

**A STUDY ON STATUS OF PROFESSION OF SCHOOL  
TEACHING IN VADODARA CITY**

**A DISSERTATION SUBMITTED IN THE PARTIAL  
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**GUIDE**

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## CHAPTER-I

### CONCEPTUAL FRAMEWORK

#### 1.0 IMPORTANCE OF TEACHERS

It is widely acknowledged that teachers play a pivotal role in shaping up future citizens of the society. There is overwhelming agreement that teachers have a huge influence on people's lives, and that teaching is an important, honourable and respected profession. Everyone agrees that teaching is a career where you can make a difference that is rewarding because you are shaping young minds. These are potentially the greatest attractions to a career in teaching.

The American Commission (2013) rightly observes, "The quality of a nation depends upon quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than on the single factor, upon the quality of their teacher." As stated by National Council for Teacher Education (NCTE 1998) Quality Concerns in Secondary Teacher Education, the teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage. According to United Nations, Educational, Scientific and Cultural Organisation, UNESCO, (2005), good teachers are the cornerstone of quality education. On a daily basis, teachers contribute to sustainable development by building its human foundation – nurturing each child's capacity and desire to learn. Without teachers, Education for All (EFA) by 2015 would be an unobtainable dream. Teachers create hope for tomorrow. Teachers are at the very heart of UNESCO's work. Each day, over 60 million teachers care for one billion children, cultivating their souls and minds. Any process that attempts to improve the quality of education promote peace and harmony and eliminate discrimination requires teachers. Teachers work with children who will be the leaders of tomorrow.

All leaders of the nations, educationists, and policy makers are aware of the fact that the school teachers are the important agent to bring the social and economic progress to a nation. In different occasions, in different forums of the world they have been

reported about the importance of the school teachers. Some extracts about the importance of the teachers mentioned by different policy and report are given below.

### **1.1 POLICY RECOMMENDATION ON TEACHERS**

Importance of teaching force can be seen in the report of Education and National Development,( N&D). Dr. D S Kothari, its chairman comprehensively addressed most aspects of teacher management, motivation and performance. The report noted:

- “There should be no teacher at the primary stage who has not completed the secondary school course and does not have two years of training;
- It is necessary to improve promotional prospects in order to attract and retain talent;
- Qualified and trained teachers in primary schools should be considered for promotion as headmasters and inspectors of schools;
- Salaries should be reviewed every five years and dearness allowances (linked to the cost of living index) should be the same as other government servants at the same salary;
- The government must establish a welfare fund;
- Retirement benefits, based on the principles of uniformity and parity, must be provided along with a high rate of interest on provident fund of teachers;
- Minimum facilities required for efficient work must be provided (no details) – residential accommodation in rural areas;
- Teachers in tribal areas should be given special allowances, residential accommodation and provision for education of their children in residential schools;
- National awards;
- Remove the isolation of teacher training from ground situations.”

This report has been the reference point for all subsequent work on teachers in India.

- The NPE 1986 devotes a section on “The Teacher”:  
“The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. The government and the

community should endeavour to create conditions that will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, and to devise appropriate methods of communication and activities relevant to the needs, capabilities and concerns of the community.

While reiterating the fundamentals of the 1964 report, the Programme of Action of 1992 stressed four important issues:

- Pay and service conditions of teachers have to be commensurate with their social and professional responsibilities and with the need to attract talent to the profession;
- Teachers' association must play a significant role in upholding professional integrity, enhancing the dignity of the teacher and curbing professional misconduct;
- Teachers' education is a continuous process and the pre-service and in-service components are inseparable. To this end, DIETs must be established to organise pre-service and in-service training. As DIETs are established, sub-standard institutions will be phased out. Secondary Teachers' Training Colleges will be upgraded to complement the SCERTs.
- The NCTE will be mandated to accredit institutions for teachers' education and provide guidance regarding curricula and methods.

### **Delors's Report, 1996**

The report enunciates three directions for effort in educational renewal and reform:

(i) A holistic approach to education reform, encompassing all the sectors from basic education to university study; (ii) Re-defining roles and professional requirements of teachers; (iii) The need for international cooperation with the concept of educating for a global society.

Some critical observation made by the Delors committee on the importance of teachers is as follows.

“Teachers too are critical to the reform process, or reform will literally stop at the classroom door. There is a considerable body of literature around now that points to the increasing demands being placed on teachers at the same time as their status and authority appear to be constantly questioned and undermined. Again quoting from

Delors, 'Rightly or wrongly teachers feel isolated, not just because teaching is an individual activity, but also because of the expectations aroused by education and the criticisms which are, often unjustly, directed at them. Above all teachers want their dignity to be respected' (p. 30)."

The National Knowledge Commission (NKC), 2005 has observed that teachers are the single most important element of the school system and the country is already facing a severe shortage of qualified and motivated school teachers at different levels. It is urgent to restore the dignity of school teaching as a profession and provide more incentives for qualified and committed teachers. Non-teaching official duties such as election-related responsibilities should not be allowed to interfere with the teaching process. Forums that allow and encourage teachers to exchange ideas, information and experiences including a web-based portal should be developed. At the same time, there should be transparent systems for ensuring accountability of school teachers. As far as possible, teachers should be recruited to particular schools. Thus policies have paid attention to the status of teachers and have recommended that their status must improve

## **1.2 DEMANDS FOR TEACHERS**

Following the recommendations of National Policy on Education, 1986 and Programme of Action, 1992 the Government of India initiated different schemes to support children of secondary and higher secondary schools at different points in time. With the implementation of different schemes of government like the Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA), country needs more teachers. Phenomenon occurred due to increasing school enrolment, launch of pan-Indian primary education development programmes like Operation Blackboard, District Primary Education Programme, Sarva Shiksha Abhiyan and Universalization of Elementary Education. As a result there is an inevitable and natural increase in demand of teachers.

In 2009, India passed the Right to Free and Compulsory Education Act (RTE) which extends free and compulsory education to all the children up to the age of 14 as a right. This, coupled with the on-going education access scheme titled Sarva Shiksha

Abhiyan, has contributed to the significant rise in the gross enrollment of students in primary schools to a historic high of 94%.

According to the Central Board of Secondary Education (CBSE), India will need to build 200,000 new schools in the coming decade to cater to the growing demand for primary as well as secondary education. With the increasing number of children in schools (over 200 million), there is a huge demand and supply gap of qualified teachers to enter primary and secondary education.

In a 2010 report by National Council for Teacher Education (NCTE), it was estimated that India needs an additional 1.2 million school teachers if it is to fulfill the Right to Education Act requirement of 1:30 teacher-student ratio across the country. The current national average student-teacher ratio in India is 1: 44 at primary school level, Ministry of Human Resource Development (MHRD 2010-11).

### **1.3 ROLES AND RESPONSIBILITIES OF TEACHERS**

A teacher is a role model, influencing every facet of the student's growth and developing their innate potentials. In addition to being a motivator, guide and friend a teacher has certain responsibilities in the school. According to National Curriculum Framework for Teacher Education (NCTE, 2009/10) a teacher should have certain roles and responsibilities which are enumerated below.

- Teachers need to care for children, enjoy to be with them, seek knowledge, own responsibility towards society and work to build a better world, develop sensitivity to the problems of the learners, commitment to justice and zeal for social reconstruction. Teachers need to view learners as active participants in their own learning and not as mere recipients of knowledge; need to encourage their capacity to construct knowledge; ensure that learning shifts away from rote methods. Learning is to be viewed as a search for meaning out of personal experiences and knowledge generation as a continuously evolving process of reflective learning. Teachers need to organize learner-centred, activity based, participatory learning experiences – play, projects, discussion, dialogue, observation, visits, integrating academic learning with productive work.
- The programme should engage teachers with children in real contexts rather than teach them about children through theories alone. It should help them understand

the psycho-social attributes and needs of learners, their special abilities and characteristics, their preferred twenty one mode of cognition, motivation and learning resulting from home and community socialization.

- Teachers should develop social sensitivity and consciousness and finer human sensibilities.
- Teachers need to connect school knowledge with community knowledge and life outside the school.
- Teachers appreciate the potential of hands-on experience as a pedagogic medium both inside and outside the classroom; and work as integral to the process of education.
- Teachers need to re-conceptualize citizenship education in terms of human rights and approaches of critical pedagogy; emphasize environment and its protection, living in harmony within oneself and with natural and social environment; promote peace, democratic way of life, constitutional values of equality, justice, liberty, fraternity and secularism, and caring values.

#### **1.4 CHALLENGES OF TEACHERS**

The study conducted by Carlo, A. and Michel, A. (2013) identified different challenges of teaching profession. One of the major constraints faced by a teacher in present day is the deterioration in the working environment in the school. The teacher's efforts are hardly encouraged and rewarded. Any type of creativity is not appreciated. The selection process does not encourage any young man to pursue teaching as a profession. Unhealthy competitions among schools also contribute to the deterioration of educational system.

Changes in curriculum lead to the need for tracing of training of teachers. Sometimes there are delays in training of teachers.

One of the major challenges a teacher faces in the school is the rise in enrolment of students in heterogeneous classes. Hence the pupil to teacher ratio is increasing in an alarming way. Thereby the efficiency of the teacher is decreasing day by day. The teacher is unable to give personal attention and care to each student of the class.

The teachers are given tasks by the Government in various departments, not related to the basic job of teaching, such as in conducting Census job, duty during Election time etc. These jobs do not help the teachers in any way for improving their basic skills of teaching. Rather they should be given incentives to improve their teaching skills during the vacation time, thereby adding to the improvement of our educational system. It adds value to a healthy growth of the society as well as the nation.

## **1.5 TYPES OF TEACHERS**

There are different types of teacher like: regular teacher, para teacher, guest teacher, instructors. Nowadays recruitment of contract or para teacher in place of regular ones has become a trend in schools.

The schooling system is not homogenous in India. Government schools are run by the central or state governments or by local bodies. Different types of schools cater to a widely different clientele.

### **Teachers in Government Schools**

- Regular teachers are full-time, permanent employees of the government in government school and/or of the management of private schools. They are governed by strict entry and qualification norms. They are covered by a range of welfare benefits and get a pension after retirement. They can be promoted from a teacher to a head teacher and even a supervisor/administrator/teacher trainer.
- Para teachers or contract teachers are appointed on a contract basis by the local body (panchayat or municipal body). Eligibility requirements differ from one state to the other. They are not entitled to any welfare or pension benefits. They are not eligible for promotion and are appointed for a specific school. Para teachers in West Bengal are women above the age of 40 – those technically not eligible for formal government employment.
- Guest teachers are local resource personnel called upon by a school to teach as a stopgap arrangement. There are no norms for such appointments.

- Instructors are appointed to conduct classes in bridge courses and some alternative schools. In the absence of specified norms and these appointments are essentially ad hoc and on a fixed term contract.

The system prevalent in Rajasthan mirrors norm the national, namely:

- Secondary Schools where Grade I (Graduate or Post graduate with teacher training degree) teachers are appointed
- Upper Primary School where Grade II teachers (Graduate with teacher training degree) are appointed
- Primary School where Grade III teachers (12 years of general education and diploma in teacher education)
- Shiksha Karmi School – where Para teachers known as Shiksha Karmi are appointed.
- Rajiv Gandhi Pathashala (primary) – where contract teachers are appointed with a minimum of 12 years of general education.
- Alternative School (primary) where instructors are appointed for a specified duration 6-hour school, 4-hour school and Bridge Courses

The number of teachers has steadily increased from 16,16,000 in 1990 to 18,96,000 in 2001 at the primary level and from 10,73,000 in 1990 to 13,26,000 in 2001 at the upper-primary level. Out of this 2, 59,099 are Para teachers (or contract teachers) with primary schools accounting for 67.94% of Para teachers in the country as a whole. (Source: Mehta, 2005) Simultaneously, newspapers across the country report a huge backlog in teachers' appointments. Rajasthan alone needs 36,708 more teachers at the upper primary level and 49,710 at the primary level. Of these, 33,264 posts have been notified for selection by the public service commission (Siyaram Ram Sharma, Trade Union Leader, and January 2005). The new appointees will be regular teachers, and not Para teachers. As of 30 September, 2002, there were 19,939 male and 4,027 female Para teachers in the primary schools of Rajasthan. Of these, there were 1,525 male and 4,574 female Para teachers in upper primary schools ( Mehta, 2003). Madhya Pradesh and Chhattisgarh have decided to stop recruitment of regular



teachers. Instead, they plan that all future appointees are contract teachers or Para teachers (appointed for a fixed term of 1 to 3 years on a fixed consolidated salary that is almost 1/3rd to 1/6th of the pay of regular teachers). With the rapid expansion of the school system since 1994 (when the District Primary Education Programme, DPEP was launched) and making universal elementary education a fundamental right in 2003, the government is under immense pressure to ensure universal access for all children in the age group of 6 to 14. Since state governments shoulder the primary fiscal responsibility for primary education, absenteeism and low accountability of teachers is also perceived as a major problem across the country. Given the precarious fiscal situation of most states, the trend has been to do away with regular teachers and hire contract teachers instead.

## **1.6 REFORM OF CONDITION OF TEACHERS**

But for teachers to be effective, they must be well-trained, motivated, have a decent work environment, good pay and an attractive career path. UNESCO enables the world's teachers by building on the standards for the professional, social, ethical and material concerns of teachers set in the 1966 and 1997 recommendation concerning the status of teachers and education personnel.

Society needs to place more value on teaching and schools need to help revamp the teaching career as part of an effort to attract the most talented students to the field, (Brooke Dollald, 2013) Teaching is complex, intellectual work that should be high status, should be paid well. Having high-quality teachers is part of creating a stronger workforce. Teaching is the profession that makes all profession possible. (Lotan, 2013) Teachers are lifeline of a country. Teaching is considered to be the most valued sacred and distinctive profession. History is full of evidences about the nations where education has distinguished progress. Teachers have brought laurels to nations. But it is strange that teaching still has an ambiguous status as a profession. Until the 20<sup>th</sup> century teachers had very little formal preparation for their jobs and little voice in determining the condition of their employment. Times have changed. Today teachers aspire to be seen as true professionals with expert knowledge concerning the content and methods of instruction in their particular areas of study. Although it is often referred to as profession, it does not command the same prestige as other established profession such as law and medicine

## 1.7 PROFESSION: MEANING AND CHARACTERISTICS.

A profession is a job or an occupation that requires a certain level of specialist training. Professions rely on expertise and specialised knowledge, as well as ethical behaviour. Professions are almost always regulated, either by law or through membership of a professional body. Regulations ensure that professionals provide a quality service to the public. Most professions are represented by a professional body, and professional bodies are responsible for providing a code of conduct for their members which guides their professional behaviour so that the public can be assured of being treated properly. Sir Alan Langland's working definition on profession (2005) says "those occupations where a first degree followed by a period of further study or professional training is the normal entry route and where there is a professional body overseeing the standards of entry to the profession". The current structures and governance of professional bodies are largely a result of their historical development and the impact of statutory regulation. The economic and technological advances of the industrial revolution, and consequently the rise of living standard and the growth of governmental and corporate institution, meant that professional expertise was required more than ever before (Perkin, 2002). Professions in Great Britain and other countries developed gradually from an unrestricted right to practise to professional self- regulation in the public interest. In the early 19<sup>th</sup> century virtually no control existed to restrain those who called themselves a solicitor, a physician, or a benefit of their clients, the public (Yonger 1976).

Taxonomic approach was the early approach to the concept of profession. It took medicine law as their referents. According to this approach profession has certain characteristics.

### 1.7.1 A professional has an abstract theoretical knowledge base:

A profession has or should have a theoretical abstract knowledge base from which it draws and applies to particular cases. Professional skills cannot be purely based on hands on experience (Carr, 2000). An act can be professional only when it is based on some theoretical knowledge base. What differentiates the professional from the technician and a profession from a vocation is that in the case of a technician, the trials and errors are individual affairs and in case of a professional it is a collective

affair. No doubt, a profession should have an abstract theoretical knowledge base, but the knowledge should not be such that it is not educationally communicable (Abraham Flexner & Myron Lieberman-Singh, 1984). Hence we may infer that an educationally communicable technique is very much essential for a profession to survive longer and prosper in future.

### **1.7.2 A profession is responsible for the decision that is made in the name of the profession:**

A professional understands and is supposed to comprehend the theoretical basis upon which every act or skill is based. Those who professed did it because they claim to know better than the lay men. If professionals claim that they know better, then they should be and they are held responsible for the decisions they make. Thus, a doctor is held responsible for the course of action, which he/she prescribes for a patient.

### **1.7.3 A profession has autonomy:**

Since professionals know better than the lay man they have some privileges and responsibility. The doctor can see forbidden parts; the priest can hear forbidden affairs and the lawyer the detail of the crimes. Therefore there is a distinction between a customer and a client. Person visiting a doctor or a lawyer is not a customer but a client. Similarly a customer is always right but not a client. That is why, the profession has the privilege of autonomy about its decisions especially with regard to the following matters:

- i. Control over the admission of new members.
- ii. Control over the training centres where the members of the profession get their training
- iii. Control over licensing for any member to practice that particular profession.
- iv. Claiming and establishing immunity from outside judgement on Technical matters

This autonomy has to be understood as a tacit agreement between the profession, the society and the state. The profession has to maintain faith, which the society has on them. Every profession, to be considered as legitimate and to be accepted by the society, has to get recognition by the state.

#### **1.7.4 A profession has a code of ethics:**

If a profession has got privileges, then how should we ensure that it does not misuse them? To maintain the faith of populace in it, a profession judges itself. That is why it has a code of ethics on the basis of which it judges itself and corrects its errant members. A code of ethics serves as a double edged-weapon. It is better for a profession to have a code of ethics which defines where their responsibility begins and where it ends. A code of ethics separates the individuals from the act. What should be condemned or eulogized are the act and not the individual.

A code of ethics may be partly written and partly unwritten. Though every profession has its own special code of ethics, the following features do apply to most professions:

- (i) Emotional neutrality: professionals should not see the particularistic criteria of a client, e.g. doctor should not see the class and caste of a patient before treatment.
- (ii) Disinterestedness: a professional should do his duty on the basis of the information at hand and not with some ulterior motive. A Doctor or a Lawyer should not help someone expecting later some quid pro quo.
- (iii) No blatant competition: the profession considers itself as a community. Unhealthy competition to the detriment of other colleagues is considered as unethical.
- (iv) Equal colleague relationship: as the client- whether rich or poor is a client before the professional, a professional similarly, is first and foremost member of the profession, irrespective of his/her caste and class (Larsen, 1977).

#### **1.7.5 A profession has an organization and association:**

Having a code of ethics is one thing and members obeying them another. Hence a profession needs an organization, which can enforce the code of ethics and keep quacks and charlatans out. It can also excommunicate the uncooperative members.

### **1.7.6 A profession has a sense of social service and altruism:**

What differentiates a professional from non-professional is some amount of altruism. A doctor will not respond to a call of a patient in the midnight only because there is a code of ethics; the responsibility comes from within. Spontaneous responsibilities like this are inculcated during professional socialisation.

## **1.8 VARIOUS PROFESSIONS**

We are all familiar with limited number of professionals such as doctor, lawyers/solicitors and accountants. But in modern days the list of professions may run into hundreds covering a huge range of sectors including engineering, business, education, hospitality, sciences, environment, finance and health.

### **1.8.1 Medicine:**

A Doctor is a professional who practices medicine. He is concerned with maintaining and promoting or restoring human health through study, diagnosis and treatment of diseases and injuries. He also does other types of physical and mental illness. They may focus their practice on certain disease, types of patients, or methods of treatment- known as specialist medical practitioners- or assume responsibility for the provision of continuing and comprehensive medical care to individuals, families and communities- known as general practitioners. The practice requires both a detail knowledge academic disciplines (such as anatomy and physiology) underlying diseases and their treatment and also a decent competence in its applied practice.

