

CHAPTER VIII

SUMMARY AND CONCLUSIONS

INTRODUCTION

The progress of any country is closely dependent on the educational system practised in that land. But the education system will be able to discharge its avowed functions only when accompanied by right kind of teaching staff. It is the teacher that translates all educational theories into practice. The teacher is therefore the most powerful influence in any system of education.

No system of education can rise higher than the quality of its teachers. It is therefore very important that any reorganisation of the system of education should commence with its teaching staff.

Unfortunately the teachers of the present age are losing their faith in the profession day to day. They find the profession most dissatisfying and disappointing. The average teacher is not able to lead a happy and contented life. This state of affairs made many of our leaders remark that "large number of our teachers are left

by the middle of their professional career, bereft of their vitality, weary and apathetic or cynical and dissatisfied".¹ The teacher to-day does not feel the contentment which is essential if his work is to bear fruit. As a result of wide spread discontentment, the teaching profession at the moment contains more disheartened and disinterested persons.

Dissatisfaction among the workers in any occupation results in professional stagnation and deterioration and hence should be corrected without loss of time. A Dissatisfied teacher spells disaster to the nation's future. Prof. Amarnath Jha² has rightly warned the nation that the dissatisfaction among teachers must be removed atonce lest it should become a source of danger to the country.

Effective teaching personnel is an essential requisite for the success of any educational system. The Education Commission (1964-66)³ has therefore very appropriately suggested that nothing is more important than creating satisfying conditions of work in which teachers can fully be effective. Reorganisation of our educational

1. The Teacher we need in India to-day, 1956
loc. cit. P.2.
2. Future of Education in India, loc. cit. P.114.
3. Report of the Education Commission (1964-66),
loc. cit. P.46.

system should therefore commence with stock taking of the teacher's working conditions and ensuring measures to make him happy and contented.

Teaching as a Profession

All progressive countries in the world are keenly interested in improving the quality of their teaching personnel. There has been growing realisation all over the world that the persons who are going to be charged with the task of educating our younger generation should be persons of talent and integrity.

Research studies made in America and Great Britain revealed the important characteristics that a teacher should possess for effective discharge of his functions. The studies also revealed that the teacher's job in modern world is not mere class room instruction. The teacher has to function as a counsellor of students, as a leader of pupils' activities, as a member of professional workers, as a supervisor of examinations and as a guide of community in development activities. The teacher should have certain essential qualities for the successful conduct of all these roles.

Some of the important qualities demanded of a successful teacher are (i) Increasing knowledge (ii) Skills in

mediating knowledge (iii) Understanding of social behaviour (iv) Committee mindedness (v) Respect for personality (vi) Rational behaviour (vii) Citizenship qualities (viii) Skill in evaluation and (ix) Faith in profession. Dr. A.S.Barr and many other pioneers in the field of 'Teacher Education' made several studies and explored the desirable abilities, traits and qualities required on the part of the successful teacher.

For the successful implementation of our educational schemes, the task to be tackled by the State and Society is two fold. One is to promote desirable qualities in our teaching personnel and the other is to remove all factors of dissatisfaction. As the teacher holds key position in the education domain, Prof. K.G.Saiyidain observes that " any thing that improves his efficiency and sense of satisfaction in his work will be repaid a hundred fold "⁴.

Teachers constitute the largest group in all the countries in the world. The membership in teaching profession in every country is increasing day to day because of rapid expansion of education at all levels.

4. K.G.Saiyidain, Problems of Educational Reconstruction, loc. cit. P.X.

Teaching in our country did not enjoy professional status for a long time judged from the criteria advocated by many acknowledged educationists of the world. The National Education Association of the United States of America suggested eight fold criteria for a profession. Judged from these criteria, teaching attained professional status in our country only in recent times. Although some of the characteristics are present in Indian teachers from ancient times, a few characteristics like "Professional training " and "Teachers' Organisation" were not present for a long time in our country. But these limitations have been overcome in recent times with the starting of teachers' organisations in several parts of the country and setting up of regular courses of training for preparing teachers at different levels.

Job Satisfaction

The job that an individual takes up as his life's career occupies very important place in one's life. It is the major source of satisfaction of all psychological, biological and social needs. Many Guidance psychologists advocate that the selection of job is of crucial importance in the life of an individual.

