CHAPTER III

FREEDOM, INITIATIVE AND CREATIVITY OF SECONDARY SCHOOL TEACHERS
III.1. **Freedom, Initiative and Creativity of the Secondary School Teacher.**

"Freedom of a teacher" would generally be understood to mean freedom to experiment, both in content and method, in his classroom; freedom to innovate, to change syllabi, re-structure—or abandon—as appropriate, examinations; freedom to criticise, freedom of occupational choice within the teaching profession and, if necessary, outside it; above all, freedom to think and to escape from the greatest barrier to freedom, the imprisonment imposed by the limits of his own experience and imagination and the lack of it. (King: 1970)

Initiative itself presupposes a large degree of freedom. By initiative is understood, the ability and encouragement for people to initiate, to take the lead, to make their own decisions, to be independent of authority, to act according to their own appraisal of the situation, to adopt original procedures without reference to others. By definition, it is probably the prime quality in the entrepreneurial function.

Creativity is a more elusive concept to explain. More recently creative potential has been identified with "divergent thinking". One can think of different types and degrees of creativity; technological invention, managerial innovation, the work of the painter, sculptor, poet, novelist, musician, and architect. Again, as in initiative, it assumes original action resulting in a new product, either abstract or concrete. How far creative thinking can take place apart from creative action is actually a matter for discussion. In the arts certainly, creativity is frequently associated with actual physical experiment and the creative act not infrequently results from fortuitous or unforeseen causes. This inter-dependence of thought and action is equally not strange to the world of scientific creativity (King: 1970).

The researcher has drawn certain important assumptions regarding the freedom, initiative and creativity of school teachers. This is applicable to the Government School teachers as well as the Private School Teachers (Both male and female).

Lack of freedom leads to lack of initiative.

Freedom and initiative can be enjoyed only by those who have intellectual strength, vision and training.

Freedom as well as initiative can only lead to creativity among the teachers (Vyas: 1970).

Lack of creative activity and facility for teachers in the profession has led to frustration both among the teachers and students to whom it is transmitted.

So lack of freedom leads to lack of initiative which ultimately and automatically leads to lack of creativity of the teachers.
Here the researcher have dealt how a teacher is not enjoying any degree of freedom in the following fields or matters:

(a) Curriculum planning
(b) Syllabi Framing
(c) Text-book selection
(d) Preparation of question papers
(e) Conducting the Examination
(f) Evaluation of answer papers

Before dealing with the above facts it is essential to know about the structure of the State Education Department.

The State Education Department is structured as follows:

Minister for Education

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Co-ordinating Committee

State Education Advisory Board

Board of Secondary Education

Director of Education

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Secondary Education Teacher Training Committee of Arbitrated Council
Council Heads of Deptt. Decision Council

Examination Committee Joint Director Deputy Director Deputy Director
Deputy Director Regional Director Regional officer Inspector.
Vocational Education

Inspectors District Education officer
for Special Subjects & Schools
Deputy Inspector

The Orissa Secondary Education received the assent of the Governor on the 23rd May, 1953 first published in an extraordinary issue of the Orissa Gazette, dated the 27th May, 1953 and as amended in No.397 dated 26th March 1979, an act to
provide for the establishment of a Board to regulate, control and
develop secondary education in the state of Orissa.

The Board is named as Board of Secondary Education, Orissa.

The Board was established in the year 1953 at Cuttack to control, regulate and develop Secondary Education in the state of Orissa. The Board is also having a model school in its campus and under its control namely Secondary Board High School.

The Board and its Committees:

1. The Board is having the following members, namely

(a) Ex-officio members:
   i) President
   ii) Vice-President
   iii) All inspectors of Schools (15 Nos.)

(b) Members to be nominated by the State Government:
   i) One officer of the Directorate of Public Instruction not below the rank of a Deputy Director.
   ii) Three principals of Training Colleges, one from each of the groups of colleges affiliated to the Utkal University, Berhampur University and Sambalpur University.
   iii) Three district Inspector of Schools, one from each of the three Revenue Divisions of the state.
   iv) Three Headmasters of recognised High Schools and one Headmistress of a recognised Girls' High School.
   v) Five registered teachers of recognised High Schools and two lady teachers of recognised Girls' High Schools.
   vi) Four teachers of Middle schools of whom one shall be a lady teacher.
   vii) Four teachers of Primary Schools of whom one shall be a lady teacher.
   viii) One eminent educationist who has made special contribution in the field of Secondary Education.
   ix) Not more than eight specialists in subjects forming part of Secondary Education of whom one shall be a woman and two shall be representing the subjects like Arts, Crafts and Physical Education.

(c) Elected Members:
   i) Three members of Orissa Legislative Assembly to be elected from among themselves.
   ii) One representative from each of the university in the state to be elected by the members of the respective academic councils from among themselves.

(d) The Board may co-opt persons not exceeding five as extra ordinary members for any special purpose under section 33 (4) of the Act (amended 1979).
At present the total members of the General Board is 64 (Sixty Four).

The Board shall appoint the following committees, namely:

a) Education Committee
b) Syllabus Committee
c) Examination Committee
d) Recognition and Grants Committee
e) Finance Committee
f) Executive Committee
g) And such other committee if, any, as may be prescribed (Section 19(1) of the Orissa Secondary Education-Amendment) Act 1979.

The different committees and their numbers including teachers' representation will be clear from the following table.

