should treat the non-teaching staff as colleagues and equal partners in a cooperative undertaking, within every educational institution;

ii. Teachers should help in the function of joint staff-councils covering both teachers and the non-teaching staff.

TEACHERS AND GUARDIANS

Teachers' bodies and organisations should try to contact the guardians of their students, and send reports of their performance to the guardians in meetings convened for the purpose by the institution.
TEACHERS AND SOCIETY

Teachers should

i. recognise that education is a public service and strive to keep the public informed of the educational programmes which are being provided;

ii. work to improve education in the community and strengthen the community's moral and intellectual life;

iii. be aware of social problems and take part in community activities and shoulder responsibilities of public offices;

iv. refrain from taking part in or subscribing to or assisting in any way activities which tend to promote feeling of hatred or enmity among different communities, religions or linguistic groups but actively work for national integration.

The human resource functions comprise as many as 12 aspects including manpower planning, selection and recruitment, induction, training, performance appraisal, potential appraisal, career and succession planning, training and development, rewards and compensation, participative mechanisms, organisational development, exit interview and employee morale.
➤ **Manpower Planning**

It is necessary to ensure that the manpower planning has been worked out in consonance with the academic plans. It is necessary to recruit the right people with the right attitude at the right time. While the government is interested in introducing vocational education at secondary level throughout the country it is necessary to look into the manpower required to carry out the specific tasks. While teachers with general educational qualifications are asked to carry out the vocational education teacher’s duties naturally it is causing some dissatisfaction on their job involvement.

➤ **Selection and Recruitment Process**

It is often felt that a promotion channel is necessary along with a direct recruitment process for the secondary level. It is necessary to look into these matters since selection and recruitment quotas, channels and mechanisms have a long lasting impact on the job satisfaction of teachers at various levels.

➤ **Induction Process**

The process of induction should help the new recruits to understand the policies, procedures, plans, objectives etc., with respect to the academic standards of the job. Multimedia packages, orientation programmes etc., should be well utilised at this stage.
Performance Appraisal

Much has been talked about performance appraisal in the educational system. The teachers should know where they are in relation to the expectations or norms. The appraisal system should be able to differentiate between the poor, average and effective teachers, closely linked with the performance appraisal process.

Potential Appraisal

Is the appraisal process able to assess the significant strength of the individual and predict his future potential? Is it able to identify high performers based on their consistency in performance over a period of time or how their growth is planned for? The appraisal process should be able to identify development needs of teachers to guide training, development and career planning.

Career and Succession Planning

The training, development and career planning activities should prepare people for placement in new positions in the academic organisational structures. Job rotation and job enrichment are common methods by which the individual gains a broader perspective of the organisation and gets prepared for his future positions. Succession planning is also important but the key to this is the common knowledge is the teacher and management should have a plan which involves greater delegation of responsibility and authority.
Training and Development

This is the most important aspect of the teacher education and development activities. Before the training programme itself, the specific training needs of the individuals are to be clearly identified through the performance appraisal. The impact of the training should be assessed and the quality of in-service training programmes should be well improved.

Recognition and Rewards

The performance of the teachers should be assessed from time to time. Apart from the external assessment student evaluation/the self assessment reports of teachers should be considered before selecting them for the rewards. When there is proper recognition for the work done, it will boost the self image and job satisfaction of teachers.

Participative Mechanisms

The teachers are expected to participate in different exhibitions, seminars, conferences, workshops etc., and the teachers should be self motivated to take part in such activities. Participative mechanisms provide opportunities to interact, explain, debate and solve various issues, ties and problems.

Organisational Development

The teachers need not restrict themselves to the fulfillment of their personal goals but should strive towards the achievement of organisational goals and ultimate objectives of the educational system.
Loyalty, discipline, service, patriotism, human dignity and values, team work should form the basis for teachers so that the existing status of the schools can get enhanced.

➢ Welfare Measures

The teachers have to be provided with medical and health facilities, promotions, retirement benefits, academic facilities etc. It is not merely the question of providing some facility but also the maintenance and continuation of various benefits and schemes needs to be ensured by the government. Disparities in appointment at different levels should be duly checked from time to time.

➢ Employment Morale

The school climate, management support, rules and regulations influence the attitude of teachers towards their profession. A participative exercise has to be undertaken to identify the flaws and drawbacks pertaining to the employment morale and to suggest remedial measures. Thus, the above twelve functions help to change the attitudes of the teacher towards their job. When these functions are rendered efficiently it inculcates a positive attitude and lead to job satisfaction.