Job satisfaction consists of liking for the activities involved and acceptance of all the related pressures

with conviction. It involves identification of oneself with the requirements of the job. It therefore depends on the balance that an individual can strike between the requirements of the job and the adjustment factors he possesses.

Just as many other professions, teaching too has got several aspects that lead to satisfaction and other aspects that lead to dissatisfaction. Although satisfaction as an attitude is mostly subjective, several professional conditions are believed to work upon creating this state of mind. Some persons feel happy and satisfied because of certain inherent values in teaching. As observed by Prof. Saiyidain⁵ no satisfaction is greater than the feeling that one has helped a misguided person into a distinguished citizen.

But large number of teachers feel either satisfied or dissatisfied because of the material facilities and service regulations. A satisfied teacher becomes a devoted worker. Satisfaction in the job gives courage and energy, vigour and vitality needed to perform every bit of work with interest and conviction. As Prof. Richard Wynn observes a satisfied teacher becomes a dedicated worker. " His interest becomes real and his motivation

5. Ibid. P.280.

is natural and self-impelling ".⁶

Studies made by several individuals and organizations in America and other western countries revealed several factors of dissatisfaction in teaching profession. Attempts are being made in those countries to correct the conditions of dissatisfaction among teachers on the basis of the research findings.

The factors of dissatisfaction do not remain common in all countries and at all times. Unless studies are made time and again, it may not be possible to discover the factors of dissatisfaction in any profession. This knowledge will enable the State and Society to adopt corrective measures to ensure job satisfaction in the profession.

Factors involved in deciding job satisfaction

The following factors decide job satisfaction to a very large extent.

- i) Choice of the profession
- ii) Guidance and Counselling
- iii) Interests and Abilities
- iv) Devotion in the profession.

Now-a-days job choices are not properly exercised because of many complications. Dr. A.E.Traxler holds

6. Richard Wynn, Careers in Education loc. cit.P.6.

that " unrealistic vocational decisions lead to feelings of disappointment, frustration and inferiority ".⁷ Many mistakes are commonly committed while choosing a profession. These mistakes are further strengthened by other shortcomings like lack of proper information, insistence of parents and superstitions held by people. Introduction of Guidance and Counselling services in our schools would help people to choose jobs in accordance with the interests and aptitudes. Devotion in the profession also ensures job satisfaction. Devotion leads to dedication. Dedication does not mean sacrificing of individual's happiness and comforts. It only means understanding of the philosophy behind a profession, believing it with conviction and making an honest attempt to adopt the qualities required for the successful conduct of professional activity.

AIM:- The purpose of the study therefore, is to find out reasons of dissatisfaction in different sections of secondary school teachers and to suggest tangible measures to correct the existing position so as to make the teaching profession happy, contented and effective.

THE INVESTIGATION:- As the study is limited to the State of Andhra Pradesh, teachers working in secondary schools located at different parts of the State under different

7. Humphreys and Traxler, loc. cit. P.319.

managements were taken up for study. One thousand teachers working in different parts of the State were drawn as the sample. Questionnaires and Interview techniques were employed to gather particulars of dissatisfaction and Rating sheets were used to find out the impact of job satisfaction on the education of pupils.

The first questionnaire prepared for this study was issued to 1000 teachers drawn from 102 secondary schools spread all over the State by using random and stratified sampling techniques. 617 teachers responded to this questionnaire. Out of these teachers 37 percent expressed satisfaction in the profession and the rest expressed dissatisfaction. In addition to the administration of questionnaire, 130 educationists including correspondents, inspecting officers, head-masters and retired teachers were contacted through personal interviews. A check-questionnaire was again issued to 227 teachers to check up the accuracy of their responses to the earlier questionnaire. The administration of the second questionnaire revealed that the teachers who were found to be satisfied already were not satisfied on all aspects. They were also dissatisfied on certain factors. It was found out that no one was completely satisfied on all aspects. The data collected gave out several factors of dissatisfaction.

These factors varied in their effects so strikingly that some factors caused dissatisfaction in as many as

78 percent of the teachers where-as some factors affected job satisfaction in only very small number of teachers. On the basis of this information, the factors of dissatisfaction have been divided into three categories.