**TABLE - III (a)**

**DIFFERENT COMMITTEES OF B.S.E.ORISSA AND TEACHERS REPRESENTATION IN DIFFERENT COMMITTEES**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the committee</th>
<th>Total Member</th>
<th>Teacher Member</th>
<th>Remark</th>
</tr>
</thead>
</table>
| 1       | Executive Committee    | 9            | 2             | i) R.N. Mohanty, Niali Govt. High School, Niali.  
          |                        |              |               | ii) B.Jagdev, B.C. Vidya-Niketan, Baku, Puri. |
| 2       | Syllabus committee     | 115          | 50            | The teacher member includes subject experts. |
| 3       | Education committee    | 6 + 15       | 1             | P.K. Mishra, H.M. Capital High School  
          |                        |              |               | Bhubaneswar. |
| 4       | Examination committee  | 10           | 3             | i) B.Jagadev  
          |                        |              |               | ii) R.N. Mohanty  
          |                        |              |               | iii) M.M. Nayak, Badpatna  
          |                        |              |               | U.G.M.E. School,  
          |                        |              |               | Bontha, Balasore. |

**SUB-COMMITTEE OF EXECUTIVE COMMITTEE.**

<table>
<thead>
<tr>
<th>Name of the sub-committee</th>
<th>Total Member</th>
<th>Teacher Member</th>
<th>Name of the Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Text Book sub-committee</td>
<td>5</td>
<td>1</td>
<td>i) B.Jagdev, H.M. B.C. Bidya Niketan, Puri.</td>
</tr>
<tr>
<td>b) Building sub-committee</td>
<td>5</td>
<td>NIL</td>
<td></td>
</tr>
<tr>
<td>c) Purchase sub-committee</td>
<td>5</td>
<td>1</td>
<td>R.N. Mohanty, Niali High School, Niali.</td>
</tr>
</tbody>
</table>
The above table shows that the representation of teachers in different committees of the Board of Secondary Education, Orissa, is not at all satisfactory and is very negligible. B.Jagdev, the Headmaster of B.C.Vidya Niketan, Baku, Puri is a member in five committees and R.N.Mohanty H.M. Niali High School, Niali is a member in six committees of the Board. This indicates that the teachers having political support and influence are allowed and selected to the different committees of the Board. Experience, depth of knowledge, personality, teaching ability etc. are not considered while selecting teacher members.

III.2. Curriculum Planning

Curriculum aims at making the pupils achieve the aims and objectives of education. It consists of studies and experiences of activities provided for children to shoulder the responsibility of the future.

Curriculum planning has a great significance to the teachers. The curriculum is the tool in the hands of the artist (the teacher) to mould their material (the pupil) in accordance with his ideal in his studio (the school). (Cunningham: 1961).

In its narrow sense curriculum consists of certain subjects such as History, Geography, English etc., the academic subjects taught in the school.
The modern concept of curriculum is the sum total of experiences that a pupil receives through the study of different subjects, the activities of the classroom, library, workshop, laboratory, playground and his teachers. In short, it includes all the activities of the school, physical, cultural, moral, social, religious, aesthetic, democratic and vocational. It is a means by which an individual is adjusted to the environment.

There have been two approaches to the curriculum:

a) Psychological approach.
b) Logical approach.

Psychological approach is known as pupil centred and experience centred one. Logical approach is traditional, and subject centred. But these approaches are useful in imparting instruction to pupils since the subjects included in them represent certain valuable experiences, values and beliefs, which are necessary for the survival of the human community.

Subjects in the curriculum in the high schools in India are divided into compulsory and optional ones. Compulsory subjects are required to be studied by all students and the optional by certain groups of students who opt for them. In recent years curricular offerings have been divided into those which cater to common needs and interests of all students and those which provide for special aptitudes and abilities. The compulsory subjects for all students such as Mother tongue, English, Social Studies, General Science and Mathematics are generally called the essentials of a curriculum.

This is called core-curriculum. But this cannot be taken as the fixed minimum because curriculum is to be dynamic and it is to be planned according to the changing needs of the community. It should grow and develop with the growing consciousness of the needs and problems of education. Core curriculum has certain essential characteristics, one of the essential characteristic is that, it consists of learning activities and experiences which are designed to meet the common needs of all students. Therefore, core curriculum provides knowledge in social, civic and economic problems of the communities.

Another character is that core-curriculum should provide several opportunities for group work wherein teachers and pupils can plan together and help each other. But the core-curriculum can only be handled effectively by those teachers who have sound knowledge in the core subjects. The purpose of the core curriculum will be defeated if teachers are not properly trained in those subjects.

Since the success of the curriculum depends upon the teacher, therefore, it is needed on the part of the teachers to acquire the required skill in them. The teacher training institutes should also give encouragement in their programme of training for the teachers to acquire these skills. Since the success of extra-curricular activities depends upon trained teachers, all round development is required to increase their number and efficiency.
Effective guidance of learning activities require considerable amount of advanced planning on the part of the teachers. The teachers’ task in planning instructional programme as a whole for each class is very important. There are several major problems of planning, namely, setting purposes, delimiting the general framework of instruction of a class and planning division of instruction etc. These problems demand greater attention by the teachers. The predominant pattern of curriculum is that of subject organisation, which consists of various subjects, divided further into courses and extra-curricular activities. Although these plans are flexible according to pupils’ interest, yet, they command greater attention from the teachers. Teachers should therefore, be directly concerned with the preparation of the curriculum.

A school curriculum has to be responsive to the needs and aspirations of a society that undergoes change with the passage of time. This implies that the school curriculum has to be dynamic, failing which it will soon lose its relevance. The consensus and priorities of the nation should therefore, be suitably reflected in the curriculum.

Today, the development of creative and independent thinking ability invariably finds a place in the objectives of the curriculum. There was a time when Science and Mathematics were not compulsory subjects in the school curriculum. But now-a-days these form an integral part of school curriculum at all stages of general education. Following the education Commission Report (1964-66) greater emphasis in the curriculum was given to activities related to work experience as a part of general education. Again, at the +2 stage, vocational education was given special importance. These examples indicate that the curriculum is dynamic in nature. It gets changed and modified with the changing needs and aspirations of society.

The national policy on education-1986 contains new directions for the re-orientation of the content and process of education. These guidelines are further elaborated in the national curriculum framework for secondary education which has been developed by NCERT.