1.5 TEACHING PROFESSION

An occupation is a type of activity which a number of persons give themselves to and accept regular payments for, and there is a sort of bargain for the amounts of work the individual turns and there is no
selection or prescribed qualification. But a profession is a specialized type of occupation which requires training and for admission, a formal standards of achievements and a certain code of ethics are to be maintained.

A favourable attitude towards any profession is likely to prove helpful to workers in maintaining harmonious relations with their colleagues, characterised by mutual affection and sympathetic understanding.

A profession is defined as "an occupation involving relatively long and specialized preparation on the level of the higher education and is governed by a special code of ethics" (Good, 1945).

Webster's New World Dictionary (1953) defined a Profession as "A vocation or an occupation requiring advanced training in some liberal art or science and usually involving mental rather than manual work as teaching, engineering, medicineetc.". A Profession may be an occupation based upon specialized intellectual study and training, the purpose of which is to supply skilled service or advice to others for a definite fee or salary.

Peters et al. (1963) are of the opinion that "continuous in-service growth has been identified as an important ingredient of professional people. Professional growth never ceases for the alert and dedicated teachers".
Therefore, a profession is required to possess specific characteristics particular to that profession and a teacher as a professional is no exception to this. The teacher should possess interest in his subject and should be acquainted with recent knowledge in his subject concerned.

Thus, it is needless to mention that attitude of a teacher or any worker, for that matter towards his profession, is an important aspect that helps one to feel well in his job. For example, a jealous teacher may ignore many negative aspects of his job as trifles, though, they may cause intensive dissatisfaction to an ordinary teacher.

Work occupies an important place in the life of a man. Man is not equipped with proper knowledge to choose his profession. He may have a general desire for better living through his profession. Therefore, every person must select a right choice of job or profession which makes his life happy. To get satisfaction in his profession, he must choose it wisely.

The relationship between man and work has long attracted the attention of philosophers, scientists and novelists. A major part of man's life is spent in work. Therefore, it is natural to expect that men would seek to satisfy many of their needs in and through their work.

People work for different reasons. Some work just to earn money, some for recognition and social status, some to utilise their talents and to get satisfaction. Choice of a job emerges as a result of the interplay of a multiplicity of factors. It is mainly the result of an interaction between factors pertaining to the job and those that characterise the chooser.
Many psychologists consider professional choice as a developmental process over a period of 10 years that ends in a compromise between interests, capacities, values etc., of the individual on the one hand and opportunities on the other.

People choose the profession depending on some important features such as prestige, power, salary, leisure, etc. No doubt these features are important but these features become meaningful only to those who value them. The value of a particular feature of a job is determined by the personality, social and psychological background of the person.

Thompson (1947) explained that jobs differ in their attractiveness from person to person, depending upon the need pattern of the individual. The individual weighs the importance of the various features of a job and then chooses it. Professionals differ with respect to personality and temperamental requirements in achieving success in the job.

Has teaching in India become a profession in its true sense? The answer is that in some degree it has been recognised. To achieve full measures of professionalism the teaching group must overcome the major hurdles. Though teaching is considered to be the noblest of all professions, it requires keenness, intelligence, practical skills and a high sense of duty and integrity. Therefore, drawing the right type of persons for the profession is of utmost importance for the progress of the educational system. Only right type of persons can perform the right type of work.
The role of the teacher in a society is well known. The well-being of the Nation depends upon the well-being of the teachers. The teacher has a powerful and abiding influence in the formation of the character of the future citizens. The teacher acts as a pivot for the transmission of intellectual and technical skills and cultural traditions from one generation to another. The teaching profession should be intellectual, learning and practical activity. A strong, secure and effective profession of teaching is essential to build up public intelligence and to solve the social problems. Teachers who commit themselves to the profession and who have knowledge, devotion and sacrifice can only build teaching profession.

The primary obligation of the teaching profession is to guide children, youth and adults in pursuit of knowledge and skills to prepare them to the way of democracy which help them to become happy, useful, self supporting citizens. To fulfill this, the teacher should deal the various issues impartially regardless of their physical, mental, emotional, political, social, economical and religious characteristics.

The members of teaching profession should share with parents in shaping each student's purpose and get towards socially accepted needs. He has to respect the basic responsibility of parent for their children He has to establish friendly and co-operative relationship with the home.