- i. Strong dissatisfiers
- ii. Weak dissatisfiers
- iii. Conditional dissatisfiers.

The factors coming under the third group cease to cause dissatisfaction if the situation is changed. Factors like " Frequent transfers ", " Low standards of Pupils ", " Interference of politicians " which are peculiar in certain managements come under conditional dissatisfiers.

Job satisfaction and choice of the profession

As the attitudes adopted by teachers depend to some extent on the reason for choosing the profession, an attempt was made to study the relationship between job satisfaction and reason for choice. Study was made under the four reasons i) Personal inclination, ii) Economic circumstances, iii) External pressures and iv) Element of chance.

It has been found out that forty four, sixty, seventy six and sixty four percent of teachers respectively were dissatisfied under each one of the groups made in accordance with the choice of teaching profession under the four reasons mentioned above. The number of teachers satisfied is only

twelve percent in the group coming under "External pressures" whereas it is forty eight percent in the group that took to teaching profession because of " Personal inclination ".

Professional and Personal factors of job satisfaction

Professional factors are those that crop up because of the working conditions peculiar to any profession. Professional factors of dissatisfaction, therefore, arise because of limitations in working conditions and hazards in the nature of work involved. The personal problems arise because of the individual differences in needs, requirements and abilities. The study under this section helped to find out how these two kinds of factors affect job satisfaction in secondary school teachers.

Job Satisfaction and Educational Managements

There are several managements that control education in the State of Andhra Pradesh. The administrative practices and the service conditions of teachers vary significantly from one management to the other.

Largenumber of schools are under the control of Private bodies (Trust Boards) and Local Boards. The State Government has kept only a few schools under its management. The private agencies are of several kinds. Some are Mission managements and the rest are non-mission Committee managements. Individual managements have disappeared in recent times as most of

these turned into registered trust boards.

Because of these differences in the managements and their policies several differences exist in the working conditions. This study has helped to find out the impact of several factors of dissatisfaction on the teachers working under different managements.

It has been found out that there are some common factors of dissatisfaction operating under all these managements. Except for some differences in degree, the following are the common factors of dissatisfaction.

- i. Inadequate salaries
- ii. Lack of academic freedom
- iii. Heavy load of work.

Other important factors that affect job satisfaction in teachers under different managements are given below.

Committee Schools

- i. Lack of security in job
- ii. Rigid and orthodox service conditions
- iii. Too much domination by the managements.

Mission Schools

- i. Low standards of pupils
- ii. Lack of parental cooperation
- iii. Lack of bright prospects in the job.

Local Board Schools

- i. Too much interference of politicians
- ii. Lack of social status
- iii. Non availability of suitable accommodation, equipment and furniture.

Although the factors of dissatisfaction are almost the same in Municipal and Zilla Parishad schools, teachers in Parishad schools are more distressed because of " Frequent transfers " .

Government Schools

- i. Rigid and orthodox service conditions
- ii. Lack of parental cooperation
- iii. Frequent transfers to distant places.

Job Satisfaction in Men and Women teachers

While factors of dissatisfaction and their impact differ in men and women teachers, differences also have been observed in married and unmarried women. Unmarried women have additional responsibilities and are accustomed to be more sensitive to social relationships and academic conditions.

" Inadequate salaries " and " Lack of freedom " caused dissatisfaction in 58 percent and 53 percent of teachers respectively among married women. But the same factors caused dissatisfaction in 75 percent and 60 percent respectively among unmarried women. ' Heavy load of work ' is not an important cause of dissatisfaction for unmarried women whereas it is an important source of dissatisfaction in married women.

" Very low standards of pupils " and " Indiscipline among pupils " are alarming factors for unmarried women but not so for married women.

Job Satisfaction and Professional Placement

The teachers employed in secondary schools may be classified into the following categories in accordance with their educational and professional qualifications.

- i. Post-graduate teachers (upgraded assistants)
- ii. Graduate teachers
- iii. Secondary grade teachers
- iv. Vernacular or Regional language teachers
- v. Special teachers.

The professional conditions enjoyed by each one of these groups are found to be different from those of the other groups. The investigation also revealed that each group has got its own problems in the profession and consequently job satisfaction enjoyed by the group members differed significantly from one group to the other.