NCERT (National Council of Educational Research and Training) prepares the curriculum for all the schools in the country. So there is a common core and the core-curriculum is common in all states. The State Boards can reflect their own curriculum up to 25 per cent to 30 per cent. This is made so as to accommodate regional variations. 70 per cent to 75 per cent of the curriculum are common to all regions.

Thus the Board of Secondary Education, Orissa, have the freedom to reflect upon 25 per cent to 30 per cent of the curriculum framed by NCERT. This reflection is made by the Education Committee and then passed by the General Board.

So in case of curriculum planning a teacher has no freedom to frame the curriculum for the subjects he teaches.
Therefore, there is no freedom to plan any experiment in the teaching of subject or to organise projects, for without deviating a little it is impossible to plan an experiment on a project.

The re-searcher contacted the teachers regarding their opinion about the existing curriculum. Some of them said, whether it is 25 per cent or 30 per cent to reflect upon, there should be at least 75 per cent of the teachers' representation in the Board to make the curriculum educationally, psychologically, socially and spiritually relevant, sound and healthy.

Others said, the existing curriculum places a premium on bookish knowledge and not on creative learning. Moreover, it is narrowly conceived and too much textual and theoretical.

The following table represents teachers' view regarding the existing curriculum.

**TABLE - III.I**

**OPINION OF TEACHERS REGARDING THE EXISTING CURRICULUM.**

<table>
<thead>
<tr>
<th>No.</th>
<th>ITEMS</th>
<th>Government Teachers</th>
<th></th>
<th></th>
<th></th>
<th>Private School Teachers</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>1</td>
<td>The curriculum is narrowly conceived.</td>
<td>91</td>
<td>9</td>
<td>89</td>
<td>11</td>
<td>98</td>
<td>2</td>
<td>97</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(22.75)</td>
<td>(2.25)</td>
<td>22.25</td>
<td>2.75</td>
<td>24.50</td>
<td>.50</td>
<td>24.25</td>
</tr>
<tr>
<td>2</td>
<td>It is bookish and theoretical.</td>
<td>89</td>
<td>11</td>
<td>87</td>
<td>13</td>
<td>97</td>
<td>3</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td></td>
<td>22.25</td>
<td>2.75</td>
<td>21.75</td>
<td>3.25</td>
<td>24.25</td>
<td>.75</td>
<td>23.75</td>
</tr>
<tr>
<td>3</td>
<td>It is overloaded without providing rich and significant contents.</td>
<td>87</td>
<td>13</td>
<td>88</td>
<td>12</td>
<td>96</td>
<td>4</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21.75</td>
<td>3.25</td>
<td>22.00</td>
<td>3.00</td>
<td>24.00</td>
<td>1.00</td>
<td>22.75</td>
</tr>
<tr>
<td>4</td>
<td>It is not able to cater to the various needs and capacities of the adolescents.</td>
<td>81</td>
<td>19</td>
<td>85</td>
<td>15</td>
<td>93</td>
<td>7</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20.25</td>
<td>4.75</td>
<td>21.25</td>
<td>3.75</td>
<td>23.25</td>
<td>1.75</td>
<td>22.50</td>
</tr>
<tr>
<td>5</td>
<td>It is not related to life situation.</td>
<td>80</td>
<td>20</td>
<td>82</td>
<td>18</td>
<td>99</td>
<td>1</td>
<td>97</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20.00</td>
<td>5.00</td>
<td>20.05</td>
<td>4.50</td>
<td>24.50</td>
<td>.50</td>
<td>22.50</td>
</tr>
<tr>
<td>6</td>
<td>It is too much dominated by the Examinations.</td>
<td>96</td>
<td>4</td>
<td>95</td>
<td>5</td>
<td>99</td>
<td>1</td>
<td>97</td>
</tr>
<tr>
<td></td>
<td></td>
<td>24.00</td>
<td>1.00</td>
<td>23.75</td>
<td>1.25</td>
<td>24.75</td>
<td>.25</td>
<td>24.25</td>
</tr>
<tr>
<td>7</td>
<td>It is inadequate, insufficient, uninspiring and inappropriate.</td>
<td>89</td>
<td>11</td>
<td>91</td>
<td>9</td>
<td>98</td>
<td>2</td>
<td>97</td>
</tr>
<tr>
<td></td>
<td></td>
<td>22.25</td>
<td>2.75</td>
<td>22.75</td>
<td>2.25</td>
<td>24.50</td>
<td>.50</td>
<td>24.25</td>
</tr>
</tbody>
</table>
From the table in the pre-page, it is found that teachers both in Government and Private Schools are of the opinion that the existing curriculum is defective. It is narrowly conceived, bookish and theoretical without providing rich significant contents, not related to life situation, too much dominated by examinations, it is inadequate, insufficient, uninspiring and inappropriate. It is not able to cater to the various needs and capacities of the adolescents, it fails to satisfy the needs of both the individual and the society. It makes inadequate provisions for practical and other kinds of activities which should reasonably find room in it if it is to educate the whole of the personality. It does not include technical and vocational subjects which are also necessary for training the students to take part in the industrial and technological development of the country.

From the table, it is evident that according to 45 per cent of government school teachers (22.75 per cent male teachers, 22.25 per cent lady teachers) and 48.75 per cent of private school teachers (24.50 per cent male teachers, 24.25 per cent lady teachers), the existing curriculum is narrowly conceived. According to 44 per cent of government school teachers (22.25 per cent male teachers, 21.75 per cent lady teachers) and 48 per cent of private school teachers, (24.25 per cent male teachers and 23.75 per cent lady teachers), the existing curriculum is bookish and theoretical. 43.75 per cent of government school teachers (21.75 per cent male teachers, 22 per cent lady teachers) and 46.75 per cent of private school teachers (24 per cent male teachers, 22.75 per cent lady teachers) have opined that the existing curriculum is over loaded without providing rich and significant contents. According to 47.75 per cent of government school teachers (24 per cent male teachers and 23.75 per cent lady teachers) and 49 per cent of private school teachers (24.75 per cent male teachers and 24.25 per cent lady teachers), it is too much dominated by the examinations. According to 45 per cent of government school teachers and 48.75 per cent of private school teachers, it is inadequate, insufficient, un-inspiring and inappropriate. From the analysis of the above table it is found that private school teachers are comparatively more dis-satisfied than the government school teachers.