The prime object of the medical profession is to render service to humanity; reward or financial gain is a subordinate consideration. Who- so-ever chooses his profession, assumes the obligation to conduct himself in accordance with its ideals. A physician should be an upright man, instructed in the art of healings. He shall keep himself pure in character and be diligent in caring for the sick; he should be modest, sober, patient, prompt in discharging his duty without anxiety; conducting himself with propriety in his profession and in all the actions of his life. No person other than a doctor having qualification recognised by Medical Council of India and registered with Medical Council of India/State Medical Council (s) is allowed to practice Modern system of Medicine or Surgery.

### **1.8.2 Engineer**

Engineering (from Latin ‘ingenium’ meaning “cleverness” and ‘ingeniare’ meaning “to contrive, devise”) is the application of scientific, economic, social and practical knowledge in order to invent, design, build, maintain and improve structures, machines, devices, systems, materials and processes. This discipline of engineering is extremely broad and encompasses a range of more specialized fields of engineering, each with more specialized fields of engineering, each with a more specific emphasis on particular areas of applied science and technology. The creative applications of scientific principles to design or develop structures, machines, apparatus or manufacturing processes, or works utilizing them or to forecast their behaviour under specific conditions- all as respects an intended function, economics of operation or safety to life and property.

### **1.8.3 Lawyer**

A lawyer (as per Black’s Law Dictionary,(1860-1927) is a person learned in the law; as an attorney, counsel or solicitor; a person who is practicing law. Law is the system of rules of conduct established by the sovereign government of a society to correct and rectify wrongs, maintain the stability of political and social authority and deliver justice. Working as lawyer involves the application abstract legal theories and knowledge to solve specific individualized problems or to advance the interests of those who retain them to perform legal services. The role of the lawyers varies significantly across legal jurisdictions. The Indian legal profession is one of the largest in the world, with over 1.4 million enrolled advocates nationwide. The estimated total value of the Indian legal market as of 2010 was approximately USD 1.25 billion. The legal profession, evolving as it has done from colonial India, has undergone a huge transformation since its independence. The efforts of the members of the bar to achieve excellence in all spheres of their practise through stiff competition is not only apparent in their every dealing with newer challenges due to technological and other developments, but also in the recognition earned by them in a globalized world. Historically, the members of the bar have provided leadership at a national as well as international level. The current potential is much higher. The Advocates Act of 1961 amended and consolidated the law relating to legal practitioners and provided for the constitution of the State Bar Councils and an All-India Bar - the Bar Council

of India as its apex body. The Bar Council of India is comprised of the Attorney General of India and the Solicitor General of India as its ex officio members, as well as one member elected from each of the State Bar Councils. The members of the State Bar Councils are elected for a period of five years.

#### **1.8.4 Chartered Accountant**

Chartered Accountants were the first accountants to form a professional accounting body, initially established in Britain in 1854. The Edinburgh Society of Accountants (formed in 1854), the Glasgow Institute of Accountants and Actuaries (1854) were granted a royal charter from their inceptions. The said title is an internationally recognised professional designation. They work in all fields of business and finance, including audit, taxation, financial and general management. Some are engaged in public practice work, others work in the private sector and some are employed by government bodies.

The Institute of Chartered Accountants of India was formed for the purpose of regulating the profession of Chartered Accountants in India. The head quarters of the Institute is at New Delhi and 5 regional offices at Mumbai, Chennai, Calcutta, Kanpur and New Delhi. Apart from these there are 87 branches located in different parts of the country. The Institute also has 9 Chapters outside the country. The functions of the Institute are enrolment of eligible members, engagement and training of articled/audit clerks, conducting examinations, granting or refusal of Certificate of Practice

### **1.9 TEACHING AS A PROFESSION:**

There have been debates over the years and throughout nations as to whether teachers are professionals as opposed to mere workers”, and whether teaching is a profession and not just an ‘occupation’ (Hoyle, 1995). In Latin America for example there was a transition in the 1960s and 1970s in the terms used to refer to teachers; from “profesionales de la enseñanza” [teaching professionals] the term was changed to “trabajadores de la enseñanza” [teaching workers] (Villegas-Reimers, 1998). Also, the Japanese Teachers Union defines teachers as ‘workers’ or ‘proletarians’, and as most Unions, it has done very little to help teachers achieve professional status, as their main concern has been to increase teachers’ salaries (Sato, 1992). In addition, the Japanese Government regards teachers as ‘servants of the state’ and not as

professionals (Shimahara, 1995). This debate represents more than a disagreement over semantics, as it has a number of implications for the way in which we perceive teachers and their professional development. Teaching may include from university to school teaching, and liberal education to professional education. It will be ironic if teachers of professional education themselves are not considered members of the profession. Even teachers of liberal education in universities do not have so much of a problem of claim regarding teaching as a profession because historically established professions like medicine have derived their legitimacy from their association with universities and long doses of liberal education (Larsons, 1977). The claim of profession is most acute with regard to school teaching. One reason why the problem of school teaching becomes more acute is that it is contextual like law.

Hoyle (1995) presents a helpful analysis of teaching based on five criteria used to define a 'profession'. These are: social function, knowledge, practitioner autonomy, collective autonomy and professional values. Hoyle shows that, in fact, teaching does not match all the criteria necessary to be treated as a profession, as can be seen in the following paragraphs.

From **social function** point of view, teaching is of paramount importance to the well-being of society and of the individual, and thus receives the status of profession. On the other hand, in regard to knowledge, the knowledge base of a teacher is a cause for debate, as some emphasize content and others pedagogy (Jackson, 1987). In order for teaching to be considered as a profession, the fact that this knowledge is crucial and can only be acquired through specific training and education must be commonly recognized. More importantly the teacher professional-development programmes have to be conducted at all levels of the educational system.

In regard to **practitioner autonomy**, teachers have little autonomy in their jobs, especially when compared to other professions such as medicine and law. It is usually limited by the state, administrators and principals, local communities, etc. In countries like UK, France and USA, the teachers have more autonomy to define their jobs and their practices and they are able to perceive their job as a profession (Hoyle, 1995). There are also countries like Venezuela, Paraguay, Pakistan, where teachers have very little or no autonomy (Villegas-Reimers and Reimers, 1996). In these states,



Government regularizes teachers' activities by ordering teachers to follow a prescribed curriculum prepared by experts, who are not educationists.

In regard to **collective autonomy**, teaching has been less successful than the major professions achieving self-governing status and independence from the state. Perhaps in majority countries teachers are state employees expected to carry out the educational policies laid down by the Central Government. The degree to which the organized profession is consulted in the shaping of these policies varies over countries and over time (Hoyle, 1995). In most countries, teachers are more likely to be organized into Unions rather than into a professional organization.

Finally, in regard to **professional values**, it is very hard to identify any particular set of values in the teaching profession comparable to those common in professions such as medicine and law. In most professions, professional values can be derived by making the professional accountable to the client. But this is not possible to do with regard to teachers, as they have a multitude of clients. There is also no code of ethics for the teachers as in case of other professionals.

#### **1.10 SCHOOL EDUCATION IN VADODARA CITY**

Vadodara has a legacy of education. Sayaji Rao Gaekwad III played a key role in the development of Baroda's textile industry, and his educational and social reforms included among others, a ban on child marriage, legislation of divorce, removal of untouchability, spread of education, development of Sanskrit, ideological studies and religious education as well as the encouragement of the fine arts. Fully aware of the fact that he was a Maratha ruler of Gujarat, he identified himself with the people and shaped their cosmopolitan attitude and progressive, reformist zeal. His rich library became the nucleus of today's Central Library of Baroda with a network of libraries in all the towns and villages in his state. He was the first Indian ruler to introduce, in 1906, compulsory and free primary education in his state, placing his territory far in advance of contemporary British India. He recognized talent from among his people. He supported education and training of persons who in his opinion would shine in life. Those persons whom he patronised included Dr. Babasaheb Alies Bhimrao Ramji Ambedkar, the architect of Indian Constitution; Dadabhai Naoroji, who started his public life as the Dewan (Minister) to the Maharaja in 1874 and thereafter went on to

become the first Asian Member of the British House of Commons his Agriculture Commissioner Chintaman Vishnu Sane, who went United States of America for research in that field. He appointed Sri Aurobindo whom he immediately offered a job at Baroda College. There is trust known as Sir Sayajirao Diamond Jubilee and Memorial Trust to cater to the educational and other needs of the people of the former state of Baroda. Vadodara is synonymous with education. The patronage of education started with Maharaja Sayajirao and the city has built further on the academic infrastructure established by him. With the growth of Vadodara there are many types of school set ups. There are aided and non-aided schools. Many industries of city have set up schools like Reliance, Gujarat Refinery, Gujarat State Fertiliser Corporation. Many franchise schools have also set up like Kangaroo kids and Bilabong. Also schools which have a chain of schools all over the country are in Baroda such as Bhavans, Delhi Public school and Podar School. Vadodara city also has Government schools like Corporation schools and Kendriya Vidyalaya. Thus, due to these large spectrum of schools, Vadodara city has also large number of school teachers.

### **1.11 RATIONALE**

A knowledgeable society is a progressive society. Quality of a nation is reflected from its education system. The school teachers who impart knowledge and inculcate values in students are vital element of an education system. They shape up the future leaders of a nation. Teachers occupy a very crucial and important place in each and every society. All types of progress economical, social, ethical and spiritual can be brought to a nation by spirited, satisfied, enthusiastic teaching force. So contribution of school teachers can not be omitted or disrespected.

With the implementation of different schemes of government like the SSA and RMSA, country needs more teachers. Due to increasing school enrolment, launch of pan-Indian primary education development programmes like Operation Blackboard, District Primary Education Programme, Sarva Shiksha Abhiyan and Universalization of Elementary Education. As a result there is an inevitable and natural increase in demand of teachers. In 2009, India passed the Right to Free and Compulsory Education Act (RTE) which extends free and compulsory education to all the children up to the age of 14. This, coupled with the on-going education access scheme titled Sarva Shiksha Abhiyan, (Education for All), has contributed to the significant rise in

the gross enrollment of students in primary schools to a historic high of 94%. According to the Central Board of Secondary Education (CBSE), India will need to build 200,000 new schools in the coming decade to cater to the growing demand for primary as well as secondary education.

With the increasing number of children in schools (over 200 million), there is a huge demand and supply gap of qualified teachers to enter primary and secondary education. In a 2010 report by National Council for Teacher Education (NCTE) 1993, it was estimated that India needs an additional 1.2 million school teachers if it is to fulfill the Right to Education Act requirement of 1:30 teacher-student ratio across the country. From different report and survey it is clear that India has an inevitable and natural demand for school teachers.

But studies reveal about the dissatisfaction of teachers. A study conducted by Tanmaya Raj (2015) revealed that there is different factors affect teachers' job satisfaction at different level. Teachers demonstrated satisfaction with their pay band, contrary to the description of salary being one of the major dissatisfiers in Herzberg's 'Two Factors Theory'. However not crediting the salary in time demotivates the teachers. Further decline in social status of teachers due to their poor working conditions and government's ignorance regarding their promotion and professional development has created a sense of discrimination in teachers. Moreover the excess of non-academic duties has worsened the condition. This research argues for immediate consideration upon five factors that are affecting the teachers' job satisfaction utmost in the rural India. These factors relates to the irresponsible interference of Village Head in schools' academic works, non-academic duties, responsibilities of mid-day meal (MDM), and some other important factors to improve the working condition of teachers in rural primary schools. A research conducted by Chopra, R.K (1988) also revealed that no uniformity in recruitment, no rational pay structure and no good service conditions are found in schools in India. From many researches it is quite evident that many nations are in need of quality teachers.

Medicine, Clergy and Law are the earliest profession. Now many more have been added such as chartered accountancy, journalism, fashion designing . teaching especially school teaching has faced a problem of it being a profession or not. If a school education has to improve school teacher's profession requires to be high. By

doing researches, one can find out factors that will turn teaching into a sought after job. Now each and every nation realizes that to reinvent the education system, they have to give due status to teachers which is basic requirement to bring progress to a nation. So more researches are essential to find out flaws which are deteriorating the status of profession of teaching job and ultimately standard of education system of a nation which ultimately refraining students from getting good, effective, quality and relevant education. Therefore researcher has decided to take up this research so that survey can be done to know the views of teachers, students and aspiring for career other professionals about where does teaching as a job stand and what steps should be taken to make it a full profession. So talented students will be attracted to join this profession and which will ultimately produce quality teachers who can mould students as productive and efficient citizens of our nation. Researches can help government, teacher organisation, and school management, educationist and teacher education institution to take proper steps on the basis of research findings to shape up school teaching profession. Vadodara city has many schools and it has a rich legacy of education and school education. It is thus, significant to understand what is the status of school teachers in the city .

### **1.12 RESEARCH QUESTIONS**

- What is the status of school teaching profession in society?
- How does school teaching compare with other professions?
- What is the view of different professionals about school teaching?
- How is school teaching looked upon by students who are in the stage of making choices of career?
- How is school teaching looked upon by school teachers themselves?

### **1.13 TITLE OF THE STUDY**

In order to address these research questions, the present study is planned and titled as follows:

“A study on Status Of profession of school teaching In Vadodara City”

#### **1.14 OBJECTIVES OF THE STUDY**

1. To find out the view of the students about the profession of school teaching.
2. To find out the view of the school teachers about their own profession.
3. To find out the view of other professionals about the profession of school teaching.

## CHAPTER-II

### REVIEW OF RELATED LITERATURE

#### 2.0 INTRODUCTION

Out of the various studies carried out earlier, only the relevant ones have been mentioned. These studies have been classified under two groups given below.

- **The issue of teacher's status in the society, job satisfaction and attitude towards their profession.**
- **The issue of teacher education and in-service training.**

#### 2.1.0 Studies related to teacher's status in the society, job satisfaction and attitude towards their profession.

**A research was conducted by a team of Cambridge University in 2002 on the status of teacher and teaching profession in England.**

#### **Objectives**

Their objectives were: to monitor changes in perceptions of the status of teachers and their profession, among teachers, associated group and the general public, between 2003 and 2006 to understand the factors that might influence perceptions of status and teachers' attitudes. to identify how perceptions of teacher status can be improved.

Face to face random constructed interviews were conducted and the public opinion survey, media survey, individual teacher survey, initial teacher trainee survey were conducted to elicit information.

#### **Findings**

Findings of the survey were: women feel teaching profession is a good career opportunity whereas men do not. Working environment and pay are the main concern in teaching profession. Public consider teachers as social worker. Even teaching is not fulfilling criteria to be considered as profession, it is considered as vocation. There is a huge gap in status between teaching profession and other leading profession like doctor, lawyer etc.

**John Macbeth (2012) conducted a review of the available evidence on the relationship of the teaching profession to societies and government globally.**

The study begins with an analysis with the current situation in differing countries of the world. The study contains profound insight into the nature of teaching professionalism. It explores an enormous range of research on education policies which turns teacher into satisfiers and dis-satisfiers. He found that the stronger the vocational motives, the stronger the professional resilience. They also found while teachers feel more autonomy feel more satisfied in their work and more motivated and feel more competent. Teachers, unlike, most professionals are burdened with excessive expectation from society at large, caught between high expectations and low professional esteems

**Aggarwal, Y.P., (1980), conducted a study titled, 'Motivational factors in the choice of teaching as a profession and its relationship with some other variables'.**

**The objective** of the study was to identify the motivational factors in B.Ed. trainees' choice of teaching as a profession.

**The sample** consisted of 241 B.Ed. trainees of both sexes belonging to rural as well as urban areas. They were selected randomly from five colleges of education in Haryana.

**The tools** included an attitude scale constructed by the investigator and the Aaron Socio-Economic status scale and questionnaire to fetch out additional information.

**The findings** revealed that- (i) although there were inter group differences in the factors that motivated the students to join teaching, five factors emerged as most important. In order of priority, these were: desire to continue education, possibility of doing well to the country, fondness of teaching, security of job, and parents' wish fulfilment. (ii) Teaching had been consistently a very popular aspiration from high school through college education (iii) A majority of all the groups had no relative in the teaching profession; however teacher spouse influenced the urban girls. (iv) A large majority of the B.Ed. trainees wanted to take up teaching but very few wanted to

start their own schools. (v) A large majority of the B.Ed. trainees belonged to high socio-economic group. (vi) There was no significant difference in attitude towards the teaching of high, middle and low socio-economic status groups. Attempts to study the status of teachers in India.

**Chopra, R.K 1988. Status of teachers in India. Independent Study of National Council of Educational Research and Training.**

**Problem**(1) It investigate the academic, economic, professional and social status of pre-primary, elementary, secondary and higher secondary school teachers, (2) to assess the status of teaching manpower in terms of quality as well as quantity, and (3) to find out the areas of improvement and deficiency in order to suggest future programme of action to accelerate teacher development.

**Methodology:** the teacher working at pre-primary, elementary, secondary and senior secondary school stages at country were involved. The professional preparation and recruitment procedures of teacher were considered. A questionnaire covering major aspects of the status of teachers was developed under three sections- professional education of teachers, economic status and professional status, percentages, averages and median values were calculated to analyse various aspects of the status of the teachers

**Major findings:** (1) different level of teacher education institutions exist in the country. (2) While the procedure of recruitment varied from state to state, service condition and rules were fairly uniform in different types of school, (3) working facilities required improvement all over, particularly the rural areas. Salary scales differed greatly from state to State. (4) Teacher received welfare benefits and have organised themselves for safeguarding their interests. (5) Recognition was given to teachers through various awards.

**Tanmaya raj (2013) conducted a study on “teachers’ job satisfaction in government primary schools in India”**

The quality of education in Government Primary Schools (GPS) is of growing concern in India. As teachers play the key role is not only upholding the quality of teaching and learning but also of the leadership and management in schools, it



becomes crucial that teachers feel easy at work and have satisfaction with their work and working conditions. Despite the recommendation of National Education Commission (NEC, 1964) to ensure teachers' job satisfaction it seems that the campaign to provide quality elementary education (such as DPEP, UEE, SSA) to children has ignored the teachers' prospective. This study focuses on evaluating the level of teachers' job satisfaction in GPS and factors affecting them in rural India. The study was designed keeping Herzberg's (1968) "Two Factors Theory and the local context in mind." This study met these twin research aims through an extensive study of relevant literature and the implementation of practical research. The latter was carried out through a survey (mixed method research approach) using questionnaires and semi structured interviews with 40 GPS teachers working in LakhimpurKheri, a remote district in Uttar Pradesh. This research produced a number of key findings: recent surveys confirms a significant decrease in the level of teachers' job satisfaction. Teachers demonstrate different level of job satisfaction against different factors namely Social Status, Working and Living Condition, Promotion and Professional Development Opportunities, Salary and Accountability. The main conclusions drawn from this research were that different factors affect teachers' job satisfaction at different level. Teachers demonstrated satisfaction with their pay band, contrary to the description of salary being one of the major dissatisfiers in Herzberg's 'Two Factors Theory'. However not crediting the salary in time demotivates the teachers. Further decline in social status of teachers due to their poor working conditions and government's ignorance regarding their promotion and professional development has created a sense of discrimination in teachers. Moreover the excess of non-academic duties has worsened the condition. This research argues for immediate consideration upon five factors that are affecting the teachers' job satisfaction utmost in the rural India. These factors relates to the irresponsible interference of Village Head in schools' academic works, non-academic duties, responsibilities of mid-day meal (MDM), and some other important factors to improve the working condition of teachers in rural primary school

**Ray Sipra1992. A comparative study of teachers' attitude towards pupil and their job satisfaction. Ph.D. Edu Utkal University**

**Problem:** it attempts to study the factors of job satisfaction and the attitude of secondary teachers towards pupil.

**Objectives:** (i) to study the extent & the direction of correlation between job satisfactions and attitude towards pupils, teaching experience and mental health, (ii) to compare male and female teachers with regard to their attitude towards pupils, their mental health and Professional satisfaction.