Although the post-graduate teachers are paid higher scales of pay, there is much discontentment in them. They are required to possess the qualifications equivalent to those of lecturers in affiliated colleges but they are not paid the same scales of pay. Consequently many post-graduate teachers continue only as temporary measure till they secure better appointments. Important factors of dissatisfaction apart from the common factors discussed already for this group are -

- i. Lack of bright prospects in the job
- ii. Lack of Social Status.

The factors of dissatisfaction faced by graduate teachers and Secondary grade teachers are almost the same but for the

difference in degree. 53 percent of Secondary grade teachers are dissatisfied because of " Indiscipline among pupils " whereas it is 30 percent among Graduate teachers. 50 percent of Secondary grade teachers are dissatisfied on account of " Lack of social status " whereas it is 40 percent in the case of Graduate teachers. But for these differences in degree, the factors that cause dissatisfaction in graduate teachers also cause dissatisfaction in secondary grade teachers.

The conditions of vernacular teachers are different from those of other teachers. Teachers handling 'English' are not included in this group, and hence these are called " Vernacular " or " Regional language teachers " instead of language teachers. Telugu Pandits, Hindi teachers, urdu munshis and teachers handling classic languages like Sanskrit and Arabic are included in this group. Teachers handling regional languages like Oriya, Tamil, Kannada are also included in this category. The special conditions of these teachers are given below.

- i. Many of them are not fully qualified .
- ii. Large number of these teachers are not trained in teaching methodology.
- iii. They teach only vernaculars and not conversant with other subjects.
- iv. They have hard time in class rooms as majority of the pupils are poor in these subjects.
- v. These teachers have to do lot of composition correction work.

On account of the above conditions these teachers are confronted with several factors of dissatisfaction. 54 percent

of these teachers are dissatisfied because of "Indiscipline among pupils " and 77 percent are dissatisfied on account of "Heavy load of work".

The category worst hit in job satisfaction are the Special teachers. The special feature of these teachers is that they teach non-examination subjects. The value of subjects are usually judged from examination point of view. As such subjects like Craft, Art, Drawing, Music and Physical Education which are not taken into consideration for promotions from one class to the other are only's superfluous and meant only to fill the gaps in time-table from the view point of students.

The values of these subjects are rarely realised by our students and hence they attend these classes more to secure attendance than to learn. Consequently the pupils in these classes present a number of behaviour problems and the teachers have to struggle hard with the pupils that are least interested in class-room work. The teachers in these posts are paid scant regard by the managements and they are not supplied with the necessary equipment and materials required for class work. Important factors of dissatisfaction among Special teachers are "Lack of social status ", "Indiscipline among pupils" and "Non availability of suitable equipment and furniture ".

The studies have also discovered several causes of dissatisfaction in the following groups of teachers.

- i. Urban teachers
- ii. Rural teachers
- iii. Young teachers
- iv. New entrants to the profession
- v. Untrained teachers.

Impact of job satisfaction on pupil's education

The study of teachers' job satisfaction has assumed much importance because of the fact that it exercises direct or indirect influence on the educational development of pupils. All the Education Commissions appointed from time to time starting with the Hunter Commission of 1882 have emphasised the need to improve the working conditions and the status of teachers. The three Commissions appointed after the attainment of Independence viz. the Secondary Education Commission under the chairmanship of Dr. A.L.Mudaliar, the International Team on Teachers and Curricula headed by Dr. Edward A. Pires and the Education Commission under the chairmanship of Dr. D.S.Kothari have uniformly recommended about the need to improve teachers' working conditions and their status.

The satisfaction a teacher enjoys in his job gives him energy, vigour and vitality. A satisfied teacher therefore becomes a devoted worker and makes due contribution for the development of pupils. Development of pupils

cannot be judged by the progress in academic subjects only. Development is a very comprehensive concept and has multi-dimensions. A true education should make its contribution to the development of all aspects of the pupil - his habits, attitudes, skills and qualities of character. Development implies intellectual, social, moral, physical and emotional aspects.

The quality of the teacher and his attitudes towards his profession decide to a large extent the quality of education received by his pupils. To find out the impact of job satisfaction on the educational development of pupils, ratings method based on observation by the concerned head-masters was attempted.