It is also found that almost all the teachers are having a widespread dis-satisfaction about the nature and the content of the curriculum. Most of them want a better curriculum which should be designed properly to help the students to build up their future career. According to them, teaching and research should go together. In India by and large it is not so.

Curriculum planning has a great significance to the teachers. It focuses on providing aids, support and very often direction to individual teachers. Unless the teacher is an active participant in the planning processes of curriculum, there will be always difficulty in effectively implementing the aims of curriculum. (Gwynn: 1960)

In the curriculum planning process the teacher is expected to play a dominant role. This is because the effectiveness of
teaching is closely related to the preparation which the teacher makes for himself. The teachers will feel easy to prepare themselves for the class work provided they are associated with curriculum making.

III.3. SYLLABUS FRAMING

There is a syllabus committee under the Board of Secondary Education, Orissa. This committee prepares the syllabus as per the core curriculum of NCERT. After the drafting of syllabus, it is discussed among a few of the working teachers. The working teachers give their views regarding the syllabus in keeping an eye upon school conditions and students need. Then the syllabus is sent for approval of the Education Committee of the Board. At last government approves it.

Details of the syllabus committee is presented in the following table. The teachers' strength is 50 (including subject experts) out of a total membership of 115.

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Name of the Committee</th>
<th>Total Member</th>
<th>Teacher Member</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mathematics syllabus committee</td>
<td>8</td>
<td>4</td>
<td>Teacher</td>
</tr>
<tr>
<td>2.</td>
<td>Science syllabus committee</td>
<td>8</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>English syllabus committee</td>
<td>8</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Oriya Syllabus Committee</td>
<td>8</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Hindi Syllabus Committee</td>
<td>8</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Bengali Syllabus Committee</td>
<td>7</td>
<td>4</td>
<td>Teacher</td>
</tr>
<tr>
<td>7.</td>
<td>Telugu Syllabus Committee</td>
<td>5</td>
<td>2</td>
<td>member</td>
</tr>
<tr>
<td>8.</td>
<td>Persian Syllabus Committee</td>
<td>6</td>
<td>3</td>
<td>includes subject</td>
</tr>
<tr>
<td>9.</td>
<td>History Syllabus Committee</td>
<td>8</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Geography Syllabus Committee</td>
<td>8</td>
<td>4</td>
<td>experts</td>
</tr>
<tr>
<td>11.</td>
<td>Home Science Syllabus Committee</td>
<td>6</td>
<td>3</td>
<td>in each subject</td>
</tr>
<tr>
<td>12.</td>
<td>Sanskrit Syllabus Committee</td>
<td>7</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Art Syllabus Committee</td>
<td>7</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Commerce Syllabus Committee</td>
<td>7</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Physical Education Syllabus Committee</td>
<td>7</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Agriculture Syllabus Committee</td>
<td>6</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Teacher Education Syllabus Committee</td>
<td>7</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

| Total   | 115 |
| Teacher | 50  |

(Data collected in the year 1988 in the month of December).
The representation of teachers in the syllabus committee is not adequate. The teachers are wanting at-least 75 per cent of their representation in the syllabus committee of the Board.

Subject experts are selected by the Board through open advertisement and by the selection committee of the Board. Secretary B.S.E. Orissa is the appointing authority of the subject experts. The subject experts must have the following qualifications:

a) Must be a trained graduate.

b) Must have at least 12 years of teaching experience in High School irrespective of government or private.

The subject experts are appointed either on deputation basis or are permanently absorbed in the Board according to their wish. Their salary is equivalent to that of the class-II officers of the State Government.

The number of the subject experts is too small, i.e. only one per subject. So implementation of their observations is not realised successfully. There are 5500 Secondary Schools in Orissa, but the number of subject experts is one per subject to supervise the lesson. Only the major subjects have the services of the subject experts. When the subject experts were asked regarding their power and functions, they said that they have the freedom to speak and ventilate in the syllabus committee but they have no freedom to implement their decisions.

Regarding the existing syllabus, the teachers have given various types of opinion.

When the researcher met some of the eminent science teachers, they expressed their feelings and say that their involvement is nil in syllabi framing though they are to teach in the class room as per the prescribed syllabus.

They suggest that before finalisation of the syllabi there should be a discussion among subject teachers. As the teachers are well linked and directly related with the syllabi, their participation is indispensable in its framing. They also want more representation (at least 75 %) in the syllabus committee.

Regarding the prescribed syllabus, the teachers have given different types of opinion those are presented in the next page in a tabular form.
### Table 11.2

Opinion of teachers regarding the prescribed syllabus

<table>
<thead>
<tr>
<th>Modes of Response</th>
<th>Government School Teachers</th>
<th>Private School Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1. Syllabus is not suitable to fulfil the aims and objectives of education.</td>
<td>81</td>
<td>20.25</td>
</tr>
<tr>
<td>2. Syllabus is not as per the requirement of the present situation.</td>
<td>77</td>
<td>19.25</td>
</tr>
<tr>
<td>3. Syllabus is lengthy &amp; burdensome to students.</td>
<td>93</td>
<td>23.25</td>
</tr>
<tr>
<td>4. Syllabus is of higher standard.</td>
<td>70</td>
<td>17.5</td>
</tr>
<tr>
<td>5. Syllabus is too lengthy to cover in an academic year</td>
<td>97</td>
<td>24.25</td>
</tr>
</tbody>
</table>