**Methodology:** in the present study the Mental Health Scale, the Job Satisfaction Scale and the Teacher Attitude towards Children scale were developed and used. Further the researcher also used the Minnesota Teacher Attitude Inventory. The data were treated with percentages, mean, SD, correlation, chi-square, 't' test and regression analysis.

**Major findings:** the mental health of a teacher bore a significant and positive correlation with their job satisfaction and attitude towards pupil. (2) Teachers teaching experience, mental health, job satisfaction and their attitude towards pupil were positively and significantly correlated with their age. (3) Professionally satisfied teachers had a favourable attitude towards pupils. (4) Women teachers, on an average, cherished a favourable attitude towards pupils, had better mental health and satisfied in their profession as compared to Men. JKS 0706.

**Agarwal, Meenakshi.1991. Job satisfaction of teachers in relation to some demographic Variable and values. Ph. D., Edu. Agra University.**

**Problem:** The study assesses the job satisfaction of teachers in relation to their ascribed and achieved characteristics as also the value of teachers having high and poor satisfaction.

**Objectives:** (i) to study the job satisfaction of teachers in relation to their achieved characteristics, (ii) to study the job satisfaction of teachers in relation to their ascribed characteristics, (iii) to study the values of teachers having high job satisfaction and poor satisfaction.

**Methodology:** In present survey, the sample comprising 338 females and 265 males primary and secondary school teachers was administered the job satisfaction test

(Gupta and Srivastava), the teachers Personal Blank (by the investigator) and the value test (Bhargava) Mean, SD, 't' test and Bi-serial correlation were calculated for the analysis and Interpretation of data.

**Major findings:** (1) Non-SC, urban and Hindi speaking teachers were found more satisfied. Male teachers had greater job satisfaction than female teachers. (2) Trained post graduate teachers, single family teachers and more experienced government teachers were more found satisfied.

**Reddy, Bal Krishnan P. 1989. Job satisfaction of primary school teachers. M.Phil. Edu Sri Venkateswarauni**

**Problem:** It is an in depth study of the job satisfaction, attitude towards teaching and job involvement of primary school teacher in relation to some variables like sex marital status, experience, personality factors etc.

**Objectives:** (1) to access the value of job satisfaction (JS), attitude towards teaching (ATT) and Job involvement (JSS) of primary school teachers (ii) to find out different job factors

Which Contribute to the satisfaction /dissatisfaction of the teachers (iii) to examine the relationship between job satisfaction (JS) and attitude towards teaching (ATT), job involvement (JSS) sex and marital status, qualification, size of family, experience, age and personality factors, (iv) to find out what percentage are satisfied with their job, like teaching and feel psychologically well involved in their job and (iv) and to set up multiple Regressions Equation to predict JS, ATT, JI.

**Methodology:** The sample of the study comprised 300 primary school teachers selected by the Multi stage random sampling procedure. A Job satisfaction scale, a Scale to measure Attitude towards teaching, a job involvement scale, Cattell's Personality factors Questionnaire [Form C] and a personal data sheet were used to collect the data.

While the first two scales were developed for the study, the third was the adoption of Lodhart and Kijnart's Job Involvement Scale. Analysis of variance 't' test and multiple Regression were used to analyse data.

**Major Findings:** (1) considering overall job satisfaction (JS) the teachers were satisfied with their jobs. (2) Considering JS as measured by different job factors, the teachers exhibited a significant level of with the job as measured by eight factors, while they exhibited a significant level of dissatisfaction as measured by seven factors. (3) Considering overall JS women teachers were more satisfied with their job than men teachers, while men teachers were more satisfied than the women teachers in one factor. (4) Suitably qualified teachers were more satisfied with their job young teachers were more satisfied than middle – aged and aged teachers; this was true for overall JS (5) There was a significant difference between the levels of JS of teachers classified as high, middle and low (6) There was a significant difference between the levels of JS of teachers classified as high, middle and low groups on the basis of their job involvement in the case of seven factors (7) there was a significant between the level of attitude of teachers classified as high, middle and low on the basis of their JI. (8) There was a significant difference between the teachers classified as high, middle, and low on the basis of their personality scores. (9) There was a significant difference between levels of JI of teachers classified as the basis of their qualification attitude towards teaching and personality as measured by four factors. (10) 84.33% of the teacher felt psychologically well-involved in their job. (11) 96.40% of variance in JS was accounted for by different job factors. (12) The total variance in JS predicted by different independent variables was 27.7%. (13) The total variance in ATT contributed by different variables was 39.1%. (14) 49.1% of variance in JI of teachers

**A study conducted by M.Usha rani, K.Rajan, S.Ramaya-(nd)-on job satisfaction of higher secondary school teachers at Thirupparaithurai, Tiruchirappalli District, and Tamilnadu.**

This research was a descriptive research. Random sampling technique was used to collect primary data. Data was collected through questionnaire. Respondent size was 100.

**Objectives of the study were:**

- To assess the socio –demographic characteristics of the teachers
- To assess the level of job satisfaction among the teachers.
- To find out the factors influencing the job satisfaction among the respondents.

- To assess the value of reward systems.
- To study the respondents perception about their job.
- Findings of the research reveal that most of the respondents are satisfied with their job
- Condition, working time, policies practices, job security, and the management support.

**Bhandarkar, B.G., (1980),conducted a study titled, ‘A Study on Polytechnic Teachers Attitude towards Teaching Profession and Its Correlates’.**

**The objective** of the study were: (i) to develop a scale for measuring teachers’ attitudes towards the teaching profession along with standard norms, (ii) to examine the relationship of attitude towards the teaching profession with teachers’ age, qualification, training, job mobility and family problems.

**The sample** consisted of 400 teachers of eighteen polytechnics of Maharashtra, out of which 137 were from urban areas, 249 from semi-urban areas and 14 from rural areas. The research design was purely quantitative.

**The tools** consist of Thurstone-type scale. The data on age, qualification and other variables were collected on information blank.

**The method** of the study was Survey Method.

**The Findings** of the study revealed that- (i) the mean attitude rating ranged between 3.77 and 9.50. (ii) Compared to the norm developed on the state-level sample, the teachers of both the rural polytechnics had unfavourable attitude; in the semi-urban area the teachers of six polytechnics had neutral attitude, the teachers of four polytechnics had unfavourable and of one favourable attitude; in the case of urban polytechnics the teachers of three polytechnics were neutral, of one unfavourable and one favourable (iii) On each of the sub-dimensions the mean attitude ratings were the highest for the urban teachers, followed by the semi-urban and the rural teachers although the differences were not significant. (iv)The attitude towards the teaching profession was not significantly related to the qualifications of the teachers. (v) There was a significant and positive relationship between the age of the teachers and their attitude towards the teaching profession. (vi)The trained teachers’ mean attitude

scores were significantly higher than the mean attitude score of the untrained teachers.

(vii) The job mobility and family problems were not significantly related to teachers' attitude towards the teaching profession.

## **2.2 Studies related to teacher education**

**Naseem, S and Anas, N. (2011, April) conducted a research on problems of teacher education in India, in Lucknow.**

They found many problems concerning teacher education.

They are 1. Defects in selection procedure lead to deterioration of quality teacher  
Suggestions given by them are, (a) candidates should be interviewed, (b) test in school subjects, (c) test of intelligence should be administered. (d) Test of language.

2. Deficiencies of small time period provided for teacher's training.
3. Problems of practice teaching.
4. Problem of supervision of teaching.
5. Lack of subject knowledge.
6. Faulty method of teaching.

They found in most of the state's teacher education is still being run by the fee collected from the student teachers, as the share state grant is too small. Some suggestions to remedy the problem of teacher education given by them are: (a). the courses of studies both in theory and practice should be recognised. (b). the admission procedures of B.Ed. should be completely systematised. (c). there should be planning unit in each state education department. (d). the teacher education department should be made a nucleus for research on teaching curriculum and evaluation in the regular university department.

**Bhonsle, V. (1992) evaluated the new curriculum of teacher education.**

### **Findings**

Majority of principals, teacher educators, student teachers and teachers were of the view that the new curriculum was suitable for developing teaching competence among the student-teachers. Walia, K. (1992) suggested improvements for the B.Ed.course on the ground that the course was theoretical in nature, no internship is provided and that one year duration was inadequate. Sohani, C.F (1992) attempted to develop a training programme for the student teachers with a view to developing their problem –solving skills for effective transfer of such skills to their students

Vyas, J.C (1991) evaluated the effectiveness of the mass orientation of school teachers and found that performance of teacher covered under the programme was better than those who were not oriented.

**Kaur, A. 1988 on contribution of in service education and training of teachers.**

### **Findings**

Kaur, A. found that in service education and training of teachers significantly contributed to the development of professional competency in Punjab and the process and structure variables had a positive bearing on the product variables. Teaching competency had a positive correlation both with the process and structure variables.

In service education was useful in improving the skills of teachers and had a positive effect on their attitude towards teaching. The research studies on the effect of attitude towards teaching profession on the achievement of students studying through programmed learning material, advance organiser material and by the traditional method.

**Lakdawala, U.T., (1977), conducted a study titled, ‘The Professional Growth of Women Teachers of Secondary Schools of Greater Bombay’.**

**The objectives** of the study were, to assess the professional growth of the trained graduate women teachers having at least five years’ experience of teaching and to find out their in-service training need, also to assess their contribution to the profession

and to find out their difficulties in achieving professional growth and finally to find out their job satisfaction.

**The sample** included 91 schools constituting 15 percent of all the schools were selected on a random stratified basis. Final data were obtained from 375 teachers working in these selected schools.

**The tools** consisted of a questionnaire and a self-evaluation form both to be filled in by the teacher-respondents.

**The method** employed in the study was a Survey method.

**The findings** of the study were- (i) there was a striking difference between the earlier specializations of the teachers and the subjects they had to teach like English, history and geography. (ii) More than 75 per cent teachers had to take more than 30 periods per week; about 65 percent teachers spent more than an hour a day for correction work; and about 53 percent spent more than an hour a day in the preparation for teaching. (iii) There was not a single activity leading to professional growth performed by 50 percent or more of the teachers; the activity of attending courses attracted the highest number of teachers and research work attracted the lowest number of teachers. (iv) More than 25 percent teachers implemented new techniques in the classroom teaching; the three most frequently used techniques were: using audio-visual aids, individualized instruction, and group discussion. (v) Excepting the activity of becoming a member of professional associations, in all other professional activities the proportion of unmarried teachers was higher than that of married ones. (vi) According to teachers the reasons responsible for not doing any writing work contributing to the professional growth were lack of time due to the routine work of the school, lack of time due to the demanding home atmosphere and exhausting school work (vii) Three main reasons for not attending courses leading to the professional growth were want of opportunities, lack of knowledge of such courses and unwillingness to sacrifice vacation. (viii) Only 45 percent teachers were fully satisfied with their jobs. The reasons for dissatisfaction were mostly the crowded classes and the heavy workload. (ix) By and large, all the teachers were aware of the need to grow professionally, but they perceived shortage of time and lack of incentives as the main barriers for their growth.



### 2.3 OVERVIEW OF RELATED STUDIES

Different researches revealed different truths about the school teaching as a job. Research conducted by Agrawal, Y. P.(1988) confirmed that people are interested to join the teacher ship job for different reasons such as (i) connection with education till the end of the life. (ii) By joining teacher ship one can contribute to his/her country (iii) love for teaching. Chopra R.K. (1988) conducted a study on the status of teachers in India. His study reveals that institutions exist for different level of teacher education and recruitment procedure varies from state to state. Service conditions and rules were fairly uniform in different types of schools. Working facilities required improvement all over particularly in rural areas. Salary structures differed greatly from state to state. Teacher Education Institution differ from place to place. Another research conducted by Tanmaya Raj (2015) revealed that there is a significant decrease in the level of teacher's job satisfaction against different factors namely social status, working and living condition, promotion and professional development, opportunities, salary and accountability. Not crediting the salary in time demotivates the teacher. More over the excess of non-academic duties has worsened over a period of time. Study conducted John Macbeth (2012) revealed that if teachers have more autonomy they are more confident. Teachers are burden with excessive expectation from society at large. According to him the world despite globalisation is still very diverse in terms of education and teachers and their issues and priorities. Similarly research conducted by a team of Cambridge University in 2002 revealed that working condition and salary are the main concern in teaching profession and there is a huge gap in status between teaching profession and other leading professions like doctor, Engineer and lawyer etc. Research of Ray Sipra in 1992 found that professionally satisfied teachers had a favourable attitude towards pupil. So these researches have given tremendous understanding on the proposed topic to the researcher. According to these researchers, still problem is there in this field.

The standard of Teacher Education Institution and value of in service training could be found from the reviews of second group of related literature. Study conducted by Naseem S and Anas .N (2011) found that there were many problems concerning teacher education (i) Defects in selection procedure lead to deterioration of quality teacher (ii) deficiencies of small time provided for teacher's training. (iii) Problem of

practice teaching. Another study done by Bhonsle revealed that the course (i) was theoretical in nature (ii) One year duration is inadequate for the course. Another study done by Kaur (1988) found that in service education and training of teacher significantly contribute to the development of professional competency. All the teachers are aware of the need to grow professionally but they perceived shortage of time and lack of incentives as the main barriers for their growth.

#### **2.4 IMPLICATIONS FOR THE PRESENT STUDY**

So many researches have been done in the different areas of condition of school teaching job in different cities of india and also many years ago. More researches are necessary to know the current situation of job of school teachers. Most of the researches are survey .Investigator could not identify study on the view of school teaching profession in Vadodara city. Also the aspect of job satisfaction, working condition occurs in relation to school teaching profession is studied often. These projects have often informed the design of the present study and its tools.

## **CHAPTER -III**

### **METHODOLOGY**

#### **3.0 INTRODUCTION**

In this section, methodology adopted for the present study, details about statement of study, objectives, explanation of terms, sample, tools and analysis of data. This is the section of dissertation that explains how researcher carried out the research, where data comes from, what sort of data gathering technique researcher used. It implies philosophy of the research process. Methodology is selected on the basis of the objectives of the study.

#### **3.1 STATEMENT OF THE STUDY**

Title of the present study is as follows:

- A study on Status of Profession of School Teaching in Vadodara City

#### **3.2 OBJECTIVES OF THE STUDY**

1. To find out the view of students about the profession of school teaching.
2. To find out the view of working school teachers about their own profession.
3. To find out the view of other professionals about the profession of school teaching.

#### **3.3 EXPLANATION OF THE TERM**

##### **School Teacher**

For the present study, a school teacher is a professional who is employed in educational institutions recognized by Department of Education of Gujarat State which imparts education to the students from the class I to class XII. These institutions are called schools. The primary responsibility of a school teacher is to teach the students of the school as per the syllabus and directions of the supervising authorities of the school. Along with this the responsibility is to conduct curricular and co-curricular activities for the students.

**View**

This refers to the opinion and understanding regarding a particular aspect. For the purpose of study it refers to the opinion and understanding regarding the school teacher's profession.

**Status**

Status refers to the relative position, rank and prestige. With reference to the present study it refers to the social position, rank and prestige of a school teacher's profession.

**Profession of school teaching**

It refers to the profession of a teacher in the schools dealing with education of children from standard I to standard XII. These schools are under the jurisdiction of State Governments Education Departments

In its broadest sense, teaching is a process that facilitates learning. Teaching is the specialized application of knowledge, skills and attribute designed to provide unique service to meet the educational needs of the individual and of society. The choice of learning activities where by the goals of education are realised in the school is the responsibility of the teaching profession.

**3.4 DELIMITATION OF THE STUDY**

Study is delimited to the status of school teachers related to their professional life.

**3.5 DESIGN OF THE STUDY**

The researcher adopted survey method for the study.

**3.6 POPULATION OF THE STUDY**

The population for the study constituted the following:

All the students studying in class XI in schools of Vadodara city affiliated to different boards: Gujarat Higher Secondary School Education Board ( GHSSEB), Central Board of Secondary Education( CBSE) , Indian Certificate of Secondary Education (ICSE), and International-Baccalaureate ( IB) in the academic year 2014-15

All the teachers of schools in Vadodara city affiliated to different boards: GHSSEB, CBSE, ICSE, and IB in the academic year 2014-15

All the professionals- doctors, engineers, lawyers, chartered accountants and journalists – practicing independently and/or as employees of organization in Vadodara city in 2014-15.

### 3.7 SAMPLES AND SAMPLING TECHNIQUE.

#### Sample of students and teachers

The sample of students and teachers was identified by employing stratified sampling technique.

#### Sample of students

Various strata consisted of boards of affiliation, medium of instruction, aided and unaided school. A total of 460 number of students was identified. From each strata the number of sample identified was as follows:

**TABLE- 1 SAMPLE OF STUDENTS DRAWN FROM VARIOUS STRATA**

Numbr of Studens	GHSSEB						CBSE	IB	Total
	Hindi		English		Gujarati		English	English	
	Aided	Unaided	Aided	Un-aided	Aided	Unaided	Un-aided	Unaided	
	40	20	80	80	40	20	120	60	460

#### Sample of teachers

On the basis of the Figure 2 the sample of teachers in each category was identified randomly. The total number of sample of teachers was 120. This is diagrammatically presented in Table 2

**TABLE- 2 SAMPLE OF TEACHERS DRAWN FROM VARIOUS CATEGORIES**

Teachers	GSEB						CBSE	IB	Total
	Hindi	Hindi	English	English	Gujarati	Gujarati			120
	Aided	Unaided	Aided	Unaided	Aided	Unaided	Unaided	Unaided	
	10	10	20	30	10	10	20	10	

### **Sample of professionals**

Five categories of professionals were identified: Doctor, Engineer, Chartered Accountant, Lawyer and Journalist. From each category, ten professionals were randomly identified. Thus the total number of sample of professionals was fifty.

**TABLE- 3 SAMPLE OF PROFESSIONALS DRAWN FROM VARIOUS CATEGORIES**

<b>Doctor</b>	<b>Engineer</b>	<b>Chartered accountant</b>	<b>Lawyer</b>	<b>Journalist</b>	<b>Total</b>
10	10	10	10	10	50

### **3.8 TOOLS FOR DATA COLLECTION**

#### **1. Questionnaire for students**

Researcher prepared close and open ended questionnaire for students, teachers and other professionals on dimension of working condition, pay structure, autonomy, status of profession of school teaching, choice of career, various professions and Profession of school teaching.

Questionnaire set consisted of close ended and open ended questions, so views of students, teachers and professionals could be elicited from students, teachers and

professionals. It covered various dimensions of the problems in the profession of school teaching. This tool mainly focused on the three objectives of the study. Questionnaire for students, for teachers and professionals is attached in appendix 1,2, and 3 respectively.

### **3.9 VALIDATION OF TOOLS**

In the second stage of preparation of the tools, the prepared tool was presented to five experts, three internal experts and two external experts. The experts were professor in M.S University and Navrachana University. The list of experts is enclosed in the appendix. The tool was translated in Gujarati language by a Gujarati language expert. The suggestions given by experts were considered and whichever necessary was incorporated.

### **3.10 PILOT TRY OUT AND THE TOOL MODIFICATION**

In this step the researcher wanted to check whether the language was appropriate and that the sample could understand the question. Hence a pilot try out was carried out on five students, teachers and professionals who are not the part of the sample.

Having conducted the pilot try out the researcher concluded that the tool was suitable for the respondents and required no changes.