Rating sheets were prepared in respect of satisfied and dissatisfied teachers and they were sent to the concerned Head-masters and correspondents and their ratings were secured on a five point scale. Ratings were secured in respect of 520 teachers consisting of 218 satisfied and 302 dissatisfied teachers. This procedure helped to find out the impact of satisfied and dissatisfied teachers on the ten aspects of pupil development.

The students especially at the secondary school level possess two essential qualities viz. imitation and suggestibility. The teacher is their hero and hence the attitudes

and qualities of teachers have much influence in shaping several qualities in the pupils. The analysis of the "ratings" proved that this hypothesis is a correct one. The studies were made separately in respect of teachers under different managements and all the studies revealed that satisfied teachers contributed to better educational development than dissatisfied teachers.

FINDINGS

The present study leads us on to make some significant conclusions and suggestions. The findings of the study are given below:

1. Teachers working at secondary school level feel as a class that they are a most dissatisfied and frustrated lot. Although 37 percent of teachers were found to be satisfied in the beginning, it was finally found out that they were also dissatisfied on certain aspects of the profession.
2. The dissatisfaction is so severe in certain sections that they are even prepared to leave the profession provided opportunities are available else where.
3. The dissatisfaction is found to be more severe in the teachers working in Committee schools and Zilla Parishad Schools.
4. Among the teachers of different professional placements, Regional language teachers and Special teachers are more dissatisfied.
5. Many of the new entrants are more dissatisfied than experienced teachers. Some of these teachers are leaving the profession in favour of other ones. The professional training given for them is sheer waste of public funds.

6. Among women teachers, un-married women are more dissatisfied for want of suitable amenities in schools. They are also more disturbed because of the indiscipline rampant in schools now-a-days.
7. Women teachers working in mixed schools are not happy. They want to work only in girls' schools. This is not a healthy sign for expansion of education.
8. Teachers working in rural areas are confronted with many problems as some of the places where schools have been opened recently do not satisfy even the minimum necessities for life.
9. The increase in scales of pay granted by the Government from time to time to compensate the steep rise in cost of life index does not give any real compensation as the index registers still more rise by the time the increase in pay comes into effect.
10. The increase in pay scales alone does not correct the existing situation of dissatisfaction in teachers.
11. Celebration of Teachers' Day, Presentation of National awards to teachers, Organisation of Seminar Readings etc. in the name of the improving social status of teachers have become mere formal. The average secondary school teacher is not at all aware of these schemes.
12. The teacher representatives in Legislature being very few in number are not accessible to the average teacher and hence his problems remain unresolved.
13. While inadequate salaries is an important cause of dissatisfaction among all teachers, it is by no means the chief problem. It is the common problem of all professions in the State. This has assumed much importance now because of unchecked trend in the rise of prices of all essential commodities.
14. Many teachers are worried on account of irregular payments. In some managements, payment is delayed for months together.

15. The following are most powerful factors of dissatisfaction in teachers at all levels.
 - a. Lack of academic freedom
 - b. Heavy load of work
 - c. Lack of social status
 - d. Lack of bright prospects in the job.
16. Teachers are not having free hand in their work. They are not free to make use of their plans and principles however effective they might be. They have to blindly follow what the curriculum ordains and what the Head-master orders.
17. The teachers organisations are not strong enough either to help teachers in their professional growth or to protect them from their hardships.
18. Many teachers are distressed that the Department is making several changes in the system of education without consulting them.
19. The class-room teacher is unhappy that the policies affecting him are drawn by non-teacher administrators without any knowledge of practical conditions existing in schools.
20. The work-load of the teacher has been increased heavily on account of more emphasis on activities and records consequent on recent changes in curriculum.
21. Some of the teachers are made to work more than 35 periods per week. This work-load is still more increased when the teachers are made to take up the work of absentee teachers.
22. The class-room strength in many schools is too unweildy to permit any individual attention. In many cases it has exceeded 50 pupils.
23. The work-load of teachers has been still more increased by forcible requisition of teachers' services for certain duties which do not fall under his jurisdiction viz, Election duties, Census preparation, Collection of statistics etc.
24. Selection of candidates is not done on sound lines in our teacher training institutions and consequently many persons who do not have the aptitude for teaching are entering the field.