Syllabus is not suitable to fulfil the aims and objectives of education \[\rightarrow 85.25 \text{ per cent}\]

Syllabus is of higher standard. \[\rightarrow 76.25 \text{ per cent}\]

Syllabus is too lengthy to cover in an academic year \[\rightarrow 96 \text{ per cent}\]

Syllabus is not as per the requirement of the present situation \[\rightarrow 85 \text{ per cent}\]

Syllabus is lengthy and burdensome to students \[\rightarrow 95 \text{ per cent}\]

From the above table, it is found that according to 42 per cent of government school teachers (20.25 per cent male teachers and 21.75 percent lady teachers) and 45.25 per cent of
private school teachers (22.75 per cent male teachers and 22.50 per cent lady teachers) the prescribed syllabus is not suitable to fulfil the aims and objectives of education. About 39.25 per cent of government school teachers and 45.75 per cent of private school teachers have opined that the existing syllabus is not as per the requirement of the present situation. According to 45.75 per cent of government school teachers and 49.75 per cent of private school teachers, the syllabus is lengthy and burdensome to students. About 34.25 per cent of government school teachers and 42.00 per cent of private school teachers are of the opinion that the syllabus is of higher standard. According to 46.75 per cent of government school teachers (24.25 per cent male teachers, 22.50 per cent lady teachers) and 49.25 per cent of private school teachers (24.75 per cent male teachers and 24.50 percent lady teachers), the syllabus is too lengthy to cover in an academic year and for the above reason the students are seeking private tuition. Hence it is evident that there is a widespread dissatisfaction among both the government and private school teachers regarding the suitability of prescribed syllabus and private school teachers are comparatively more dissatisfied than the government school teachers.

III.4 — TEXT BOOK SELECTION

Any book prescribed or recommended for the examination is the text book.

The Board through the Education committee prescribes text books or recommends books for teaching and the examinations to be conducted by it in any subject. No book can be prescribed as a Text-Book for the examinations in any subject unless it covers the syllabus laid down in the subject concerned.

No book can be recommended for use in any subject unless it substantially covers the syllabus.

The Board may arrange for the preparation and compilation of books for the purpose of being prescribed as Text books and may undertake the publication of such books when the same is approved as Text book. The prevailing text books of all the secondary schools of the state are nationalised books.

There is a text book sub-committee under Executive Committee in the the Board of Secondary Education Orissa. Its present member number is five and it includes one teacher as the teacher representative.

First of all an editorial board is formed by the Education committee of the Board. Board of writers are appointed from among the teachers of schools, colleges and universities from the panel of names decided earlier by the editorial board. Keeping a view to the syllabus and curriculum the topics are decided. Then it goes to the approval of the syllabus committee then it passes through the Education Committee. With the consent of both these above committees the finalised draft regarding the text is made. Then the draft goes to the Government presses or private presses available at local level for publication of text books.
So the selection of Text books are not in the hands of Secondary School teachers. One teacher from among the teachers represents in the Text book sub-committee. He also cannot impose his views on the Text book committee. The teachers are having no freedom at all in connection with the text book preparation though they are directly connected with the text books than the others. Therefore, it leads to their lack of interest and initiative in the matter of text book preparation.

The researcher came to know from a particular school that two renowned teachers of that school wanted to publish a science book for Secondary School. But when they went to the publisher, the later declined to publish it on the ground that non would buy them. He advised them to write key-note books of the original text book which would profit both the parties. The teachers came back with frustration. When the researcher interviewed them they sadly told as to how their talent, knowledge and creativity were being destroyed.

The teacher has to rely on the topics prescribed in the text book and in the manner in which they are dealt with. Topics prescribed in the curriculum taught with the help of better available material other than text books is resented by the educational authorities i.e. B.S.E. Orissa. These two factors today have been greatly responsible for keeping our educational system out dated leading to low standards of achievements.

When the researcher discussed the matter with some of the teachers, they told that the prescribed text books were not suitable for the students. Some of the books appeared to be difficult for the students, language of some books were not lucid.

During the interview with some of the teachers the researcher came to know that the topics which have been prescribed for the students of Secondary schools who are between 13 to 15 years of age are inappropriate, they do not learn moral lessons from these topics. It is not possible to discuss all those relevant facts included in the text books. The whole trouble is with the members of the B.S.E. Orissa because while selecting the topics attention is not paid to all the aspects. Most of the selections of topics are made keeping an eye on the authors. These problems arise because the teachers are not given due importance on the text book committee or also on the syllabus committee.

Other teachers said that by reducing the existing workload, work experience should be implemented to make the Education a living one. When the teacher teaches the students about the Education of 'Shantiniketan' or 'Pondichery' he himself put to shame in explaining our present method and curriculum to his/her students.

The table in the next page shows the opinion of teachers regarding the text books.

22/922
TABLE - III.3
(Showing the opinion of teachers regarding the text books :-)

<table>
<thead>
<tr>
<th>Modes of Response</th>
<th>Government School Teachers</th>
<th>Private School Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MALE</td>
<td>FEMALE</td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
</tbody>
</table>

1. Publication of text books is not in tune with the demand. 89 22.75 11 2.75 80 20.0 20.0 5.00 93 23.25 7 1.75 92 23.0 8 2.00

2. Standard and specification of books are not as per the national & regional requirement. 87 21.75 13 3.25 83 20.75 17 4.25 92 23.0 8 2.0 90 22.50 10 2.50

3. Text books are not suitably priced. 80 20.0 20 5.0 77 19.25 23 5.75 89 22.25 11 2.75 91 22.75 9 2.25

4. Topics in text books are not properly graded. 73 18.25 27 6.75 67 16.75 33 8.25 82 20.5 18 4.5 88 22.00 12 3.00

5. Contents of the text books are not properly designed to promote the objectives of the course. 81 20.25 19 4.75 73 18.25 27 6.75 88 22 12 3.0 92 23.0 8.0 2.0

The standard and specification of books are not as per the national and regional requirements. --- 88.00 per cent.