### **3.11 PROCESS OF DATA COLLECTION**

Researcher approached the principal of the schools identified under each category with the letter of permission from the principal of Navrachana University. As per the convenience of the school, whenever the appointment was given for data collection, the researcher administered the tool. Data for students and teachers was collected from the schools.

Similarly researcher approached different professionals, showed permission letter and told them about the research problem and requested them to give their valuable view on the topic. According to their convenience date was fixed, researcher provided questionnaire to be filled up by the sample and in this way data was collected.

### **3.12 PROCEDURE FOR DATA ANALYSIS**

The questionnaire had two types of questions: close ended and open ended.

The responses to close ended questions were analysed by means of frequency and percentage.

The responses for open ended question were analysed by using the technique of content analysis. The responses were read carefully. The major categories that emerged were noted and if these were repeated then it was calculated by frequency and percentage.



**TABLE-4 PROCEDURE FOR DATA ANALYSIS**

<b>Sr, no.</b>	<b>Objective</b>	<b>Source of Data</b>	<b>Nature of Data</b>	<b>Tool</b>	<b>Data Analysis</b>
1.	To find out the view of students about the school teachers.	Students of GSEB, CBSE, and IB board.	Qualitative	Questionnaire	The response to close-ended questions and open ended question was analysed by means of frequency and percentage.
2.	To find out the view of school teachers about their profession.	Teachers of GSEB, IB & CBSE Boards.	Qualitative	Questionnaire	The response for open-ended questions was analysed by using the technique of content analysis frequency and percentage
3.	.To find out the view of other professionals about the school teachers.	Professionals from Medicine, Law, Engineering & Chartered Accountant	Qualitative	Questionnaire.	The response for open-ended questions was analysed by using the technique of content analysis, frequency and percentages

## CHAPTER IV

### DATA ANALYSIS AND INTERPRETATION

#### 4.0 INTRODUCTION

The analysis and interpretation which is the most important aspect of research is presented in this chapter. Data were collected through the questionnaire. Data analysis is presented objective wise.

#### 4.1 ANALYSIS OF DATA ON THE BASIS OF OBJECTIVES

This study has three objectives. Analysis and interpretation was done on the basis of three objectives. These objectives were as follows:

- To find out the view of students about the profession of school teaching.
- To find out the view of working school teachers about their own profession.
- To find out the view of other professionals about the profession of school teaching.

##### 4.1.1 ANALYSIS AND INTERPRETATION OF DATA WITH RESPECT TO OBJECTIVE ONE

###### **View of school students about the profession of school teaching**

The objective was to know the view of students of different schools about School teaching as a profession.

The opinion of the school students towards school teaching as a profession was collected through a questionnaire which had close ended and open ended questions. The responses to the close ended questions were analysed by frequency and percentage. The number of respondents stating yes as the answer was counted and converted into percentage. Similarly the respondents stating no as the answer were counted and converted into percentage. The responses to the open ended questions were analysed by the technique of content analysis. The number of responses were read repeatedly and the points emerging were identified. There were 7 questions in the questionnaire. A total of 460 students were given the questionnaire.

- **Giving thought about one's own career**

90% of the respondents gave positive response by saying that they have already given a thought about the career they want to take up.

10% of the student respondents gave negative response by saying that they have not yet given a thought about the career they want to take up.

- **Taking decision on your own about studies and a career**

87% of the student respondents gave positive response by saying that they take decision on their own about studies and a career.

13% of the respondents gave negative response by saying that they do not take decision on their own about studies and a career.

- **Taking help of teachers or parents towards choice of a career**

In response to this question 100% respondents said "yes" they take help of their parents and teachers towards choice of a career.

- **Factors being given importance in choosing a career**

In response to this question, respondents gave many factors which they consider while making a career choice. They are :

- i) Salary
- ii) Interest.
- iii) Job Security
- iv) Satisfaction
- v) Pension, other employment facilities
- vi) Future Prospects
- vii) Working Condition
- viii) Status in Society
- ix) Parent choice

Factors which got 100% response from student respondent were salary and satisfaction.

- Rank profession in terms of preference of joining and give reasons for it.

With reference to order of preference of joining a job the data revealed the following about the ten professions.

**TABLE- 5 RANKING OF PROFESSIONS BY STUDENTS IN TERMS OF PREFERENCE OF JOINING**

<b>PROFESSION</b>	<b>BUSINESSMAN</b>	<b>CHARTERED ACCOUNTANT</b>	<b>DOCTOR</b>	<b>ENGINEER</b>	<b>FASHION DESIGNER</b>	<b>JOURNALIST</b>	<b>LAWYER</b>	<b>LECTURER</b>	<b>SCHOOL TEACHER</b>	<b>TV ANCHOR</b>
<b>1<sup>ST</sup> REFERENCE</b>	29%	24%	45%	35%	0%	6%	12%	4%	4%	12%
<b>2<sup>ND</sup> PREFERENCE</b>	17%	14%	26%	42%	2%	27%	15%	11%	2%	7%
<b>3<sup>RD</sup> REFERENCE</b>	13%	10%	15%	16%	12%	33%	26%	7%	5%	18%
<b>4<sup>TH</sup> REFERENCE</b>	5%	9%	6%	5%	6%	21%	9%	9%	4%	7%
<b>5<sup>TH</sup> REFERENCE</b>	15%	12%	8%	2%	7%	7%	14%	25%	7%	11%
<b>6<sup>TH</sup> REFERENCE</b>	16%	8%	0%	0%	9%	4%	7%	17%	12%	29%
<b>7<sup>TH</sup> REFERENCE</b>	5%	16%	0%	0%	23%	2%	14%	12%	27%	14%
<b>8<sup>TH</sup> REFERENCE</b>	0%	5%	0%	0%	12%	0%	3%	5%	28%	1%
<b>9<sup>TH</sup> REFERENCE</b>	0%	2%	0%	0%	25%	0%	0%	7%	11%	1%
<b>10<sup>TH</sup> PREFERENCE</b>	0%	0%	0%	0%	4%	0%	0%	3%	0%	0%

**The data presented in table five indicates the following:**

**FIRST PREFERENCE**

45% of student respondents gave first preference to Doctor as a profession.

35% of student respondents gave first preference to Engineer as a profession.

29% of student respondents gave first preference to Businessman as a profession.

24% of student respondents gave first preference to Chartered Accountant as a profession.

12% of student respondents gave first preference to Lawyer as a profession.

12% of student respondents gave first preference to T.V. Anchor as a profession.

6% of student respondents gave first preference to Journalist as a profession.

4% of student respondents gave first preference to Lecturer as a profession.

4% of student respondents gave first preference to School Teacher as a profession.

0% of student respondents gave first preference to Fashion Designer as a profession.

**SECOND PREFERENCE**

42% of student respondent gave second preference to Engineer as a profession.

27% of student respondent gave second preference to Journalist as a profession.

26% of student respondent gave second preference to Doctor as a profession.

17% of student respondent gave second preference to Businessman as a profession.

15% of student respondent gave second preference to Lawyer as a profession.

14% of student respondent gave second preference to Chartered Accountant as a profession.

11% of student respondent gave second preference to Lecturer as a profession.

7% of student respondent gave second preference to T.V. Anchor as a profession.

2% of student respondent gave second preference to Fashion Designer as a profession.

2% of student respondent gave second preference to School Teacher as a profession.

### **THIRD PREFERENCE**

33% of student respondent gave third preference to Journalist as a profession.

26% of student respondent gave third preference to Lawyer as a profession.

18% of student respondent gave third preference to TV Anchor as a profession.

16% of student respondent gave third preference to Engineer as a profession

15% of student respondent gave third preference to Doctor as a profession

13% of student respondent gave third preference to Businessman as a profession

12% of student respondent gave third preference to Fashion Designer as a profession

10% of student respondent gave third preference to Chartered Accountant as a profession

7% of student respondent gave third preference to Lecturer as a profession

5% of student respondent gave third preference to School teacher as a profession

### **FOURTH PREFERENCE**

21% of student respondent gave fourth preference to Journalist as a profession

9% of student respondent gave fourth preference to Lawyer as a profession

9% of student respondent gave fourth preference to Lecturer as a profession

9% of student respondent gave fourth preference to Chartered Accountant as a profession

7% of student respondent gave fourth preference to T. V. Anchor as a profession

6% of student respondent gave fourth preference to Doctor as a profession

6% of student respondent gave fourth preference to Fashion Designer as a profession

5% of student respondent gave fourth preference to Businessman as a profession

5% of student respondent gave fourth preference to Engineer as a profession

4% of student respondent gave fourth preference to School Teacher as a profession

#### **FIFTH PREFERENCE**

25% of student respondent gave fifth preference to Lecturer as a profession

15% of student respondent gave fifth preference to Businessman as a profession

14% of student respondent gave fifth preference to Lawyer as a profession

12% of student respondent gave fifth preference to Chartered Accountant as a profession

11% of student respondent gave fifth preference to T. V. Anchor as a profession

8% of student respondent gave fifth preference to Doctor as a profession

7% of student respondent gave fifth preference to Fashion Designer as a profession

7% of student respondent gave fifth preference to Journalist as a profession

7% of student respondent gave fifth preference to School Teacher as a profession

2% of student respondent gave fifth preference to Engineer as a profession

#### **SIXTH PREFERENCE**

29% of student respondent gave sixth preference to T.V. Anchor as a profession

17% of student respondent gave sixth preference to Lecturer as a profession

16% of student respondent gave sixth preference to Businessman as a profession

12% of student respondent gave sixth preference to School Teacher as a profession

9% of student respondent gave sixth preference to Fashion Designer as a profession

8% of student respondent gave sixth preference to Chartered Accountant as a profession

7% of student respondent gave sixth preference to Lawyer as a profession

4% of student respondent gave sixth preference to Journalist as a profession

0% of student respondent gave sixth preference to Doctor as a profession

0% of student respondent gave sixth preference to Engineer as a profession

### **SEVENTH PREFERENCE**

27% of student respondent gave seventh preference to School Teacher as a profession.

23% of student respondent gave seventh preference to Fashion Designer as a profession

16% of student respondent gave seventh preference to Chartered Accountant as a profession

14% of student respondent gave seventh preference to Lawyer as a profession

14% of student respondent gave seventh preference to T.V. Anchor as a profession

12% of student respondent gave seventh preference to Lecturer as a profession

5% of student respondent gave seventh preference to Businessman as a profession

2% of student respondent gave seventh preference to Journalist as a profession

0% of student respondent gave seventh preference to Doctor as a profession

0% of student respondent gave seventh preference to Engineer as a profession

### **EIGHTH PREFERENCE**

28% of student respondent gave eighth preference to School Teacher as a profession

12% of student respondent gave eighth preference to Fashion Designer as a profession



5% of student respondent gave eighth preference to Chartered Accountant as a profession

5% of student respondent gave eighth preference to Lecturer as a profession

3% of student respondent gave eighth preference to Lawyer as a profession

1% of student respondent gave eighth preference to T.V. Anchor as a profession

0% of student respondent gave eighth preference to Engineer as a profession

0% of student respondent gave eighth preference to Businessman as a profession

0% of student respondent gave eighth preference to Doctor as a profession

0% of student respondent gave eighth preference to Journalist as a profession

#### **NINTH PREFERENCE**

25% of student respondent gave ninth preference to Fashion Designer as a profession

11% of student respondent gave ninth preference to School Teacher as a profession

7% of student respondent gave ninth preference to Lecturer as a profession

2% of student respondent gave ninth preference Chartered Accountant as a profession

1% of student respondent gave ninth preference to T.V. Anchor as a profession

0% of student respondent gave ninth preference to Doctor as a profession

0% of student respondent gave ninth preference to Engineer as a profession

0% of student respondent gave ninth preference to Lawyer as a profession

0% of student respondent gave ninth preference to Businessman as a profession

0% of student respondent gave ninth preference to Journalist as a profession

#### **TENTH PREFERENCE**

4% of student respondent gave tenth preference to Fashion Designer as a profession

3% of student respondent gave tenth preference to lecturer as a profession

0% of student respondent gave tenth preference to school Teacher as a profession

0% of student respondent gave tenth preference to T.V. Anchor as a profession

0% of student respondent gave tenth preference to Journalist as a profession

0% of student respondent gave tenth preference to Engineer as a profession

0% of student respondent gave tenth preference to Doctor as a profession

0% of student respondent gave tenth preference to Lawyer as a profession

0% of student respondent gave tenth preference to Businessman as a profession

0% of student respondent gave tenth preference to Chartered Accountant as a profession.

- On the basis of the above data, it can be stated that the highest preference in terms of joining a profession, comprising of the first three ranks is given to the professions of Doctor, Engineer and Businessman by the student respondents.
- The lowest preference in terms of joining a profession comprising of the last three ranks is given to the professions of School Teacher, Lecturer and Fashion Designer by the student respondents.
- The preference of school teachers given by student respondent is 10<sup>th</sup>.

The reasons stated by respondents for ranking high to certain professions like Doctor, Engineer were related to salary, their own interest, future prospects in the profession, living standard in the society, facilities provided by the job, working environment in the work field, respect in the society and opportunity for personal growth.

- **Ranking of the professions by students according to its status in the society (from highest to lowest) and give reasons**

The data obtained from the analysis of question related to ranking of professions by students according to their status in society is presented in table seven.

**TABLE- 6 RANKING OF THE PROFESSIONS BY STUDENTS ACCORDING TO ITS STATUS IN THE SOCIETY**

PROFESSION	BUSINESSMAN	CHARTERED ACCOUNTANT	DOCTOR	ENGINEER	FASHION DESIGNER	JOURNALIST	LAWYER	LECTURER	SCHOOL TEACHER	TV ANCHOR
<b>1<sup>ST</sup> RANK</b>	24%	10 %	44%	15%	2 %	1%	1%	2%	2%	3 %
<b>2<sup>ND</sup> RANK</b>	12%	12%	27%	34%	3%	4%	4%	2%	4%	1%
<b>3<sup>RD</sup> RANK</b>	24%	24%	11%	18%	3%	4%	11%	4%	3%	3%
<b>4<sup>TH</sup> RANK</b>	18%	21%	6%	14%	6%	6%	18%	8%	4%	4%
<b>5<sup>TH</sup> RANK</b>	8%	16%	4%	5%	7%	15%	28%	11%	5%	7%
<b>6<sup>TH</sup> RANK</b>	5%	4%	2%	5%	15%	20%	14%	17%	12%	8%
<b>7<sup>TH</sup> RANK</b>	3%	6%	2%	3%	14%	21%	10%	14%	13%	12%
<b>8<sup>TH</sup> RANK</b>	2%	3%	1%	3%	15%	14%	7%	22%	17%	17%
<b>9<sup>TH</sup> RANK</b>	2%	2%	1%	1%	14%	11%	5%	16%	19%	18%
<b>10<sup>TH</sup> RANK</b>	2%	2%	2%	2%	21%	4%	2%	4%	21%	27%

**The data presented in table six indicates the following**

#### **FIRST RANK**

44% teacher respondents gave first rank to Doctor in terms of their status in the society.

24% student respondents gave first rank to Businessman in terms of their status in the society.

15% student respondents gave first rank to Engineer in terms of their status in the society.

10% student respondents gave first rank to Chartered Accountant in terms of their status in the society.

3% teacher respondents gave first rank to T.V.Anchor in terms of their status in the society.

2% teacher respondents gave first rank to School Teacher in terms of their status in the society.

2% teacher respondents gave first rank to Lecturer in terms of their status in the society

2% teacher respondents gave first rank to Fashion Designer in terms of their status in the society.

1% teacher respondents gave first rank to Lawyer in terms of their status in the society

1% teacher respondents gave first rank to Journalist in terms of their status in the society

## **SECOND RANK**

3% student respondents gave second rank to Engineer

27% student respondents gave second rank to Doctor

12% student respondents gave second rank to Businessman

12% student respondents gave second rank to Chartered Accountant

4% teacher respondents gave first rank to Lawyer in terms of their status in the society

4% teacher respondents gave first rank to Journalist in terms of their status in the society

4% teacher respondents gave first rank to School Teacher in terms of their status in the society

3% teacher respondents gave first rank to Fashion Designer in terms of their status in the society

2% teacher respondents gave first rank to Lecturer in terms of their status in the society

1% teacher respondents gave first rank to T.V. Anchor in terms of their status in the society

### **THIRD RANK**

24% student respondents gave Third rank to Businessman

24% student respondents gave Third rank to Chartered Accountant

18% student respondents gave Third rank to Engineer

11% student respondents gave Third rank to Doctor in terms of their status in the society

11% student respondents gave first rank to Lawyer in terms of their status in the society

4% teacher respondents gave first rank to Journalist in terms of their status in the society

4% student respondents gave first rank to Lecturer in terms of their status in the society

3% student respondents gave first rank to Fashion Designer in terms of their status in the society

3% student respondents gave first rank to School Teacher in terms of their status in the society

3% student respondents gave first rank to T.V. Anchor in terms of their status in the society

### **FORTH RANK**

21% student respondents gave fourth rank to Chartered Accountant

18 % student respondents gave fourth rank to Businessman

18% student respondents gave fourth rank to Lawyer

14% student respondents gave fourth rank to Engineer

8% student respondents gave forth rank to Lecturer in terms of their status in the society

6% student respondents gave forth rank to Doctor in terms of their status in the society

6% student respondents gave forth rank to Fashion Designer in terms of their status in the society

6% student respondents gave forth rank to Journalist in terms of their status in the society

4% student respondents gave forth rank to School Teacher in terms of their status in the society

4% student respondents gave forth rank to T.V. Anchor in terms of their status in the society

#### **FIFTH RANK**

28% student respondents gave forth rank to Lawyer in terms of their status in the society

16% student respondents gave forth rank to Chartered Accountant in terms of their status in the society

15% student respondents gave forth rank to Journalist in terms of their status in the society

11% student respondents gave forth rank to Lecturer in terms of their status in the society

8% student respondents gave forth rank to Businessman in terms of their status in the society

7% student respondents gave forth rank to T.V. anchor in terms of their status in the society

7% student respondents gave forth rank to Fashion Designer in terms of their status in the society

5% student respondents gave forth rank to School Teacher in terms of their status in the society

5% student respondents gave forth rank to Engineer in terms of their status in the society

4% student respondents gave forth rank to Doctor in terms of their status in the society

#### **SIXTH RANK**

20% student respondents gave sixth rank to Journalist in terms of their status in the society

17% student respondents gave sixth rank to Lecturer in terms of their status in the society

15% student respondents gave sixth rank to Fashion Designer in terms of their status in the society

14% student respondents gave sixth rank to Lawyer in terms of their status in the society

12% student respondents gave sixth rank to school Teacher in terms of their status in the society

8% student respondents gave sixth rank to T.V. Anchor in terms of their status in the society

5% student respondents gave sixth rank to Businessman in terms of their status in the society

5% student respondents gave sixth rank to Engineer in terms of their status in the society

4% student respondents gave sixth rank to Chartered Accountant in terms of their status in the society

2% student respondents gave sixth rank to Doctor in terms of their status in the society

### **SEVENTH RANK**

21% student respondents gave seventh rank to Journalist in terms of their status in the society

14% student respondents gave seventh rank to Lecturer in terms of their status in the society

14% student respondents gave seventh rank to Fashion Designer in terms of their status in the society

13% student respondents gave seventh rank to School Teacher in terms of their status in the society

12% student respondents gave seventh rank to T.V. Anchor in terms of their status in the society

10% student respondents gave seventh rank to Lawyer in terms of their status in the society

6% student respondents gave seventh rank to in terms Chartered Accountant of their status in the society

3% student respondents gave seventh rank to Businessman in terms of their status in the society

3% student respondents gave seventh rank to Engineer in terms of their status in the society



2% student respondents gave seventh rank to Doctor in terms of their status in the society

### **EIGHTH RANK**

22% student respondents gave eighth rank to Lecture in terms of their status in the society

17% student respondents gave eighth rank to T.V. Anchor in terms of their status in the society

17% student respondents gave eighth rank to School Teacher in terms of their status in the society

15% student respondents gave eighth rank to Fashion Designer in terms of their status in the society

14% student respondents gave eighth rank to Journalist in terms of their status in the society

7% student respondents gave eighth rank to Lawyer in terms of their status in the society

3% student respondents gave eighth rank to Chartered Accountant in terms of their status in the society

3% student respondents gave eighth rank to Engineer in terms of their status in the society

2% student respondents gave eighth rank to Businessman in terms of their status in the society

1% student respondents gave eighth rank to Doctor in terms of their status in the society

### **NINTH RANK**

19% student respondents gave ninth rank to School Teacher in terms of their status in the society

18% student respondents gave ninth rank to T.V. Anchor in terms of their status in the society

16% student respondents gave ninth rank to Lecturer in terms of their status in the society

14% student respondents gave ninth rank to Fashion Designer in terms of their status in the society

11% student respondents gave ninth rank to Journalist in terms of their status in the society

5% student respondents gave ninth rank to Lawyer in terms of their status in the society

2% student respondents gave ninth rank to Business man in terms of their status in the society

2% student respondents gave ninth rank to Chartered Accountant in terms of their status in the society

1% student respondents gave ninth rank to Doctor in terms of their status in the society

1% student respondents gave ninth rank to Engineer in terms of their status in the society

### **TENTH RANK**

27% student respondents gave tenth rank to TV Anchor in terms of their status in the society

21% student respondents gave tenth rank to School Teacher in terms of their status in the society

21% student respondents gave tenth rank to Fashion Designer in terms of their status in the society

4% student respondents gave tenth rank to Journalist in terms of their status in the society

4% student respondents gave tenth rank to Lecturer in terms of their status in the society

2% student respondents gave tenth rank to Lawyer in terms of their status in the society

2% student respondents gave tenth rank to Doctor in terms of their status in the society

2% student respondents gave tenth rank to Engineer in terms of their status in the society

2% student respondents gave tenth rank to Businessman in terms of their status in the society

2% student respondents gave tenth rank to Chartered Accountant in terms of their status in the society.