25. The present teacher training courses are not comprehensive enough to impart all the necessary skills to the teachers.
26. In many institutions, democracy is found more in precept than in practice. The approach of Head-masters and Inspectors is undemocratic in many cases.
27. Age old service conditions which are not suited to the democratic set up are followed in all the schools.
28. Inspection has become more a ritual than a reality. The approach of inspecting officers is more authoritarian that many teachers are very much affraid to meet them for academic guidance.
29. The time of Inspecting officers and Head-masters is more occupied with office work that they practically find no time to guide class-room teachers.
30. Even after two decades of independence, the public attitude towards the teacher has not changed so as to give due social status to the teaching profession.
31. The control of education vested with Panchayat Raj institutions has resulted in more interference and bossing of non-official politicians.

SUGGESTIONS

The study has made it clear that there is wide dissatisfaction in teaching profession to-day. Dissatisfaction in certain sections is so intense that the teachers are not able to work whole heartedly. The study has also proved that satisfied teachers only can produce desirable qualities and attitudes in pupils.

The experts meeting on the status of teachers that took place at Geneva in January, 1966 with the educational experts from 29 countries unanimously endorsed an "International Draft Recommendation on the status of teachers". The recommendation is aimed at improving the professional, social and economic conditions of teachers. Although this recommendation is not binding on Governments, it will help several Governments and teachers' organisations in their attempts for improving the professional conditions of teachers. The guiding principles run as, " It should be recognised that advance in education largely depends on the qualifications and ability of the teaching staff in general and on the human, pedageogical and technical qualities of the individual teachers. . . . The proper status of teachers and due public regard for this profession are of major importance for the full realisation of aims and objectives "⁸.

In the light of the findings presented in the preceding pages and the guiding principles of the International Draft Recommendation, the State and Society are expected to lose no more time in their efforts to improve the conditions of teaching profession so as to make every teacher happy, contented and effective.

8. Educational Panorama (W.C.O.T.P.) Vol.VIII, No.2, 1966, pp. 1-2.

The present investigation leads to offer the following suggestions to correct the existing conditions.

1. Sincere efforts are necessary to improve the professional, social and economic conditions of teachers. Satisfactory conditions of work should be created for teachers working under all managements so as to make them effective in their professional activity.
2. The State Government should conduct a survey of secondary education especially under private managements in the State and immediately take-over all such managements where democratic approach in service conditions and personal relationships are not maintained.
3. Government of India should prescribe minimum scales of pay for teachers working in secondary schools and should insist on the adoption of those scales by all State Governments.
4. Teachers' salaries should be so fixed as to compare favourably with those of other occupations requiring equal ability, preparation and training.
5. The Scarsdale (New York) school system which provides for three fold increments viz. 1. Annual increments, 2. Inservice increments and 3. Merit increments should be introduced in the State.
6. The Education Department should insist the private managements and local boards to pay salaries regularly to teaching staff.
7. Post-graduate teachers working in Higher Secondary and Multipurpose schools should be given the same scales of pay as allowed to their counterparts in affiliated colleges.
8. Every school should have the necessary accommodation, equipment and other minimum facilities to ensure efficient work in class-rooms. The Department of Education should fix up the minimum equipment for each subject and insist upon its availability in all schools.

9. Minimum amenities such as staff rooms, private rooms for women teachers and toilet rooms should be provided in all secondary schools. Amenities required by women teachers should be taken into consideration in all the schools employing women.
10. Managements should provide residential accommodation to teachers in some of the rural areas where teachers do not get quarters to live in.
11. Transfers of teachers should take place during the period of summer vacation only. Efforts should be made to post them to the places nearer to their native places.
12. Work-load should not exceed 30 periods of 40 to 45 minutes duration per week. The work-load of "Regional language teachers" who deal exclusively with languages should not exceed 25 periods per week.
13. One extra teacher for every ten teachers should be appointed in all schools to be adjusted against the work of teachers on leave.
14. Regional language teachers and other teachers who have to do heavy correction work should be given the assistance of teacher-aids.
15. To enable teachers and head-teachers to concentrate on their professional activities, schools should be provided with adequate supply of ministerial staff to perform non-teaching duties.
16. The extra work load to be carried out by the teachers on account of extra-curricular activities should be evenly distributed among all members of the staff.
17. Non academic functions like election duties and census preparation should not be thrust on teachers against their willingness.
18. Necessary security precautions should be taken to ensure safety for the teaching staff employed for invigilation work in Public Examinations.
19. The present system of Public Examinations should be modified as early as possible giving more recognition for day to day class-room work of pupils.