Production of text books are not in tune with the demand. --- 88.50 per cent.

Not suitably priced. --- 84.75 per cent.

Topics are not properly graded. --- 77.50 per cent.

Contents are not properly designed. --- 83.50 per cent.
From the table at pre-page, it is found that there is a wide spread dissatisfaction among both government and private school teachers regarding the suitability of prescribed textbooks. According to 42.25 per cent of government school teachers (22.25 per cent male, 20 per cent lady teachers) and 46.25 per cent of private school teachers (23.25 per cent male, 23 per cent lady teachers) the publication of textbooks in the state is not in tune with the demand and according to them for this reason the students are not able to purchase the textbooks in time and in each and every year, black marketing is going on in selling the textbooks. According to 42.50 per cent of government school teachers (21.75 per cent of male and 20.75 per cent lady teachers) and 45.50 per cent private school teachers (23.00 percent male and 22.50 per cent lady teachers) the standards and specifications of the textbooks are not as per the national and regional requirements. According to 39.25 per cent of government school teachers (20.00 per cent male teachers and 19.25 per cent lady teachers) and 45.00 per cent of private school teachers (22.25 per cent male teachers and 22.75 per cent lady teachers), the textbooks are not suitably priced. According to them the prices are too heavy and the average parents are not able to afford. According to them the textbooks are not written taking the age group of students into consideration. According to 38.50 per cent of government school teachers and 45.00 per cent of private school teachers the contents of the textbooks are not properly designed to promote the objectives of the course.

III.5 Preparation of Question-Papers

Working teachers cannot make the questions. Generation College teachers and retired Head masters are allowed to make the questions. A panel of names is prepared by the Syllabus committee for the above purpose. The names are recommended by the Syllabus committee from the above panel. After due approval by the Examination committee the questions are prepared by the setters. Preparation of question papers are totally secret and confidential. Even no one among the workers/members of the Board can know about the question papers and their preparation.

Most of the teachers are almost satisfied with the standard of questions. Some of them complain that, sometimes vague questions, rigid questions, and questions out of the syllabus are coming in the H.S.C. Examination and such instances are there.

III.6 Conducting the Examination

Examination committee of the B.S.E. Orissa consists of the President, Vice-President, Principal of R.N. Training College, the Board Secretary and six other members appointed by the Board from among its members.
The Secretary of the Board is the convenor of the Committee. Now the total membership of the Examination committee is ten including three teacher members.

The Examination Committee has the following powers:

i) to appoint paper-setters, examiners, translators and moderators of question papers after considering the recommendations of the syllabus committee of various subjects,

ii) to select the centres and fix up dates for different examinations,

iii) to lay down instructions for the candidates, superintendents, examination centres, examiners and others,

iv) to prescribe the form of application to be filled in by the candidates applying for permission to appear at the examination and the forms of certificates to be awarded to successful candidates.

v) to consider cases of malpractices, and

vi) to declare the results of examinations.

The Board of Secondary Education, Orissa, conducts the H.S.C. Examination twice a year, The annual examination is generally held in the month of April and the Supplementary examination in the month of September.

Selection of Centre:

The Annual and Supplementary Examinations are held at such centres as the Examination Committee may, from time to time fix and on such dates and time as the Committee may appoint. The teachers have nothing to say regarding the selection of centres.

STRUCTURE OF CENTRE AND THE INVIGILATION WORK:

The teachers have the full freedom to invigilate in the examination hall. A teacher as the invigilator gets Rs.5/- (Rupees five only) per sitting of two and half an hour duration and Rs.3/- (Rupees three only) per sitting of one and fifteen minutes duration.

In each centre, there is a Centre Superintendent, who is usually the Head master of that school. He gets Rs.150/- (Rupees One hundred and fifty only) for one complete Examination. He supervises the examination, appoints the invigilators and maintains order and discipline through-out the examination.

There is also a Deputy Centre Superintendent who is appointed from the same school and gets Rs.120/- (Rupees One hundred and twenty only) for one complete Examination. He assists the Centre Superintendent for the smooth running of the examinations.
An observer is appointed by the Board from an outside school to supervise the examination centre. He gets Rs.15/- (Rupees Fifteen only) per day. His primary work is to observe whether proper discipline is maintained throughout the examination in that particular Centre.

The researcher found teachers very much frustrated while she asked them about the invigilation work. They get rupees five only per each sitting as remuneration which is meagre and derogatory. The amount of remuneration does not commensurate with the dignity of teachers. They demand for higher rate of remuneration.

At the examination Centre, the Centre Superintendent and the Deputy Centre Superintendent have a little freedom of work and dignity. If they want to expel a candidate indulging in malpractice, they will have to inform the Board to take necessary steps against such a candidate. They have the powers to do this and maintain discipline at the examination centre during the examination.

The teachers are demanding that there should be proportional representation of school teachers in the Examination Committee under the Board for the proper and smooth conduct of examination.

III. 7 Evaluation Procedure:

Now the central valuation system is prevailing in Orissa. The valuation centres are selected by B.S.E. Orissa as per the recommendation of the Examination Committee.

In this system, the answer papers are evaluated by a group of teachers in a particular centre. For evaluation of answer papers, chief examiners, Assistant examiners, camp officers and Centre Supervisors are appointed by the B.S.E. Orissa.

The Chief Examiner is selected by the Board from among the Assistant Examiners on seniority basis. Camp Officer is a Board employee. The centre supervisor is the Headmaster of the same centres.

The Chief Examiner gets Rs.350/- (Rupees three hundred and fifty only) as remuneration and 10 per cent of the total answer sheets should be checked by him. He gets Rs.0.50 per answer sheet he checks. The Chief Examiner also gets his usual daily allowance as per the state government rule. His main function is to check whether the Assistant examiners are evaluating the answer papers properly as per the 'Scheme of evaluation'.