The teaching profession occupies a position of public trust involving not only the individual teacher's personal conduct but also the interaction of the school and the community. He should perform the duties of citizens and participate in community activities. He has to discuss controversial issues from an object point of view keeping the class from partisan opinions.
1.6 JOB SATISFACTION OF TEACHERS

Every person has got certain aspects conducive for job satisfaction and some lead to dissatisfaction. Teaching profession is no exception. Attempts should be made to reduce the dissatisfying conditions and increase the holding power of the profession. Thus, it is very important to say that the teacher should satisfy with his job, to bring the development of the society.

Many studies, conducted to find out the relationship between job satisfaction and personality measures, indicate a personality of predicting job satisfaction to some extent. Job satisfaction gives happiness, success and efficiency in one's professional activity. It indicates individual's ability to strike a balance between the requirements of the job and his own potentialities.

Butler (1961) found that satisfaction was related to job tenure. Satisfied teachers tended to stay in teaching and dissatisfied teachers tended to leave the job. Thus, on one hand the job satisfaction influences the task performance measures and on the other hand it is influenced by the job factors and personality characteristics of workers.

Lawler (1967) argued that it was important to consider which people and what kinds of needs were satisfied in the organisation, rather than how to maximise satisfaction. The situational factors like the type of school, the conditions of school, the place of school, are important factors on which the level of job satisfaction and success of teaching depend.
Fuller and Miske (1972) found about 89 per cent of the teachers participated in their study were satisfied or very satisfied with their jobs. But, in an investigation Bentzen, Williams and Hackman (1980) concluded that slightly more than 75 per cent of the teachers were satisfied with their jobs. The major source of dissatisfaction was in teacher-administration, interaction through politics and policies at the local, state and federal levels, 97 per cent of the teachers reported that teaching was not a profession because of several factors (Davis, 1981). Teachers working under private management indicated that company policies, advancement, recognition and social status were the areas in which they found least job satisfaction or dissatisfaction (Gordon, 1981).

A dissatisfied teacher is lost not only to himself but also to the entire society. As a result of the existing conditions, there appears to be a widespread dissatisfaction at present in the teaching profession as a whole. Many seem to repent over their wrong choice and would be too willing to change their job, whenever there is an opportunity. The facilities and incentives offered in this profession are so meagre that many of the talented persons do not choose this teaching profession.

There is a general feeling that most of the teachers do not have satisfaction in their profession. The dissatisfaction results the falling of the standards of education, because dissatisfaction and maladjustment are contagious. A dissatisfied teacher spells disaster to the children with whom he comes across. If it is possible to isolate the factors of
dissatisfaction among the teachers, attempts can be made either to change the dissatisfying conditions or to reduce their intensity, so as to increase the holding power of the profession.

Satisfaction occurs where the job fulfils what one values, just as expectations, values vary from group to group and between individuals within the group. So job satisfaction consists of the total body feelings about the nature of the job, promotional opportunities, nature of supervision and so on.

No system of education is better than its teachers. The quality of education and the standards of achievements are inseparably inter-related with the quality of the teachers. They need good professional preparation and satisfactory conditions of work in which they can be fully effective. So to impart secondary education, the secondary school teacher with good professional preparation is very essential.

Unlike the other areas in the school system, secondary education seems to evoke either love or hate. A very few students are interested to attend school, while majority are afraid. The teaching in secondary schools is not an easy task. It is not just handling facts and talking to the children. It is much more than that.

Teaching in secondary schools is becoming difficult due to many factors, such as teaching methods, non-availability of models, much clerical works, other works of the government etc. The secondary school teachers are also facing problems of disinterest of students, difficulty
level, low achievement etc. So the secondary school teachers are not satisfied in their job, compared to the other teaching professionals, as primary school teachers, college teachers etc.

One of the urgent needs of the present day is, therefore, to trace the specific reasons for the dissatisfaction in different sections of the profession and to suggest tangible measures to rectify the conditions so as to make the profession contented happy and effective. Thus, the present study is designed to analyse the job satisfaction of secondary school teachers in relation to different variables like management, gender, level of experience, locality they are working, qualification they possess, age, teacher characteristics, facilities of the schools and attitude towards teaching profession.

1.7 RESUME OF SUCCEEDING CHAPTERS

Chapter-II : presents the review of related literature.

Chapter-III : deals with the present study i.e., statement of the problem, objectives, hypotheses and limitations.

Chapter-IV : deals with the methodology of investigation.

Chapter-V : presents results and discussion.

Chapter-VI : deals with summary, conclusions, educational implications, recommendations and suggestions for further research.