20. Leave rules should be revised so as to make them more liberal. Teachers at present do not earn more than 3 days leave in a year as they are considered to be members of vacation Department. As such special leave rules should be made available to teachers. Sabbatical leave as allowed to teachers in many of the western countries should be introduced.
21. Guidance Services should be introduced in all secondary schools. A full time Guidance Counsellor should be appointed in every secondary school.
22. There should be one strong teachers organisation for all the secondary school teachers in the State instead of several associations as existing at present.
23. The State Government should recognise the Teachers organisation and consult it on all matters relating to the changes proposed in the education system.
24. No changes in the service conditions of teachers should be implemented without the consultation and approval of the teachers organisation.
25. The Department of Education should take interest in seeing that all teachers become members of the organisation and that it functions on efficient lines.
26. The State Teachers Organisation should draft a professional code of conduct for teachers and take steps that it is followed by all members.
27. Teacher representatives in Legislative Council should maintain close contact with all teachers and use their good offices for improving the service conditions of teachers at all levels.
28. "Teachers welfare fund" should be well organised so as to meet the dire needs of both inservice teachers and retired teachers.
29. The scope of National Awards should be broad based so as to recognise all deserving teachers. State awards for teachers also may be introduced as done already in some of the States.

30. A general programme for welfare services of teachers should be organised. Necessary funds may be collected partly from teachers.
31. Adequate facilities for professional growth should be made available to teachers working under all managements.
32. Railway concessions should be given to teachers to encourage them to have wide travel once in 4 or 5 years.
33. The existing code of conduct should be replaced by a set of new conduct and discipline rules suitable for teaching profession in a democratic set-up.
34. Free education should be assured to teachers' children upto college level. Education should not be out of reach to the children of teachers because of economic limitations.
35. Cooperative housing schemes for teachers may be organised. Loans on favourable terms for the above purpose should be made available by the State Government, Local Boards and other managements in the field of education.
36. Institutional tuition programmes should be organised in all schools and teachers entrusted with this work should be paid reasonable amounts of remuneration.
37. Free medical aid should be assured to teachers of all categories.
38. Facilities should be made available to teachers to buy and borrow books and other material needed to improve their professional competencies.
39. Teachers should have adequate freedom to adopt their plans and principles suitable to their pupils and their environmental conditions in consultation with heads of institutions.
40. Teachers should be free to exercise all civic rights generally enjoyed by all citizens and should be eligible for holding public offices without foregoing their claims on services.

41. All subjects taught in schools should be made equally important for the purpose of promotions to higher classes. Special measures should be adopted to evaluate the progress made by students in the present non-examination subjects.
42. There should be change in the too much authoritative attitudes of the Head-masters especially under private managements. Head of institutions should consult all their assistants before taking decisions on issues pertaining to day to day administration.
43. Every school should have two types of inspections .. annual inspection and quinquennial inspection on the lines suggested by the Education Commission.
44. The tone of inspection should change from that of fault finding to one of constructive guidance.
45. Selection of candidates for teacher training should take place on scientific lines using instruments for measuring basic qualities required for teaching success.
46. Talented persons should be attracted towards teacher training by providing adequate scholarships.
47. The training course should also include activities that would promote necessary qualities and attitudes in teacher trainees.
48. Course relating to subject matter also should be introduced in the teacher training institutions in addition to the present practices.
49. Every secondary school should have a strong Parents association and the Head-master should take keen interest in holding regular meetings.
50. Interference of politicians with teachers' work should be made an offence and it should be dealt with firmly by the Government.
51. The appointments and transfers of teachers in schools under local boards, and private managements should be made only by regular committees constituted for the purpose.

52. Retirement benefits given to employees in Government service should be extended to all teachers working under local boards and private managements.
53. Triple benefit scheme should be implemented to all teachers without loss of time.
54. The retirement age for teachers should be made sixty with provision for extension upto sixty five years.
55. The Provident Fund system under private managements should be effectively administered.
56. Every teacher should take pride in his job. He cannot enjoy professional status unless he is alive to its importance.

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