The Assistant Examiner gets one rupee per answer book carrying 100 marks and 80 paise per answer books carrying less than 100 marks and the usual daily allowance. He is to evaluate minimum twenty answer papers during eight hours.

Though the Chief and the Assistant Examiners are to be guided by the 'scheme of evaluation' but little freedom is allowed to them during evaluation of answer papers.
When the researcher met some of the teachers regarding the evaluation procedure, they said that the Chief Examiner should be selected not only by seniority but also on consideration of other factors like integrity, impartiality and depth of knowledge. This means that a teacher's antecedent records need be verified.

Generally in Cuttack town the big and old schools are selected as centres for valuation of answer sheets.

From the case study of Cuttack town, the researcher has drawn the view that Assistant Examiners face a lot of problems during evaluation.

Twenty numbers of answer-papers are to be evaluated by them per day. So proper evaluation by this compulsion is not possible.

The emoluments they get are not sufficient for their boarding and lodging in a costly town like Cuttack.

The standard of the evaluation at the Centres should be checked by a group of experts from time to time.

The tabulation and publication of results are totally computerised. Most of the teachers appreciate it, but there are others who also do not appreciate it because they are losing some income from manual tabulation work.

The computerisation of the tabulation and publication of results is the ideal one. By these process of computerisation the time limit for tabulation and publication of results have been minimised and the difficulties faced during manual tabulation have been omitted.

III.8. FREEDOM OF THE HEAD MASTER:

Although the Headmaster of the school maintains discipline, yet, he has no open freedom.

In case of private schools, there are Managing Committees and in case of government schools there are Governing Bodies. So the Headmaster is bound to act or function according to the direction of the concerned Managing Committee or Governing Body.

In case of admission, the Headmaster has to obey certain principles. The Headmaster has to work under unimaginative ignorant persons in the field of education who constitute the managing committee or governing body of the school. The Headmaster has to operate within the frame work of rules.

When asked some of the teachers of a particular private school told that their Headmaster is a crude person not punctual and sincere. Usually comes to the school after twelve noon, so the teachers are tired of him. They want his transfer. Some of the teachers of another private school told about the bad materialistic attitude of their Headmaster.
Even they told that how the Headmaster has syphoned the subscription of the students to celebrate Ganesh Puja in the school.

Some of the teachers of a government high school complained that their Headmaster did not hesitate to swallow even the tiffin charges and waterman duty charges of the public examinations those were held in that school.

Due to such type of Headmasters, teachers are loosing their interest in teaching, their involvement in academic activities are decreasing gradually and they are becoming frustrated.

III. 9. Freedom in the class room:

No teacher is free to exercise freedom in the class room in any manner. He is to teach the students as per the syllabus. He must attract each and every student with his charming personality, depth of knowledge, amicable behaviour and manner of teaching. Here the researcher is citing certain examples which she has collected from a group of students of a particular private school. The science teacher of that school is a punctual and sincere man and properly utilises the freedom in the classroom whereas the sanskrit Pandit most of the time dozes in the class room and misutilises the freedom he is having in the class room. If full freedom will be given to the Sanskrit Pandit probably he will sleep in the class without teaching the students.

Though teachers enjoy freedom (to some extent) in the class room, some of them misutilise the above freedom.

So far the researcher have discussed the freedom of teacher in different fields like curriculum planning, syllabi framing, selecting text-books, conducting examinations and preparation of question papers and evaluation of answer sheets. The researcher have also dealt with the different committees of the Board of Secondary Education, Orissa and the teachers representation in different committees. In the Executive Committee there are nine members including two teacher representatives. Sub-Committee of the Executive Committee is having twenty members out of which four are teachers. Text-Book Sub-Committee is having only one teacher member. Education Committee is having twenty one members out of which only one is a teacher member. So it is quite obvious from the above analysis that teachers' representation in different committees of the Board is not satisfactory.

There may be lack of materials or equipments in the form of library, laboratory, class room facilities etc. which hamper teaching. Even for improvisation of materials at low costs the teacher is not given moderate finance. Due to lack of the above facilities, the teachers freedom is definitely very much restricted.

The curse of promotion by seniority does kill initiative of a young enthusiastic teacher. The old senior teachers pour cold
water on his new ideas and initiative. Thus, promotion by seniority should give place to promotion by merit after periodical review of the work put in by the teacher.

Lack of freedom leads to lack of initiative. Further any new idea in the field of education is viewed with suspicion and scepticism. The faculty and the general public or society are not enlightened enough to study or give a chance of trial. Unadventurous, timid attitudes prevails in educational field also.

Freedom and initiative can only lead to creativity among teachers. Lack of creative activity and facilities for teachers in the profession has led to frustration both among the teachers and students to whom it is transmitted.

To know the reasons those are responsible for the lack of freedom of teachers the table given below has been prepared.

Table - III 4.

(Showing the factors responsible for curbing the freedom of the teachers.)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Factors</th>
<th>Govt. School Teachers</th>
<th>Private School Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1. Pre-decided academic programme, text books, curriculum and syllabus.</td>
<td></td>
<td>35 8.75</td>
<td>23 5.25</td>
</tr>
<tr>
<td>2. Lack of imagination and progressive attitude of the authority.</td>
<td></td>
<td>11 2.75</td>
<td>17 4.25</td>
</tr>
<tr>
<td>3. Lack of leisure time.</td>
<td></td>
<td>5 1.25</td>
<td>21 5.25</td>
</tr>
<tr>
<td>4. Lack of materials and equipments</td>
<td></td>
<td>17 4.25</td>
<td>20 5.00</td>
</tr>
<tr>
<td>5. Examination oriented/dominated educational system.</td>
<td></td>
<td>32 8.00</td>
<td>19 4.75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Cause</td>
<td>Percentage</td>
<td>Govt. Percentage</td>
<td>Private School Percentage</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------</td>
<td>------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Pre-decided academic programme</td>
<td>31.50</td>
<td>14.00</td>
<td>17.50</td>
</tr>
<tr>
<td>Lack of leisure time</td>
<td>19.00</td>
<td>6.50</td>
<td>12.50</td>
</tr>
<tr>
<td>Lack of materials and equipments</td>
<td>17.75</td>
<td>9.25</td>
<td>8.50</td>
</tr>
<tr>
<td>Examination oriented educational system</td>
<td>17.25</td>
<td>12.75</td>
<td>4.50</td>
</tr>
<tr>
<td>Lack of imagination and progressive attitude of the authority</td>
<td>14.00</td>
<td>7.00</td>
<td>7.00</td>
</tr>
</tbody>
</table>