The reasons stated by respondents for ranking high to certain professions like Doctor, Engineer were related to salary, their own interest, future prospects in the profession, living standard in the society, facilities provided by the job, working environment in the work field, respect in the society and opportunity for personal growth.

- On the basis of the above data, it can be stated that the highest status comprising of the first three ranks is given to the professions of Doctor, Engineer and Businessman by the student respondents.
- The lowest status comprising of the last three ranks is given to the professions of School Lecturer, Fashion Designer and T.V. Anchor by the student respondents.
- The rank of school teachers given by student respondent is 7<sup>th</sup>.

- **Liking to be a school teacher.**

89% of student respondents have said no they would not like to be a school teacher.

11% of student respondents have said they would like to be a school teacher.

Reasons stated for not willing to be a school teacher were related to salary, status in society, personal ability to teach, their interest, having no autonomy in the work field, very hard work, no facilities, no scope for personal growth etc.

Reasons stated for willing to be a school teacher were related to opportunity for perpetual learning, respect in society, opportunity to contribute for your country, to be associated with a noble job, passion for teaching. Further opportunity for perpetual learning was explained as lifelong learning, associate with learning, opportunity to get knowledge forever. Respect in society was explained as respect from students, students look up to teachers. Opportunity to contribute for your country were explained as do something for your country, help your country. Passion for teaching were explained as love for teaching, liking for teaching and get happiness from teaching.

View of students about school teaching.

The view of students about school teaching that emerges from data analysis presented above is as follows:

Though most of the students had given a thought to choice of career and most of them going to make the choice on their own, the choice of school teaching profession was among the last three professions. In terms of the status school teaching profession also ranked low.

#### **4.1.2 ANALYSIS AND INTERPRETATION OF DATA WITH RESPECT TO OBJECTIVE TWO**

##### **View of school teachers about the profession of school teaching**

The opinion of the school teachers towards school teaching as a profession was collected through a questionnaire which had close ended and open ended questions. The responses to the close ended questions were analysed by frequency and percentage. The number of respondents stating yes as the answer was counted and converted into percentage. Similarly the respondents stating no as the answer were counted and converted into percentage. The responses to the open ended questions were analysed by the technique of content analysis. The number of responses were

read repeatedly and the points emerging were identified. Item wise analysis is presented below.

- **LIKING ONE'S JOB OF A SCHOOL TEACHER**

100% of the respondents were positive in their response.

The reasons stated for liking the job of a school teacher were: the job gives a lot of positivity, provides opportunity to learn from students and colleagues, time spent with children makes them happy, inclination towards academics and like sharing knowledge, it was a satisfying job.

- **SCHOOL TEACHER AS FIRST CHOICE OF CAREER**

86% of the respondents stated that school teacher was first choice of career.

The reasons stated for this were: Influenced by their school teacher, Teaching is their passion, One of the parents was a teacher, and teaching is an noble profession.

Remaining 14% stated that school teaching was not their first choice. The reasons for the same were following: Lack of freedom to work on your own, Lack of respect, less salary, Mundane job.

- **PROFESSION OF CHOICE IF GIVEN A CHANCE TO SHIFT FROM TEACHERSHIP IN A SCHOOL**

72% of the respondents said that they would like to continue as a teacher and not change to any other profession.

28% respondents indicated that they would like to shift to another profession. The professions they preferred to shift to were stated as:

- (i) Microbiologist
- (ii) Defence services
- (iii) Air Hostess
- (iv) Architect
- (v) Engineer
- (vi) Lawyer

- (vii) Hotel Industry
- (viii) Doctor
- (ix) Scientist
- (x) Administration

- **VIEW ABOUT TEACHING IN SCHOOL AS A CAREER**

Views of the respondents about teaching in a school as a career are stated as follows:

- (i) It is a noble job
- (ii) School teachers mould and shape students who are the future of the nation
- (iii) School teachers help inculcate values and discipline in students
- (iv) School teachers despite their contribution to the society are not getting the due status in society
- (v) School teachers are not paid adequately

- **RECOMMEND STUDENTS TO TAKE UP SCHOOL TEACHING AS A CAREER**

78% of the respondents replied negatively

22% of the respondents replied positively. The reasons as cited were:

- (i) This job will help children improve their patience
- (ii) The country needs good teachers
- (iii) It is the noblest profession 78% of respondents said no stating reasons as:
  - (i) School teachers are not well paid.
  - (ii) No scope for promotion.
  - (iii) School teachers do not get job facilities.
  - (iv) Students do not respect teachers.

- **SATISFACTION WITH WORKING CONDITION OF THEIR JOB**

11% of the respondents replied positively

89% of the respondents replied negatively. The reasons as cited were like:

- (i) Work pressure
- (ii) Expected to do non-teaching jobs as well
- (iii) School Teachers are made responsible for each and every act of the child 11% of the respondents said a yes giving the following reasons:
  - (i) Freedom to make lesson plans
  - (ii) Good facilities
  - (iii) Friendly environment
  - (iv) Co-operative colleague

- **SATISFACTION WITH SALARY STRUCTURE OF A SCHOOL TEACHER.**

78% of the respondents expressed their dissatisfaction with the salary received by them while 22% said their salary was satisfactory.

- **AUTONOMY OF A SCHOOL TEACHER IN SCHOOL**

68% percent of the respondents stated that they did not enjoy autonomy in school. The reasons given were as follows:

- (i) All their actions governed and limited by instructions from principal, coordinator or management body of the school

38% of the respondents said yes with the following reasons:

- (i) Allowed to make lesson plan
- (ii) Use of teaching methods as per choice

- **RANKING OF PROFESSION IN TERMS OF STATUS IN SOCIETY BY SCHOOL TEACHERS**

**TABLE- 7- RANKING OF DIFFERENT PROFESSIONS BY TEACHERS IN TERMS OF STATUS IN SOCIETY**

PROFESSION	BUSINESSMAN	CHARTERED ACCOUNTANT	DOCTOR	ENGINEER	FASHION DESIGNER	JOURNALIST	LAWYER	LECTURER	SCHOOL TEACHER	T V ANCHOR
1 <sup>ST</sup> RANK	28%	9 %	54%	18%	0%	2%	0%	2%	2 %	0 %
2 <sup>ND</sup> RANK	43%	17%	25%	30%	0%	4%	6%	12%	1%	0%
3 <sup>RD</sup> RANK	19%	20%	14%	6%	0%	5%	8%	11%	2%	0%
4 <sup>TH</sup> RANK	6%	33%	7%	3%	0%	20%	15%	9%	2%	0%
5 <sup>TH</sup> RANK	2%	8%	0%	3%	5%	13%	32%	14%	6%	4%
6 <sup>TH</sup> RANK	2%	8%	0%	0%	7%	27%	18%	19%	8%	7%
7 <sup>TH</sup> RANK	0%	3%	0%	0%	11%	9%	12%	17%	14%	11%
8 <sup>TH</sup> RANK	0%	1%	0%	0%	14%	17%	4%	5%	23%	19%
9 <sup>TH</sup> RANK	0%	1%	0%	0%	44%	2%	4%	8%	23%	22%
10 <sup>TH</sup> RANK	0%	0%	0%	0%	19%	1%	1%	3%	19%	37%

**The data in table seven indicates the following:**

### **FIRST RANK**

54% teacher respondents gave first rank to Doctors in terms of their status in the society.

28% teacher respondents gave first rank to Businessman in terms of their status in the society

18% teacher respondents gave first rank to Engineer in terms of their status in the society

9% teacher respondents gave first rank to Chartered Accountant in terms of their status in the society

2% teacher respondents gave first rank to Journalist in terms of their status in the society



2% teacher respondents gave first rank to Lecturer in terms of their status in the society

2% teacher respondents gave first rank to School Teacher in terms of their status in the society

0% teacher respondents gave first rank to Fashion Designer in terms of their status in the society

0% teacher respondents gave first rank to Lawyer in terms of their status in the society

0% teacher respondents gave first rank to T.V. Anchor in terms of their status in the society

## **SECOND RANK**

43% teacher respondents gave second rank to Businessman in terms of their status in the society

30% teacher respondents gave second rank to Engineer in terms of their status in the society

25% teacher respondents gave second rank to Doctor in terms of their status in the society

17% teacher respondents gave second rank to Chartered Accountant in terms of their status in the society

12% teacher respondents gave second rank to Chartered Lecturer in terms of their status in the society

6% teacher respondents gave second rank to Lawyer in terms of their status in the society

4% teacher respondents gave second rank to Journalist in terms of their status in the society

1% teacher respondents gave second rank to School Teacher in terms of their status in the society

0% teacher respondents gave second rank to Fashion Designer in terms of their status in the society

0% teacher respondents gave second rank to T.V. Anchor in terms of their status in the society

### **THIRD RANK**

46% teacher respondents gave third rank to Engineer in terms of their status in the society.

20% teacher respondents gave third rank to Chartered Accountant in terms of their status in the society

19% teacher respondents gave third rank to Businessman in terms of their status in the society

14% teacher respondents gave third rank to Doctor in terms of their status in the society

11% teacher respondents gave third rank to Lecturer in terms of their status in the society

8% teacher respondents gave third rank to Lawyer in terms of their status in the society

5% teacher respondents gave third rank to in terms of their status in Journalist the society

2% teacher respondents gave third rank to School Teacher in terms of their status in the society

0% teacher respondents gave third rank to T. V Anchor in terms of their status in the society

### **FOURTH RANK**

33% teacher respondents gave fourth rank to Chartered Accountant in terms of their status in the society.

20% teacher respondents gave fourth rank to Journalist in terms of their status in the society.

15% teacher respondents gave fourth rank to Lawyer in terms of their status in the society.

9% teacher respondents gave fourth rank to Lecturer in terms of their status in the society.

7% teacher respondents gave fourth rank to Doctor in terms of their status in the society.

6% teacher respondents gave fourth rank to Businessman in terms of their status in the society.

3% teacher respondents gave fourth rank to Engineer in terms of their status in the society.

2% teacher respondents gave fourth rank to School Teacher in terms of their status in the society.

0% teacher respondents gave fourth rank to Fashion Designer in terms of their status in the society.

0% teacher respondents gave fourth rank to T.V.Anchor in terms of their status in the society.

#### **FIFTH RANK**

32% teacher respondents gave fifth rank to Lawyer in terms of their status in the society.

14% teacher respondents gave fifth rank to Lecturer in terms of their status in the society.

13% teacher respondents gave fifth rank to Journalist in terms of their status in the society.

8% teacher respondents gave fifth rank to Chartered Accountant in terms of their status in the society.

6% teacher respondents gave fifth rank to School Teacher in terms of their status in the society.

5% teacher respondents gave fifth rank to Fashion Designer in terms of their status in the society.

4% teacher respondents gave fifth rank to T.V. Anchor in terms of their status in the society.

3% teacher respondents gave fifth rank to Engineer in terms of their status in the society.

2% teacher respondents gave fifth rank to Businessman in terms of their status in the society.

0% teacher respondents gave fifth rank to Doctor in terms of their status in the society.

### **SIXTH RANK**

27% teacher respondents gave sixth rank to Journalist in terms of their status in the society.

19% teacher respondents gave sixth rank to Lecturer in terms of their status in the society

18% teacher respondents gave sixth rank to Lawyer in terms of their status in the society

8% teacher respondents gave sixth rank to School Teacher in terms of their status in the society

8% teacher respondents gave sixth rank to Chartered Accountant in terms of their status in the society

7% teacher respondents gave sixth rank to Fashion Designer in terms of their status in the society

7% teacher respondents gave sixth rank to T.V. Anchor in terms of their status in the society

2% teacher respondents gave sixth rank to Businessman in terms of their status in the society

0% teacher respondents gave sixth rank to Doctor in terms of their status in the society

0% teacher respondents gave sixth rank to Engineer in terms of their status in the society

#### **SEVENTH RANK**

17% teacher respondents gave seventh rank to Lecturer in terms of their status in the society.

14% teacher respondents gave seventh rank to School Teacher in terms of their status in the society.

12% teacher respondents gave seventh rank to Lawyer in terms of their status in the society.

11% teacher respondents gave seventh rank to Fashion Designer in terms of their status in the society.

11% teacher respondents gave seventh rank to T.V Anchor in terms of their status in the society.

9% teacher respondents gave seventh rank to Journalist in terms of their status in the society.

3% teacher respondents gave seventh rank to Chartered Accountant in terms of their status in the society.

0% teacher respondents gave seventh rank to Businessman in terms of their status in the society.

0% teacher respondents gave seventh rank to Doctor in terms of their status in the society.

0% teacher respondents gave seventh rank to Engineer in terms of their status in the society.

### **EIGHTH RANK**

23% teacher respondents gave eighth rank to School Teacher in terms of their status in the society.

19% teacher respondents gave eighth rank to T.V Anchor in terms of their status in the society.

17% teacher respondents gave eighth rank to Journalist in terms of their status in the society.

14% teacher respondents gave eighth rank to Fashion Designer in terms of their status in the society.

5% teacher respondents gave eighth rank to Lecturer in terms of their status in the society.

4% teacher respondents gave eighth rank to Lawyer in terms of their status in the society.

1% teacher respondents gave eighth rank to Chartered Accountant in terms of their status in the society.

0% teacher respondents gave eighth rank to Doctor in terms of their status in the society.

0% teacher respondents gave eighth rank to Businessman in terms of their status in the society.

0% teacher respondents gave eighth rank to Engineer in terms of their status in the society.

### **NINTH RANK**

44% teacher respondents gave ninth rank to Fashion Designer in terms of their status in the society.

23% teacher respondents gave ninth rank to School Teacher in terms of their status in the society.

22% teacher respondents gave ninth rank to T.V Anchor in terms of their status in the society.

8% teacher respondents gave ninth rank to Lecturer in terms of their status in the society.

4% teacher respondents gave ninth rank to Lawyer in terms of their status in the society.

2% teacher respondents gave ninth rank to Journalist in terms of their status in the society.

1% teacher respondents gave ninth rank to Chartered Accountant in terms of their status in the society.

0% teacher respondents gave ninth rank to Doctor in terms of their status in the society.

0% teacher respondents gave ninth rank to Engineer in terms of their status in the society.

0% teacher respondents gave ninth rank to Businessman in terms of their status in the society.

## TENTH RANK

37% teacher respondents gave tenth rank to T.V Anchor in terms of their status in the society.

19% teacher respondents gave tenth rank to School Teacher in terms of their status in the society.

19% teacher respondents gave tenth rank to Fashion Designer in terms of their status in the society.

3% teacher respondents gave tenth rank to Lecturer in terms of their status in the society.

1% teacher respondents gave tenth rank to Lawyer in terms of their status in the society.

1% teacher respondents gave tenth rank to Journalist in terms of their status in the society.

0% teacher respondents gave tenth rank to Business Man in terms of their status in the society.

0% teacher respondents gave tenth rank to Chartered Accountant in terms of their status in the society.

0% teacher respondents gave tenth rank to Doctor in terms of their status in the society.

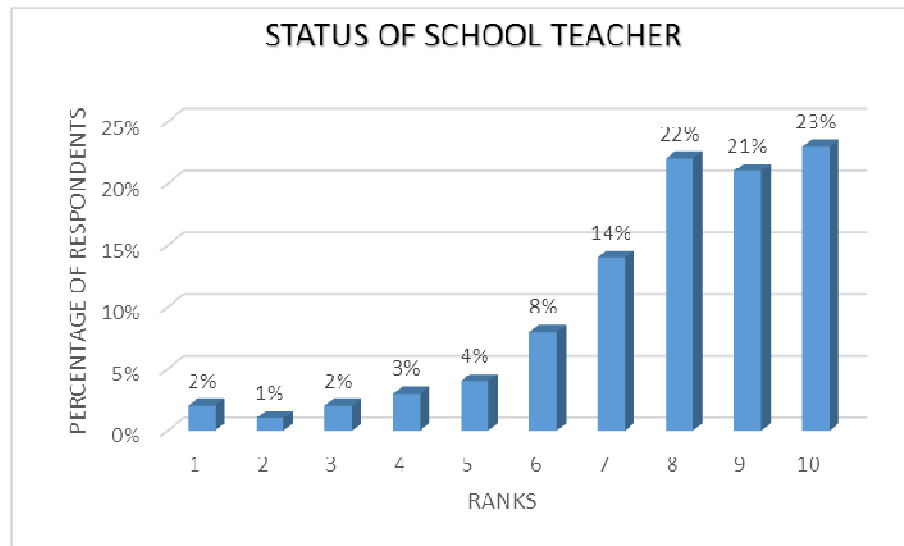
0% teacher respondents gave tenth rank to Engineer in terms of their status in the society.

- On the basis of the above data, it can be stated that the highest status comprising of the first three ranks is given to the professions of, Engineer, Doctor and Businessman by the school teachers.
- The lowest status comprising of the last three ranks is given to the professions of School Teacher, Fashion Designer and T.V. Anchor by the school teachers.



- The rank of school teachers given by school teachers themselves is 8<sup>th</sup>.

On the basis of data given in table seven, the data regarding status of school teacher as viewed by school teachers is presented in figure one



**Figure -1 Graphical presentation of status of school teachers as viewed by school teachers.**

Figure one shows how many percentage of teacher respondents gave what rank in terms of status in the society to school teaching profession.

2% teacher respondents gave first rank to School Teacher in terms of their status in the society.

1% teacher respondents gave second rank to School Teacher in terms of their status in the society.

2% teacher respondents gave third rank to School Teacher in terms of their status in the society.

3% teacher respondents gave fourth rank to School Teacher in terms of their status in the society.