From the table, it is found that the pre-decided academic programme, text-books, curriculum and syllabus, lack of imagination and progressive attitude of the authority, lack of leisure time for the teachers, lack of materials and equipments in the institution and above all examination oriented educational system are responsible for the lack of freedom of teachers. About 31.50 per cent of teachers regarded the pre-decided academic programme, text-books, curriculum, syllabus etc. to be responsible for curbing their freedom. About 19 per cent of teachers say that they do not get any leisure time. 17.75 per cent of teachers are of the opinion that lack of materials and equipments in their institution curtail the academic freedom. 14.00 per cent of teachers blame their authority for the lack of imagination and progressive attitude. 17.25 per cent of teachers blame the examination oriented educational system to be responsible for curbing their freedom.

The researcher have already noted that lack of freedom leads to lack of initiative. The initiative of the teachers is quite negligible in different spheres of activities like academic, co-curricular activities etc. The table in the next page shows the different causes which are responsible for their low rate of initiative.
### Table - III. 5.

Showing the causes of teachers Low initiation.

<table>
<thead>
<tr>
<th>Sl No.</th>
<th>Causes</th>
<th>Government School Teachers</th>
<th>Private School Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Lack of promotion and promotion by seniority only.</td>
<td>17</td>
<td>4.25</td>
<td>27</td>
</tr>
<tr>
<td>2. Routine bound and repetitive nature of work.</td>
<td>31</td>
<td>7.75</td>
<td>42</td>
</tr>
<tr>
<td>3. Low Socio-economic status.</td>
<td>19</td>
<td>4.75</td>
<td>11</td>
</tr>
<tr>
<td>4. Lack of reward and recognition.</td>
<td>23</td>
<td>5.75</td>
<td>10</td>
</tr>
<tr>
<td>5. Due to various family and personal problems.</td>
<td>10</td>
<td>2.50</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Routine bound and repetitive nature of work - 37.25 per cent
(18.25 per cent Government and 19.00 per cent private school teachers)

Lack of promotion and promotion by seniority only - 20.00 per cent
(11.00 per cent Government and 9.00 per cent private school teachers)

Low socio-economic status - 14.50 per cent
(4.50 per cent Govt. and 7.50 per cent private school teachers)

Lack of reward and recognition - 14.25 per cent
(8.25 per cent Govt. and 6.00 per cent private school teachers)

Due to various family and personal problems - 14.00 per cent
(5.00 per cent Govt. and 9.00 per cent private school teachers)

From the above table, it is drawn that about 37.25 per cent of teachers are in the opinion that routine-bound and repetitive nature of work is responsible for the decrease of their initiative. About 20 per cent of teachers blame lack of opportunity for promotion as the cause for the decrease of their initiative. About 14.50 per cent of teachers blame their low economic status, 14.25 per cent of teachers blame the lack
of reward and recognition, 14 per cent of teachers make responsible to their various family and personal problems.

From the table it is concluded that according to majority of teachers the low intiation of teachers are due to routine bound and repetitive nature of work.

Lack of initiative leads to lack of creativity. After the nationalisation of text-books the creativity among the school teachers has been hampered. The researcher have asked the teachers to know their opinion regarding the different causes those are responsible for the decrease of their creativity. It takes a tabular form which is given below.

### TABLE III. 6.

Showing the factors responsible for decreasing the creativity among the teachers.

<table>
<thead>
<tr>
<th>Sl.No. Factors</th>
<th>Government School Teachers</th>
<th>Private School Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1. Lack of opportunity</td>
<td>50</td>
<td>12.50</td>
</tr>
<tr>
<td>2. Lack of a scientific educational policy</td>
<td>15</td>
<td>3.75</td>
</tr>
<tr>
<td>3. Over-burden syllabus and time-table</td>
<td>22</td>
<td>5.50</td>
</tr>
<tr>
<td>4. Polluted School atmosphere and surrounding</td>
<td>5</td>
<td>1.25</td>
</tr>
<tr>
<td>5. Roughian behaviour of students/ mis-behaviour of guardians and management</td>
<td>8</td>
<td>2.00</td>
</tr>
</tbody>
</table>
Lack of opportunity - 45.75 per cent
Lack of a scientific educational policy - 17.00 per cent.
Overburden syllabus and time table. - 17.25 per cent
Polluted School atmosphere. - 13.00 per cent.
Roughian behaviour of the students/misbehaviour of guardians and management. - 7.00 per cent.

It is drawn from the table given in the pre-page, that about 45.75 per cent of teachers have opined lack of opportunity as the main cause for the decrease of creativity among them. 17.25 per cent of teachers said that over-loaded syllabus and time table, 17 per cent teachers blame to lack of a Scientific Educational policy.

13.00 per cent of teachers blame to the polluted school atmosphere and 7.00 per cent of teachers said that the roughian behaviour of students/guardians/management are the main cause for sagging their creative zeal.

From the analysis of this chapter, it is concluded that, lack of freedom leads to lack of initiative which ultimately leads to lack of creativity. Lack of Creative activity and facility for teachers in the profession has led to frustration both among the teachers and students to whom it is transmitted.