4% teacher respondents gave fifth rank to School Teacher in terms of their status in the society.

8% teacher respondents gave sixth rank to School Teacher in terms of their status in the society.

14% teacher respondents gave seventh rank to School Teacher in terms of their status in the society.

22% teacher respondents gave eighth rank to School Teacher in terms of their status in the society.

21% teacher respondents gave ninth rank to School Teacher in terms of their status in the society.

23% teacher respondents gave tenth rank to School Teacher in terms of their status in the society.

Based on this data school teacher's profession as ranked by school teachers themselves in the first five position was only 12% and in the last three was 66%. Thus it was viewed low by school teachers themselves also.

- **NEED OF IMPROVEMENT IN STATUS OF SCHOOL TEACHERS IN SOCIETY**

100% respondents replied "yes" that the status of profession of school teaching needs improvement. The reasons stated by them were mainly two: (i) related to salary and (ii) related to preparation of more quality teachers.

The reasons related to salary were explained as follows: as the salary of the school teachers is low it reflects the low status of the school teachers, as the salary of the school teachers is low so students with good academic career are preferring not to take up this profession.

The reason related to preparation of quality teacher was explained as follows: a lot depends on quality of teachers as the future of the society depends on them therefore their status should be improved.

- **WAYS TO IMPROVE STATUS OF A SCHOOL TEACHER IN THE SOCIETY**

Suggestion to improve the status of a teacher in the society were : related to salary, working condition, better perks, respect in society, in service training and improved curriculum for Teacher Education Institution.

These suggestions were explained as follows: as school teachers deliver a very responsible and vital duty that is mould and shape of the life of the students they deserve a good salary and perks. The improved working condition would give satisfaction to school teachers so they can disperse quality service. If improved curriculum is provided in the Teacher Education Institution then more quality teacher candidates will be produced. In service training will improve their standard and professionalism and make them knowledgeable. If all these things fall into place automatically their status and respect will go up in the society.

### **Interpretation**

The above data analysis can be interpreted as the school teachers like their profession. In comparison to the other professions the school teachers consider their profession lower to other professions thus not enjoying a high status. Major reasons for low status and ways to improve school teacher profession is related to low salary, need to improve working conditions and improved professional preparation.

#### **4.1.3 ANALYSIS AND INTERPRETATION OF DATA WITH RESPECT TO OBJECTIVE THREE-**

##### **View of different professionals about the profession of school teaching**

The objective was to know the view of other professionals of different schools about School teaching as a profession.

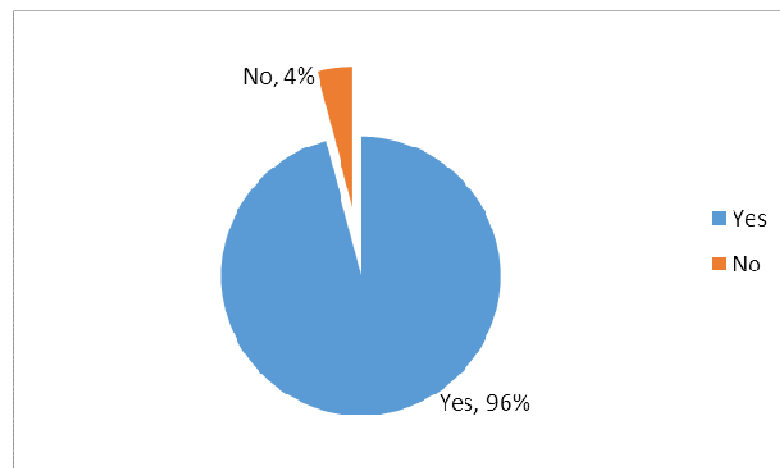
The opinion of the other professionals towards school teaching as a profession was collected through a questionnaire which had close ended and open ended questions. The responses to the close ended questions were analysed by frequency and percentage. The number of respondents stating yes as the answer was counted and converted into percentage. Similarly the respondents stating no as the answer were counted and converted into percentage. The responses to the open ended questions were analysed by the technique of content analysis. The number of responses were

read repeatedly and the points emerging were identified. There were 8 questions in the questionnaire. A total of 50 other professionals were given the questionnaire.

#### 4.1.3.1 ANALYSIS AND INTERPRETATION

- **Choice of profession**

The data obtained from the question number two was analysed statistically and represented in the graph figure two.



**FIGURE 2 : FIRST CHOICE OF CAREER BY PROFESSIONALS OTHER THAN SCHOOL TEACHERS**

96% of the profession respondents stated that whatever professions they have opted for are their first choice.

- **Ranking of professions by professionals according to their status in the society**

The data obtained from the analysis of question number two has been presented in a tabular form by the researcher in table eight

With reference to ranking of professions according to their status, the data revealed the following.....

**TABLE- 8 RANKING OF PROFESSIONS BY PROFESSIONALS  
ACCORDING TO THEIR STATUS IN THE SOCIETY**

PROFESSION	BUSINESSMAN	CHARTERED ACCOUNTANT	DOCTOR	ENGINEER	FASHION DESIGNER	JOURNALIST	LAWYER	LECTURER	SCHOOL TEACHER	T V ANCHOR
1 <sup>ST</sup> PREFERENCE	24%	0%	60%	0%	0%	0%	8%	0%	2%	0%
2 <sup>ND</sup> PREFERENCE	10%	20%	28%	18%	0%	0%	10%	2%	10%	2%
3 <sup>RD</sup> PREFERENCE	24%	26%	4%	34%	0%	6%	4%	4%	0%	2%
4 <sup>TH</sup> PREFERENCE	12%	32%	4%	16%	2%	2%	14%	12%	2%	10%
5 <sup>TH</sup> PREFERENCE	8%	6%	0%	12%	2%	24%	22%	14%	12%	4%
6 <sup>TH</sup> PREFERENCE	6%	2%	2%	2%	6%	16%	12%	18%	18%	14%
7 <sup>TH</sup> PREFERENCE	10%	4%	2%	6%	18%	12%	6%	20%	24%	0%
8 <sup>TH</sup> PREFERENCE	6%	2%	0%	6%	24%	14%	10%	22%	6%	10%
9 <sup>TH</sup> PREFERENCE	0%	8%	0%	4%	26%	14%	10%	8%	10%	16%
10 <sup>TH</sup> PREFERENCE	0%	0%	0%	2%	22%	12%	4%	0%	16%	42%

**The data in table eight indicates the following:**

#### **FIRST RANK**

60% professional respondents gave first rank to Doctors in terms of their status in the society.

24% professional respondents gave first rank to Businessman in terms of their status in the society.

8% professional respondents gave first rank to Lawyer in terms of their status in the society.

2% professional respondents gave first rank to School Teacher in terms of their status in the society.

0% professional respondents gave first rank to Chartered Accountant in terms of their status in the society.

0% professional respondents gave first rank to Engineer in terms of their status in the society.

0% professional respondents gave first rank to Fashion Designer in terms of their status in the society.

0% professional respondents gave first rank to Journalist in terms of their status in the society.

0% professional respondents gave first rank to Lecturer in terms of their status in the society.

0% professional respondents gave first rank to T.V Anchor in terms of their status in the society.

## **SECOND RANK**

28% professional respondents gave second rank to Doctor in terms of their status in the society.

20% professional respondents gave second rank to Chartered Accountant in terms of their status in the society.

18% professional respondents gave second rank to Engineer in terms of their status in the society.

10% professional respondents gave second rank to Businessman in terms of their status in the society.

10% professional respondents gave second rank to Lawyer in terms of their status in the society.

10% professional respondents gave second rank to School Teacher in terms of their status in the society.

2% professional respondents gave second rank to Lecturer in terms of their status in the society.

2% professional respondents gave second rank to T.V. Anchor in terms of their status in the society.

0% professional respondents gave second rank to Journalist in terms of their status in the society.

0% professional respondents gave second rank to Fashion Designer in terms of their status in the society.

### **THIRD RANK**

34% professional respondents gave third rank to Engineer in terms of their status in the society.

26% professional respondents gave second rank to Chartered Accountant in terms of their status in the society.

24% professional respondents gave second rank to Businessman in terms of their status in the society.

6% professional respondents gave second rank to Journalist in terms of their status in the society.

4% professional respondents gave second rank to Doctor in terms of their status in the society.

4% professional respondents gave second rank to Lawyer in terms of their status in the society.

4% professional respondents gave second rank to Lecturer in terms of their status in the society.

% professional respondents gave second rank to T.V. Anchor in terms of their status in the society.

0% professional respondents gave second rank to Fashion Designer in terms of their status in the society.

0% professional respondents gave second rank to School Teacher in terms of their status in the society.

#### **FOURTH RANK**

32% teacher respondents gave fourth rank to Chartered Accountant in terms of their status in the society.

16% teacher respondents gave fourth rank to Engineer in terms of their status in the society.

14% teacher respondents gave fourth rank to Lawyer in terms of their status in the society.

12% teacher respondents gave fourth rank to Lecturer in terms of their status in the society.

12% teacher respondents gave fourth rank to Businessman in terms of their status in the society.

10% teacher respondents gave fourth rank to T.V. Anchor in terms of their status in the society.

4% teacher respondents gave fourth rank to Doctor in terms of their status in the society.

2% teacher respondents gave fourth rank to Fashion Designer in terms of their status in the society.

2% teacher respondents gave fourth rank to School Teacher in terms of their status in the society.



2% teacher respondents gave fourth rank to Journalist in terms of their status in the society.

### **FIFTH RANK**

24% teacher respondents gave fifth rank to Journalist in terms of their status in the society.

22% teacher respondents gave fifth rank to Lawyer in terms of their status in the society

14% teacher respondents gave fifth rank to Lecturer Teacher in terms of their status in the society

12% teacher respondents gave fifth rank to School Teacher in terms of their status in the society

12% teacher respondents gave fifth rank to Engineer in terms of their status in the society

8% teacher respondents gave fifth rank to Businessman in terms of their status in the society

6% teacher respondents gave fifth rank to Chartered Accountant in terms of their status in the society

4% teacher respondents gave fifth rank to T.V. Anchor in terms of their status in the society

2% teacher respondents gave fifth rank to Fashion Designer in terms of their status in the society

0% teacher respondents gave fifth rank to Doctor in terms of their status in the society

**SIXTH RANK**

18% teacher respondents gave sixth rank to School Teacher in terms of their status in the society.

18% teacher respondents gave sixth rank to Lecturer in terms of their status in the society.

16% teacher respondents gave sixth rank to Journalist in terms of their status in the society.

14% teacher respondents gave sixth rank to T.V. Anchor in terms of their status in the society.

12% teacher respondents gave sixth rank to Lawyer in terms of their status in the society.

6% teacher respondents gave sixth rank to Businessman in terms of their status in the society.

6% teacher respondents gave sixth rank to Fashion Designer in terms of their status in the society.

2% teacher respondents gave sixth rank to Doctor in terms of their status in the society.

2% teacher respondents gave sixth rank to Chartered Accountant in terms of their status in the society.

2% teacher respondents gave sixth rank to Engineer in terms of their status in the society.

**SEVENTH RANK**

24% teacher respondents gave seventh rank to School Teacher in terms of their status in the society.

20% teacher respondents gave seventh rank to lecturer in terms of their status in the society.

18% teacher respondents gave seventh rank to Fashion Designer in terms of their status in the society.

12% teacher respondents gave seventh rank to Journalist in terms of their status in the society.

10% teacher respondents gave seventh rank to Businessman in terms of their status in the society.

6% teacher respondents gave seventh rank to Engineer in terms of their status in the society.

6% teacher respondents gave seventh rank to Lawyer in terms of their status in the society.

4% teacher respondents gave seventh rank to Chartered Accountant in terms of their status in the society.

2% teacher respondents gave seventh rank to Doctor in terms of their status in the society.

0% teacher respondents gave seventh rank to T.V. Anchor in terms of their status in the society.

### **EIGHTH RANK**

24% teacher respondents gave eighth rank to Fashion Designer in terms of their status in the society.

22% teacher respondents gave eighth rank to Lecturer in terms of their status in the society.

14% teacher respondents gave eighth rank to Journalist in terms of their status in the society.

10% teacher respondents gave eighth rank to T.V Anchor in terms of their status in the society.

10% teacher respondents gave eighth rank to Lawyer in terms of their status in the society.

6% teacher respondents gave eighth rank to Engineer in terms of their status in the society.

6% teacher respondents gave eighth rank to Businessman in terms of their status in the society.

6% teacher respondents gave eighth rank to School Teacher in terms of their status in the society.

2% teacher respondents gave eighth rank to Chartered Accountant in terms of their status in the society.

0% teacher respondents gave eighth rank to Doctor in terms of their status in the society.

#### **NINTH RANK**

26% teacher respondents gave ninth rank to Fashion Designer in terms of their status in the society.

16% teacher respondents gave ninth rank to T.V Anchor in terms of their status in the society.

14% teacher respondents gave ninth rank to Journalist in terms of their status in the society.

10% teacher respondents gave ninth rank to School Teacher in terms of their status in the society.

10% teacher respondents gave ninth rank to Lawyer in terms of their status in the society.

8% teacher respondents gave ninth rank to Lecturer in terms of their status in the society.

8% teacher respondents gave ninth rank to Chartered Accountant in terms of their status in the society.

4% teacher respondents gave ninth rank to Engineer in terms of their status in the society.

0% teacher respondents gave ninth rank to Doctor in terms of their status in the society.

0% teacher respondents gave ninth rank to Businessman in terms of their status in the society.

### **TENTH RANK**

42% professional respondents gave tenth rank to Teacher in terms of their status in the society.

22% professional respondents gave tenth rank to Fashion Designer in terms of their status in the society.

16% professional respondents gave tenth rank to School Teacher in terms of their status in the society.

12% professional respondents gave tenth rank to Journalist in terms of their status in the society.

4% professional respondents gave tenth rank to Lawyer in terms of their status in the society.

2% professional respondents gave tenth rank to Engineer in terms of their status in the society.

0% professional respondents gave tenth rank to Lecturer in terms of their status in the society.

0% professional respondents gave tenth rank to Doctor in terms of their status in the society.

0% professional respondents gave tenth rank to Chartered Accountant in terms of their status in the society.

0% professional respondents gave tenth rank to Businessman in terms of their status in the society.

### **Interpretation**

The first five highest preference were given to professions like Doctor, Businessman, Engineer, Chartered Accountant, And Lawyer. According to respondents these professionals have high status in the society.

The five lowest preference were for profession like Fashion Designer, School Teacher, Lecturer, Journalist, and T. V. Anchor.

### **Reasons**

The reasons stated by respondents for giving highest preference were as follows

- These professions are highly paid
- These professions have high status in the society.
- They have a good standard of life.
- They contribute positively to the society.

The reasons stated by respondents for giving lowest preference were as follows.

- All professionals of these profession do not get a standard salary. Some only who get success in these professions could earn a good amount of money.
- These professionals have lower status compare to professionals like engineer, doctor and lawyer.

- **View about school teacher as a profession**

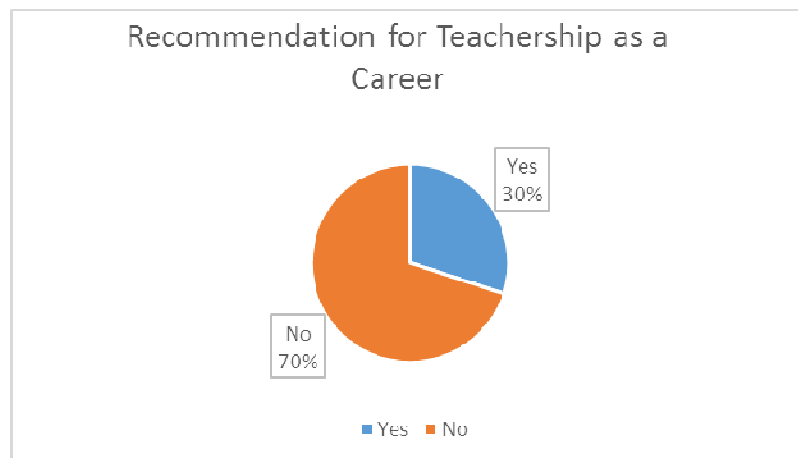
100% of professional respondents considered school teaching job as a respectable and noble profession. The reasons given for the profession of school teaching as respectable are as follows:

- Teachers impart knowledge to students.

- Teachers inculcate values in the students.
- Teachers give guidance about future career to students.
- Teachers shape up the minds of the students who are the future citizens of the country.

But at the same time they were of the view that school teachers are not getting due respect as they deserve according to their contribution. Respondents stated that school teachers did an important job by imparting knowledge to the students.

- Recommending your children to take up teacher-ship in school as a career by professionals.



**FIGURE - 3 RECOMMENDING OWN CHILDREN TO TAKE UP TEACHERSHIP IN A SCHOOL AS A CAREER BY PROFESSIONALS**

70% respondent would not recommend their children to take up school teaching job as a career.

30% professional respondent would like to recommend their children to take up school teaching job as a career.

Reasons stated for not recommending school teaching job as a career were as follows:

- Low salary

- No job facilities
- No future prospects
- No status in the society

Reasons stated for recommending school teaching job as a career were as follows:

- Noble job
- Life long learning
- Get an opportunity to do something for the country
- **Ranking of professions by professionals in terms of their contribution to the society**

In response to question number five professional respondents gave different ranks to nine professions in terms of their contribution to the society. The data was tabulated.

**TABLE-9 RANKING OF PROFESSIONS BY PROFESSIONAL IN TERMS OF THEIR CONTRIBUTION TO THE SOCIETY**

PROFESSION	BUSINESSMAN	CHARTERED ACCOUNTANT	DOCTOR	ENGINEER	FASHION DESIGNER	JOURNALIST	LAWYER	SCHOOL TEACHER	TV ANCHOR
1 <sup>ST</sup> RANK	26%	0%	42%	0%	0%	0%	8%	26%	0%
2 <sup>ND</sup> RANK	14%	2%	42%	8%	0%	4%	12%	20%	0%
3 <sup>RD</sup> RANK	20%	22%	12%	28%	0%	5%	12%	0%	4%
4 <sup>TH</sup> RANK	6%	32%	2%	33%	0%	4%	2%	18%	4%
5 <sup>TH</sup> RANK	16%	8%	2%	10%	0%	22%	24%	8%	9%
6 <sup>TH</sup> RANK	8%	12%	0%	6%	8%	22%	20%	4%	16%
7 <sup>TH</sup> RANK	4%	14%	0%	2%	35%	28%	10%	0%	7%
8 <sup>TH</sup> RANK	2%	4%	0%	13%	17%	11%	10%	14%	31%
9 <sup>TH</sup> RANK	4%	6%	0%	0%	40%	4%	2%	10%	29%



**The data in table nine indicates the following:**

**FIRST RANK**

42 %professional respondents have ranked doctor at number one.

26% professional respondent have ranked teacher at number one.

26% professional respondents have ranked businessman at number one.

8% professional respondents have ranked Lecturer at number one.

0% professional respondents have ranked Chartered Accountant at number one.

0% professional respondents have ranked Engineer at number one.

0% professional respondents have ranked Fashion Designer at number one.

0% professional respondents have ranked Lawyer at number one.

0% professional respondents have ranked Journalist at number one.

0% professional respondents have ranked T.V Anchor at number one.

**SECOND RANK**

42%professional respondents have ranked doctor at number two.

20%professional respondents have ranked T.V Anchor at number two

14%professional respondent has ranked Businessman at number two.

12%professional respondent has ranked Lawyer at number two.

8%professional respondent have ranked Engineer at number two.

4%professional respondent have ranked Journalist at number two.

2%professional respondent have ranked Chartered Accountant at number two.

0%professional respondent have ranked Teacher at number two.

0%professional respondent have ranked Fashion Designer at number two.

### **THIRD RANK**

28%professional respondents have ranked Engineer at number three.

22%professional respondents have ranked chartered accountant at number three

20%professional respondents have ranked Businessman at number three.

12%professional respondents have ranked Doctor at number three

12%professional respondents have ranked Lawyer at number three

5%professional respondents have ranked journalist at number three

4%professional respondents have ranked school teacher at number three

0%professional respondents have ranked fashion Designer at number three

0%professional respondents have ranked T.V. Anchor at number three

### **FOURTH RANK**

33%professional respondents have ranked engineer at number four.

32%professional respondents have ranked chartered accountant at number four.

18%professional respondents have ranked T.V Anchor at number four.

6%professional respondents have ranked Businessman at number four.

4%professional respondents have ranked Teacher at number four.

4%professional respondents have ranked Journalist at number four.

2%professional respondents have ranked Lawyer at number four.

2%professional respondents have ranked Doctor at number four.

0%professional respondents have ranked Fashion Designer at number four.

**FIFTH RANK**

24% professional respondents have ranked lawyer at number five

22% professional respondents have ranked journalist at number five.

16% professional respondents have ranked Businessman at number five.

10% professional respondents have ranked Engineer at number five.

9% professional respondents have ranked Teacher at number five.

8% professional respondents have ranked TV Anchor at number five.

8% professional respondents have ranked Chartered Accountant at number five.

2% professional respondents have ranked Doctor at number five.

0% professional respondents have ranked Fashion Designer at number five.

**SIXTH RANK**

22% have ranked Journalist at number six by professional respondents.

20% have ranked Lawyer at number six by professional respondents.

16% have ranked Teacher at number six by professional respondents.

12% have ranked Chartered Accountant at number six by professional respondents.

8% have ranked Fashion Designer at number six by professional respondents.

8% have ranked Businessman at number six by professional respondents.

6% have ranked Engineer at number six by professional respondents.

4% have ranked T. V. Anchor at number six by professional respondents.

0% has ranked Doctor at number six by professional respondents.

**SEVENTH RANK**

35% have ranked Fashion Designer at number seven by professional respondents.

28% have ranked Journalist at number five by professional respondents.

14% have ranked Chartered Accountant at number five by professional respondents.

10% have ranked Lawyer at number five by professional respondents.

7% have ranked Teacher at number five by professional respondents.

4% have ranked Businessman at number five by professional respondents.

2% have ranked Engineer at number five by professional respondents.

0% has ranked Doctor at number five by professional respondents.

0% has ranked T. V. Anchor at number five by professional respondents.

**EIGHTH RANK**

31% have ranked Teacher at number eight by professional respondents.

17% have ranked Fashion Designer at number eight by professional respondents.

14% have ranked T. V, Anchor at number eight by professional respondents.

13% have ranked Engineer at number eight by professional respondents.

11% have ranked Journalist at number eight by professional respondents.

10% have ranked Lawyer at number eight by professional respondents.

4% have ranked Chartered Accountant at number eight by professional respondents.

2% have ranked Businessman at number eight by professional respondents.

0% has ranked Doctor at number eight by professional respondents.

0% has ranked Fashion Designer at number five by professional respondents.

## **NINTH RANK**

40% have ranked Fashion Designer at number nine by professional respondents.

29% have ranked Teacher at number nine by professional respondents.

10% have ranked T, V. Anchor at number nine by professional respondents.

6% have ranked Chartered Accountant at number nine by professional respondents.

4% have ranked Businessman at number nine by professional respondents.

4% have ranked Journalist at number nine by professional respondents.

2% have ranked Lawyer at number nine by professional respondents.

0% has ranked Doctor at number nine by professional respondents.

0% has ranked Engineer at number nine by professional respondents.

## **Interpretation**

After analysing the data in table nine it is found that the respondents gave Doctors the first rank in terms of the contribution to the society. Besides Doctor they gave first rank to Businessman and School Teachers in terms of contribution to the society. So the School Teachers were considered as one of the main contributors to the society by the professional respondents.

- **Status of school teachers in the society in comparison with other professionals**

87% of the respondents have stated that school teachers have a status lower than that of the other professionals. Reasons given for this were as follows.

- School teachers get low salary that reflect their low status.
- Teachers are not living up to the required standard so they have a low status.
- New generations have no respect for teachers so they have low status.

13% respondents have stated that school teachers have good status in the society. Reasons given for this were as follows.

- Everyone wants their children to be educated in a good manner so respecting teacher in a society is reflection of that.
- School teachers are guru so they have status in the society.
- **Salary of teachers**

In response to question number eight 80% of professional respondents mentioned that school teachers are not getting salary according to their contribution. Reasons given for the same were as follows.

- Respondents were of view that teaching does not involve critical skills and computer skills of an engineer, doctor or scientist so they are not well paid.
- Respondents were of view that as school teachers are not valued so they do not get good salary.
- **Neglect of school teachers by society**

Analysis of the data attained from the question number eight revealed that 76% of the respondents considered the teachers are neglected in the society. The reasons given were as follows:

- School teachers are not adequately paid.
- School Teachers do not have autonomy in their work field.
- School Teachers do not have respect in the society.

24% respondent stated that school teachers were not neglected in the society. The reasons they have stated were as follows:

- As they do noble job so they are always respected in the society
- They are guru so they are not neglected.

### **Interpretation**

The view of other professionals about the school teaching professions can be stated that it is not a preferred profession and they would not recommend their children to take up this career. The major reasons for this was low salary. Majority of other professionals state that school teachers are neglected in society. However school teachers role as a contributor to society was recognized.

## CHAPTER –V

### SUMARRY

#### 5.0 IMPORTANCE OF TEACHERS

It is widely acknowledged that teachers play a pivotal role in shaping up future citizens of the society. There is overwhelming agreement that teachers have a huge influence on people's lives, and that teaching is an important, honourable and respected profession. Everyone agrees that teaching is a career where you can make a difference that is rewarding because you are shaping young minds. These are potentially the greatest attractions to a career in teaching.

The American Commission (2013) rightly observes, "The quality of a nation depends upon quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than on the single factor, upon the quality of their teacher." As stated by National Council for Teacher Education (NCTE 1998) Quality Concerns in Secondary Teacher Education, the teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage. According to United Nations, Educational, Scientific and Cultural Organisation, UNESCO, (2005), good teachers are the cornerstone of quality education. On a daily basis, teachers contribute to sustainable development by building its human foundation – nurturing each child's capacity and desire to learn. Without teachers, Education for All (EFA) by 2015 would be an unobtainable dream. Teachers create hope for tomorrow. Teachers are at the very heart of UNESCO's work. Each day, over 60 million teachers care for one billion children, cultivating their souls and minds. Any process that attempts to improve the quality of education promote peace and harmony and eliminate discrimination requires teachers. Teachers work with children who will be the leaders of tomorrow.

All leaders of the nations, educationists, and policy makers are aware of the fact that the school teachers are the important agent to bring the social and economic progress to a nation. In different occasions, in different forums of the world they have been

reported about the importance of the school teachers. Some extracts about the importance of the teachers mentioned by different policy and report are given below.

### **5.1 POLICY RECOMMENDATION ON TEACHERS**

Importance of teaching force can be seen in the report of Education and National Development, ( N&D). Dr. D S Kothari, its chairman comprehensively addressed most aspects of teacher management, motivation and performance. The report noted:

- “There should be no teacher at the primary stage who has not completed the secondary school course and does not have two years of training;
- It is necessary to improve promotional prospects in order to attract and retain talent;
- Qualified and trained teachers in primary schools should be considered for promotion as headmasters and inspectors of schools;
- Salaries should be reviewed every five years and dearness allowances (linked to the cost of living index) should be the same as other government servants at the same salary;
- The government must establish a welfare fund;
- Retirement benefits, based on the principles of uniformity and parity, must be provided along with a high rate of interest on provident fund of teachers;
- Minimum facilities required for efficient work must be provided (no details) – residential accommodation in rural areas;
- Teachers in tribal areas should be given special allowances, residential accommodation and provision for education of their children in residential schools;
- National awards;
- Remove the isolation of teacher training from ground situations.”

This report has been the reference point for all subsequent work on teachers in India.

- The NPE 1986 devotes a section on “The Teacher”:  
“The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. The government and the



community should endeavour to create conditions that will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, and to devise appropriate methods of communication and activities relevant to the needs, capabilities and concerns of the community.

While reiterating the fundamentals of the 1964 report, the Programme of Action of 1992 stressed four important issues:

- Pay and service conditions of teachers have to be commensurate with their social and professional responsibilities and with the need to attract talent to the profession;
- Teachers' association must play a significant role in upholding professional integrity, enhancing the dignity of the teacher and curbing professional misconduct;
- Teachers' education is a continuous process and the pre-service and in-service components are inseparable. To this end, DIETs must be established to organise pre-service and in-service training. As DIETs are established, sub-standard institutions will be phased out. Secondary Teachers' Training Colleges will be upgraded to complement the SCERTs.
- The NCTE will be mandated to accredit institutions for teachers' education and provide guidance regarding curricula and methods.

#### DELORS'S REPORT, 1996

The report enunciates three directions for effort in educational renewal and reform: (i) A holistic approach to education reform, encompassing all the sectors from basic education to university study; (ii) Re-defining roles and professional requirements of teachers; (iii) The need for international cooperation with the concept of educating for a global society.

Some critical observation made by the Delors committee on the importance of teachers is as follows.

“Teachers too are critical to the reform process, or reform will literally stop at the classroom door. There is a considerable body of literature around now that points to the increasing demands being placed on teachers at the same time as their status and authority appear to be constantly questioned and undermined. Again quoting from

Delors, ‘Rightly or wrongly teachers feel isolated, not just because teaching is an individual activity, but also because of the expectations aroused by education and the criticisms which are, often unjustly, directed at them. Above all teachers want their dignity to be respected’ (p. 30).”

The National Knowledge Commission (NKC), 2005 has observed that teachers are the single most important element of the school system and the country is already facing a severe shortage of qualified and motivated school teachers at different levels. It is urgent to restore the dignity of school teaching as a profession and provide more incentives for qualified and committed teachers. Non-teaching official duties such as election-related responsibilities should not be allowed to interfere with the teaching process. Forums that allow and encourage teachers to exchange ideas, information and experiences including a web-based portal should be developed. At the same time, there should be transparent systems for ensuring accountability of school teachers. As far as possible, teachers should be recruited to particular schools. Thus policies have paid attention to the status of teachers and have recommended that their status must improve

## **5.2 DEMANDS FOR TEACHERS**

Following the recommendations of National Policy on Education, 1986 and Programme of Action, 1992 the Government of India initiated different schemes to support children of secondary and higher secondary schools at different points in time. With the implementation of different schemes of government like the Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA), country needs more teachers. Phenomenon occurred due to increasing school enrolment, launch of pan-Indian primary education development programmes like Operation Blackboard, District Primary Education Programme, Sarva Shiksha Abhiyan and Universalization of Elementary Education. As a result there is an inevitable and natural increase in demand of teachers.

In 2009, India passed the Right to Free and Compulsory Education Act (RTE) which extends free and compulsory education to all the children up to the age of 14 as a right. This, coupled with the on-going education access scheme titled Sarva Shiksha

Abhiyan, has contributed to the significant rise in the gross enrollment of students in primary schools to a historic high of 94%.

According to the Central Board of Secondary Education (CBSE), India will need to build 200,000 new schools in the coming decade to cater to the growing demand for primary as well as secondary education. With the increasing number of children in schools (over 200 million), there is a huge demand and supply gap of qualified teachers to enter primary and secondary education.

In a 2010 report by National Council for Teacher Education (NCTE), it was estimated that India needs an additional 1.2 million school teachers if it is to fulfill the Right to Education Act requirement of 1:30 teacher-student ratio across the country. The current national average student-teacher ratio in India is 1: 44 at primary school level, Ministry of Human Resource Development (MHRD 2010-11).

### **5.3 ROLES AND RESPONSIBILITIES OF TEACHERS**

A teacher is a role model, influencing every facet of the student's growth and developing their innate potentials. In addition to being a motivator, guide and friend a teacher has certain responsibilities in the school. According to National Curriculum Framework for Teacher Education (NCTE, 2009/10) a teacher should have certain roles and responsibilities which are enumerated below.

- Teachers need to care for children, enjoy to be with them, seek knowledge, own responsibility towards society and work to build a better world, develop sensitivity to the problems of the learners, commitment to justice and zeal for social reconstruction. Teachers need to view learners as active participants in their own learning and not as mere recipients of knowledge; need to encourage their capacity to construct knowledge; ensure that learning shifts away from rote methods. Learning is to be viewed as a search for meaning out of personal experiences and knowledge generation as a continuously evolving process of reflective learning. Teachers need to organize learner-centred, activity based, participatory learning experiences – play, projects, discussion, dialogue, observation, visits, integrating academic learning with productive work.
- The programme should engage teachers with children in real contexts rather than teach them about children through theories alone. It should help them understand

the psycho-social attributes and needs of learners, their special abilities and characteristics, their preferred twenty one mode of cognition, motivation and learning resulting from home and community socialization.

- Teachers should develop social sensitivity and consciousness and finer human sensibilities.
- Teachers need to connect school knowledge with community knowledge and life outside the school.
- Teachers appreciate the potential of hands-on experience as a pedagogic medium both inside and outside the classroom; and work as integral to the process of education.
- Teachers need to re-conceptualize citizenship education in terms of human rights and approaches of critical pedagogy; emphasize environment and its protection, living in harmony within oneself and with natural and social environment; promote peace, democratic way of life, constitutional values of equality, justice, liberty, fraternity and secularism, and caring values.

#### **5.4 CHALLENGES OF TEACHERS**

The study conducted by Carlo, A. and Michel, A. (2013) identified different challenges of teaching profession. One of the major constraints faced by a teacher in present day is the deterioration in the working environment in the school. The teacher's efforts are hardly encouraged and rewarded. Any type of creativity is not appreciated. The selection process does not encourage any young man to pursue teaching as a profession. Unhealthy competitions among schools also contribute to the deterioration of educational system.

Changes in curriculum lead to the need for tracing of training of teachers. Sometimes there are delays in training of teachers.

One of the major challenges a teacher faces in the school is the rise in enrolment of students in heterogeneous classes. Hence the pupil to teacher ratio is increasing in an alarming way. Thereby the efficiency of the teacher is decreasing day by day. The teacher is unable to give personal attention and care to each student of the class.

The teachers are given tasks by the Government in various departments, not related to the basic job of teaching, such as in conducting Census job, duty during Election time etc. These jobs do not help the teachers in any way for improving their basic skills of teaching. Rather they should be given incentives to improve their teaching skills during the vacation time, thereby adding to the improvement of our educational system. It adds value to a healthy growth of the society as well as the nation.

## **5.5 TYPES OF TEACHERS**

There are different types of teacher like: regular teacher, para teacher, guest teacher, instructors. Nowadays recruitment of contract or para teacher in place of regular ones has become a trend in schools.

The schooling system is not homogenous in India. Government schools are run by the central or state governments or by local bodies. Different types of schools cater to a widely different clientele.

### **Teachers in Government Schools**

- Regular teachers are full-time, permanent employees of the government in government school and/or of the management of private schools. They are governed by strict entry and qualification norms. They are covered by a range of welfare benefits and get a pension after retirement. They can be promoted from a teacher to a head teacher and even a supervisor/administrator/teacher trainer.
- Para teachers or contract teachers are appointed on a contract basis by the local body (panchayat or municipal body). Eligibility requirements differ from one state to the other. They are not entitled to any welfare or pension benefits. They are not eligible for promotion and are appointed for a specific school. Para teachers in West Bengal are women above the age of 40 – those technically not eligible for formal government employment.
- Guest teachers are local resource personnel called upon by a school to teach as a stopgap arrangement. There are no norms for such appointments.

- Instructors are appointed to conduct classes in bridge courses and some alternative schools. In the absence of specified norms and these appointments are essentially ad hoc and on a fixed term contract.

The system prevalent in Rajasthan mirrors norm the national, namely:

- Secondary Schools where Grade I (Graduate or Post graduate with teacher training degree) teachers are appointed
- Upper Primary School where Grade II teachers (Graduate with teacher training degree) are appointed
- Primary School where Grade III teachers (12 years of general education and diploma in teacher education)
- Shiksha Karmi School – where Para teachers known as Shiksha Karmi are appointed.
- Rajiv Gandhi Pathashala (primary) – where contract teachers are appointed with a minimum of 12 years of general education.
- Alternative School (primary) where instructors are appointed for a specified duration 6-hour school, 4-hour school and Bridge Courses

The number of teachers has steadily increased from 16,16,000 in 1990 to 18,96,000 in 2001 at the primary level and from 10,73,000 in 1990 to 13,26,000 in 2001 at the upper-primary level. Out of this 2, 59,099 are Para teachers (or contract teachers) with primary schools accounting for 67.94% of Para teachers in the country as a whole. (Source: Mehta, 2005) Simultaneously, newspapers across the country report a huge backlog in teachers' appointments. Rajasthan alone needs 36,708 more teachers at the upper primary level and 49,710 at the primary level. Of these, 33,264 posts have been notified for selection by the public service commission (Siyaram Ram Sharma, Trade Union Leader, and January 2005). The new appointees will be regular teachers, and not Para teachers. As of 30 September, 2002, there were 19,939 male and 4,027 female Para teachers in the primary schools of Rajasthan. Of these, there were 1,525 male and 4,574 female Para teachers in upper primary schools ( Mehta, 2003). Madhya Pradesh and Chhattisgarh have decided to stop recruitment of regular

teachers. Instead, they plan that all future appointees are contract teachers or Para teachers (appointed for a fixed term of 1 to 3 years on a fixed consolidated salary that is almost 1/3rd to 1/6th of the pay of regular teachers). With the rapid expansion of the school system since 1994 (when the District Primary Education Programme, DPEP was launched) and making universal elementary education a fundamental right in 2003, the government is under immense pressure to ensure universal access for all children in the age group of 6 to 14. Since state governments shoulder the primary fiscal responsibility for primary education, absenteeism and low accountability of teachers is also perceived as a major problem across the country. Given the precarious fiscal situation of most states, the trend has been to do away with regular teachers and hire contract teachers instead.

## **5.6 REFORM OF CONDITION OF TEACHERS**

But for teachers to be effective, they must be well-trained, motivated, have a decent work environment, good pay and an attractive career path. UNESCO enables the world's teachers by building on the standards for the professional, social, ethical and material concerns of teachers set in the 1966 and 1997 recommendation concerning the status of teachers and education personnel.

Society needs to place more value on teaching and schools need to help revamp the teaching career as part of an effort to attract the most talented students to the field, (Brooke Dollald, 2013) Teaching is complex, intellectual work that should be high status, should be paid well. Having high-quality teachers is part of creating a stronger workforce. Teaching is the profession that makes all profession possible. (Lotan, 2013) Teachers are lifeline of a country. Teaching is considered to be the most valued sacred and distinctive profession. History is full of evidences about the nations where education has distinguished progress. Teachers have brought laurels to nations. But it is strange that teaching still has an ambiguous status as a profession. Until the 20<sup>th</sup> century teachers had very little formal preparation for their jobs and little voice in determining the condition of their employment. Times have changed. Today teachers aspire to be seen as true professionals with expert knowledge concerning the content and methods of instruction in their particular areas of study. Although it is often referred to as profession, it does not command the same prestige as other established profession such as law and medicine

## 5.7 PROFESSION: MEANING AND CHARACTERISTICS.

A profession is a job or an occupation that requires a certain level of specialist training. Professions rely on expertise and specialized knowledge, as well as ethical behaviour. Professions are almost always regulated, either by law or through membership of a professional body. Regulations ensure that professionals provide a quality service to the public. Most professions are represented by a professional body, and professional bodies are responsible for providing a code of conduct for their members which guides their professional behaviour so that the public can be assured of being treated properly. Sir Alan Langland's working definition on profession (2005) says "those occupations where a first degree followed by a period of further study or professional training is the normal entry route and where there is a professional body overseeing the standards of entry to the profession". The current structures and governance of professional bodies are largely a result of their historical development and the impact of statutory regulation. The economic and technological advances of the industrial revolution, and consequently the rise of living standard and the growth of governmental and corporate institution, meant that professional expertise was required more than ever before (Perkin, 2002). Professions in Great Britain and other countries developed gradually from an unrestricted right to practise to professional self-regulation in the public interest. In the early 19<sup>th</sup> century virtually no control existed to restrain those who called themselves a solicitor, a physician, or a benefit of their clients, the public (Yonger 1976).

Taxonomic approach was the early approach to the concept of profession. It took medicine law as their referents. According to this approach profession has certain characteristics.

### 5.7.1 A professional has an abstract theoretical knowledge base:

A profession has or should have a theoretical abstract knowledge base from which it draws and applies to particular cases. Professional skills cannot be purely based on hands on experience (Carr, 2000). An act can be professional only when it is based on some theoretical knowledge base. What differentiates the professional from the technician and a profession from a vocation is that in the case of a technician, the trials and errors are individual affairs and in case of a professional it is a collective



affair. No doubt, a profession should have an abstract theoretical knowledge base, but the knowledge should not be such that it is not educationally communicable (Abraham Flexner & Myron Lieberman-Singh, 1984). Hence we may infer that an educationally communicable technique is very much essential for a profession to survive longer and prosper in future.

### **5.7.2 A profession is responsible for the decision that is made in the name of the profession:**

A professional understands and is supposed to comprehend the theoretical basis upon which every act or skill is based. Those who professed did it because they claim to know better than the lay men. If professionals claim that they know better, then they should be and they are held responsible for the decisions they make. Thus, a doctor is held responsible for the course of action, which he/she prescribes for a patient.

### **5.7.3 A profession has autonomy:**

Since professionals know better than the lay man they have some privileges and responsibility. The doctor can see forbidden parts; the priest can hear forbidden affairs and the lawyer the detail of the crimes. Therefore there is a distinction between a customer and a client. Person visiting a doctor or a lawyer is not a customer but a client. Similarly a customer is always right but not a client. That is why, the profession has the privilege of autonomy about its decisions especially with regard to the following matters:

- i. Control over the admission of new members.
- ii. Control over the training centres where the members of the profession get their training
- iii. Control over licensing for any member to practice that particular profession.
- iv. Claiming and establishing immunity from outside judgement on Technical matters

This autonomy has to be understood as a tacit agreement between the profession, the society and the state. The profession has to maintain faith, which the society has on

them. Every profession, to be considered as legitimate and to be accepted by the society, has to get recognition by the state.

#### **5.7.4 A profession has a code of ethics:**

If a profession has got privileges, then how should we ensure that it does not misuse them? To maintain the faith of populace in it, a profession judges itself. That is why it has a code of ethics on the basis of which it judges itself and corrects its errant members. A code of ethics serves as a double edged-weapon. It is better for a profession to have a code of ethics which defines where their responsibility begins and where it ends. A code of ethics separates the individuals from the act. What should be condemned or eulogized are the act and not the individual.

A code of ethics may be partly written and partly unwritten. Though every profession has its own special code of ethics, the following features do apply to most professions:

- (i) Emotional neutrality: professionals should not see the particularistic criteria of a client, e.g. doctor should not see the class and caste of a patient before treatment.
- (ii) Disinterestedness: a professional should do his duty on the basis of the information at hand and not with some ulterior motive. A Doctor or a Lawyer should not help someone expecting later some quid pro quo.
- (iii) No blatant competition: the profession considers itself as a community. Unhealthy competition to the detriment of other colleagues is considered as unethical.
- (iv) Equal colleague relationship: as the client- whether rich or poor is a client before the professional, a professional similarly, is first and foremost member of the profession, irrespective of his/her caste and class (Larsen, 1977).

#### **5.7.5 A profession has an organization and association:**

Having a code of ethics is one thing and members obeying them another. Hence a profession needs an organization, which can enforce the code of ethics and keep quacks and charlatans out. It can also excommunicate the uncooperative members.

### **5.7.6 A profession has a sense of social service and altruism:**

What differentiates a professional from non-professional is some amount of altruism. A doctor will not respond to a call of a patient in the midnight only because there is a code of ethics; the responsibility comes from within. Spontaneous responsibilities like this are inculcated during professional socialisation.

## **5.8 VARIOUS PROFESSIONS**

We are all familiar with limited number of professionals such as doctor, lawyers/solicitors and accountants. But in modern days the list of professions may run into hundreds covering a huge range of sectors including engineering, business, education, hospitality, sciences, environment, finance and health.

### **5.8.1 Medicine:**

A Doctor is a professional who practices medicine. He is concerned with maintaining and promoting or restoring human health through study, diagnosis and treatment of diseases and injuries. He also does other types of physical and mental illness. They may focus their practice on certain disease, types of patients, or methods of treatment-known as specialist medical practitioners- or assume responsibility for the provision of continuing and comprehensive medical care to individuals, families and communities- known as general practitioners. The practice requires both a detail knowledge academic disciplines (such as anatomy and physiology) underlying diseases and their treatment and also a decent competence in its applied practice.

The prime object of the medical profession is to render service to humanity; reward or financial gain is a subordinate consideration. Who- so-ever chooses his profession, assumes the obligation to conduct himself in accordance with its ideals. A physician should be an upright man, instructed in the art of healings. He shall keep himself pure in character and be diligent in caring for the sick; he should be modest, sober, patient, prompt in discharging his duty without anxiety; conducting himself with propriety in his profession and in all the actions of his life. No person other than a doctor having qualification recognised by Medical Council of India and registered with Medical Council of India/State Medical Council (s) is allowed to practice Modern system of Medicine or Surgery.

### **5.8.2 Engineer**

Engineering (from Latin ‘ingenium’ meaning “cleverness” and ‘ingeniare’ meaning “to contrive, devise”) is the application of scientific, economic, social and practical knowledge in order to invent, design, build, maintain and improve structures, machines, devices, systems, materials and processes. This discipline of engineering is extremely broad and encompasses a range of more specialized fields of engineering, each with more specialized fields of engineering, each with a more specific emphasis on particular areas of applied science and technology. The creative applications of scientific principles to design or develop structures, machines, apparatus or manufacturing processes, or works utilizing them or to forecast their behaviour under specific conditions- all as respects an intended function, economics of operation or safety to life and property.

### **5.8.3 Lawyer**

A lawyer (as per Black’s Law Dictionary,(1860-1927) is a person learned in the law; as an attorney, counsel or solicitor; a person who is practicing law. Law is the system of rules of conduct established by the sovereign government of a society to correct and rectify wrongs, maintain the stability of political and social authority and deliver justice. Working as lawyer involves the application abstract legal theories and knowledge to solve specific individualized problems or to advance the interests of those who retain them to perform legal services. The role of the lawyers varies significantly across legal jurisdictions.The Indian legal profession is one of the largest in the world, with over 1.4 million enrolled advocates nationwide. The estimated total value of the Indian legal market as of 2010 was approximately USD 1.25 billion. The legal profession, evolving as it has done from colonial India, has undergone a huge transformation since its independence. The efforts of the members of the bar to achieve excellence in all spheres of their practise through stiff competition is not only apparent in their every dealing with newer challenges due to technological and other developments, but also in the recognition earned by them in a globalized world. Historically, the members of the bar have provided leadership at a national as well as international level. The current potential is much higher.

The Advocates Act of 1961 amended and consolidated the law relating to legal practitioners and provided for the constitution of the State Bar Councils and an All-

India Bar - the Bar Council of India as its apex body. The Bar Council of India is comprised of the Attorney General of India and the Solicitor General of India as its ex officio members, as well as one member elected from each of the State Bar Councils. The members of the State Bar Councils are elected for a period of five years.

#### **5.8.4 Chartered Accountant**

Chartered Accountants were the first accountants to form a professional accounting body, initially established in Britain in 1854. The Edinburgh Society of Accountants (formed in 1854), the Glasgow Institute of Accountants and Actuaries (1854) were granted a royal charter from their inceptions. The said title is an internationally recognized professional designation. They work in all fields of business and finance, including audit, taxation, financial and general management. Some are engaged in public practice work, others work in the private sector and some are employed by government bodies.

The Institute of Chartered Accountants of India was formed for the purpose of regulating the profession of Chartered Accountants in India. The headquarters of the Institute is at New Delhi and 5 regional offices at Mumbai, Chennai, Calcutta, Kanpur and New Delhi. Apart from these there are 87 branches located in different parts of the country. The Institute also has 9 Chapters outside the country. The functions of the Institute are enrolment of eligible members, engagement and training of articled/audit clerks, conducting examinations, granting or refusal of Certificate of Practice

### **5.9 TEACHING AS A PROFESSION:**

There have been debates over the years and throughout nations as to whether teachers are professionals as opposed to mere workers”, and whether teaching is a profession and not just an ‘occupation’ (Hoyle, 1995). In Latin America for example there was a transition in the 1960s and 1970s in the terms used to refer to teachers; from “profesionales de la enseñanza” [teaching professionals] the term was changed to “trabajadores de la enseñanza” [teaching workers] (Villegas-Reimers, 1998). Also, the Japanese Teachers Union defines teachers as ‘workers’ or ‘proletarians’, and as most Unions, it has done very little to help teachers achieve professional status, as their main concern has been to increase teachers’ salaries (Sato, 1992). In addition, the Japanese Government regards teachers as ‘servants of the state’ and not as

professionals (Shimahara, 1995). This debate represents more than a disagreement over semantics, as it has a number of implications for the way in which we perceive teachers and their professional development. Teaching may include from university to school teaching, and liberal education to professional education. It will be ironic if teachers of professional education themselves are not considered members of the profession. Even teachers of liberal education in universities do not have so much of a problem of claim regarding teaching as a profession because historically established professions like medicine have derived their legitimacy from their association with universities and long doses of liberal education (Larsons, 1977). The claim of profession is most acute with regard to school teaching. One reason why the problem of school teaching becomes more acute is that it is contextual like law.

Hoyle (1995) presents a helpful analysis of teaching based on five criteria used to define a 'profession'. These are: social function, knowledge, practitioner autonomy, collective autonomy and professional values. Hoyle shows that, in fact, teaching does not match all the criteria necessary to be treated as a profession, as can be seen in the following paragraphs.

From **social function** point of view, teaching is of paramount importance to the well-being of society and of the individual, and thus receives the status of profession. On the other hand, in regard to knowledge, the knowledge base of a teacher is a cause for debate, as some emphasize content and others pedagogy (Jackson, 1987). In order for teaching to be considered as a profession, the fact that this knowledge is crucial and can only be acquired through specific training and education must be commonly recognized. More importantly the teacher professional-development programmes have to be conducted at all levels of the educational system.

In regard to **practitioner autonomy**, teachers have little autonomy in their jobs, especially when compared to other professions such as medicine and law. It is usually limited by the state, administrators and principals, local communities, etc. In countries like UK, France and USA, the teachers have more autonomy to define their jobs and their practices and they are able to perceive their job as a profession (Hoyle, 1995). There are also countries like Venezuela, Paraguay, Pakistan, where teachers have very little or no autonomy (Villegas-Reimers and Reimers, 1996). In these states,

Government regularizes teachers' activities by ordering teachers to follow a prescribed curriculum prepared by experts, who are not educationists.

In regard to **collective autonomy**, teaching has been less successful than the major professions achieving self-governing status and independence from the state. Perhaps in majority countries teachers are state employees expected to carry out the educational policies laid down by the Central Government. The degree to which the organized profession is consulted in the shaping of these policies varies over countries and over time (Hoyle, 1995). In most countries, teachers are more likely to be organized into Unions rather than into a professional organization.

Finally, in regard to **professional values**, it is very hard to identify any particular set of values in the teaching profession comparable to those common in professions such as medicine and law. In most professions, professional values can be derived by making the professional accountable to the client. But this is not possible to do with regard to teachers, as they have a multitude of clients. There is also no code of ethics for the teachers as in case of other professionals.

#### **5.10 SCHOOL EDUCATION IN VADODARA CITY**

Vadodara has a legacy of education. Sayaji Rao Gaekwad III played a key role in the development of Baroda's textile industry, and his educational and social reforms included among others, a ban on child marriage, legislation of divorce, removal of untouchability, spread of education, development of Sanskrit, ideological studies and religious education as well as the encouragement of the fine arts. Fully aware of the fact that he was a Maratha ruler of Gujarat, he identified himself with the people and shaped their cosmopolitan attitude and progressive, reformist zeal. His rich library became the nucleus of today's Central Library of Baroda with a network of libraries in all the towns and villages in his state. He was the first Indian ruler to introduce, in 1906, compulsory and free primary education in his state, placing his territory far in advance of contemporary British India. He recognized talent from among his people. He supported education and training of persons who in his opinion would shine in life. Those persons whom he patronised included Dr. Babasaheb Alies Bhimrao Ramji Ambedkar, the architect of Indian Constitution; Dadabhai Naoroji, who started his public life as the Dewan (Minister) to the Maharaja in 1874 and thereafter went on to

become the first Asian Member of the British House of Commons his Agriculture Commissioner Chintaman Vishnu Sane, who went United States of America for research in that field. He appointed Sri Aurobindo whom he immediately offered a job at Baroda College. There is trust known as Sir Sayajirao Diamond Jubilee and Memorial Trust to cater to the educational and other needs of the people of the former state of Baroda. Vadodara is synonymous with education. The patronage of education started with Maharaja Sayajirao and the city has built further on the academic infrastructure established by him. With the growth of Vadodara there are many types of school set ups. There are aided and non-aided schools. Many industries of city have set up schools like Reliance, Gujarat Refinery, Gujarat State Fertiliser Corporation. Many franchise schools have also set up like Kangaroo kids and Bilabong. Also schools which have a chain of schools all over the country are in Baroda such as Bhavans, Delhi Public school and Podar School. Vadodara city also has Government schools like Corporation schools and Kendriya Vidyalaya. Thus, due to these large spectrum of schools, Vadodara city has also large number of school teachers.

### **5.11 RATIONALE**

A knowledgeable society is a progressive society. Quality of a nation is reflected from its education system. The school teachers who impart knowledge and inculcate values in students are vital element of an education system. They shape up the future leaders of a nation. Teachers occupy a very crucial and important place in each and every society. All types of progress economical, social, ethical and spiritual can be brought to a nation by spirited, satisfied, enthusiastic teaching force. So contribution of school teachers can not be omitted or disrespected.

With the implementation of different schemes of government like the SSA and RMSA, country needs more teachers. Due to increasing school enrolment, launch of pan-Indian primary education development programmes like Operation Blackboard, District Primary Education Programme, Sarva Shiksha Abhiyan and Universalization of Elementary Education. As a result there is an inevitable and natural increase in demand of teachers. In 2009, India passed the Right to Free and Compulsory Education Act (RTE) which extends free and compulsory education to all the children up to the age of 14. This, coupled with the on-going education access scheme titled



Sarva Shiksha Abhiyan, (Education for All), has contributed to the significant rise in the gross enrollment of students in primary schools to a historic high of 94%. According to the Central Board of Secondary Education (CBSE), India will need to build 200,000 new schools in the coming decade to cater to the growing demand for primary as well as secondary education.

With the increasing number of children in schools (over 200 million), there is a huge demand and supply gap of qualified teachers to enter primary and secondary education. In a 2010 report by National Council for Teacher Education (NCTE) 1993, it was estimated that India needs an additional 1.2 million school teachers if it is to fulfill the Right to Education Act requirement of 1:30 teacher-student ratio across the country. From different report and survey it is clear that India has an inevitable and natural demand for school teachers.

But studies reveal about the dissatisfaction of teachers. A study conducted by Tanmaya Raj (2015) revealed that there is different factors affect teachers' job satisfaction at different level. Teachers demonstrated satisfaction with their pay band, contrary to the description of salary being one of the major dissatisfiers in Herzberg's 'Two Factors Theory'. However not crediting the salary in time demotivates the teachers. Further decline in social status of teachers due to their poor working conditions and government's ignorance regarding their promotion and professional development has created a sense of discrimination in teachers. Moreover the excess of non-academic duties has worsened the condition. This research argues for immediate consideration upon five factors that are affecting the teachers' job satisfaction utmost in the rural India. These factors relates to the irresponsible interference of Village Head in schools' academic works, non-academic duties, responsibilities of mid-day meal (MDM), and some other important factors to improve the working condition of teachers in rural primary schools. A research conducted by Chopra, R.K (1988) also revealed that no uniformity in recruitment, no rational pay structure and no good service conditions are found in schools in India. From many researches it is quite evident that many nations are in need of quality teachers.

Medicine, Clergy and Law are the earliest profession. Now many more have been added such as chartered accountancy, journalism, fashion designing . teaching

especially school teaching has faced a problem of it being a profession or not. If a school education has to improve school teacher's profession requires to be high. By doing researches, one can find out factors that will turn teaching into a sought after job. Now each and every nation realizes that to reinvent the education system, they have to give due status to teachers which is basic requirement to bring progress to a nation. So more researches are essential to find out flaws which are deteriorating the status of profession of teaching job and ultimately standard of education system of a nation which ultimately refraining students from getting good, effective, quality and relevant education. Therefore researcher has decided to take up this research so that survey can be done to know the views of teachers, students and aspiring for career other professionals about where does teaching as a job stand and what steps should be taken to make it a full profession. So talented students will be attracted to join this profession and which will ultimately produce quality teachers who can mould students as productive and efficient citizens of our nation. Researches can help government, teacher organisation, and school management, educationist and teacher education institution to take proper steps on the basis of research findings to shape up school teaching profession. Vadodara city has many schools and it has a rich legacy of education and school education. It is thus, significant to understand what is the status of school teachers in the city .

## **5.12 RESEARCH QUESTIONS**

- What is the status of school teaching profession in society?
- How does school teaching compare with other professions?
- What is the view of different professionals about school teaching?
- How is school teaching looked upon by students who are in the stage of making choices of career?
- How is school teaching looked upon by school teachers themselves?

## **5.13 TITLE OF THE STUDY**

In order to address these research questions, the present study is planned and titled as follows:

Study on Status Of profession of school teaching In Vadodara City

#### **5.14 OBJECTIVES OF THE STUDY**

1. To find out the view of the students about the profession of school teaching.
2. To find out the view of the school teachers about their own profession.
3. To find out the view of other professionals about the profession of school teaching.

#### **5.15 EXPLANATION OF THE TERM**

##### **School Teacher**

A school teacher is a professional who is employed in educational institutions recognized by Department of Education of Gujarat State which imparts education to the students from the class I to class XII. The primary responsibility of a school teacher is to teach the students of the school as per the syllabus and directions of the supervising authorities of the school. Along with this the responsibility is to conduct curricular and co-curricular activities for the students.

##### **View**

This refers to the opinion and understanding regarding a particular aspect. For the purpose of study it refers to the opinion and understanding regarding the school teacher's profession.

##### **Status**

Status refers to the relative position, rank and prestige. With reference to the present study it refers to the social position, rank and prestige of a school teacher's profession.

##### **School teaching profession:**

In its broadest sense, teaching is a process that facilitates learning. Teaching is the specialized application of knowledge, skills and attribute designed to provide unique service to meet the educational needs of the individual and of society. The choice of learning activities where by the goals of education are realised in the school is the responsibility of the teaching profession.

Professionalism is a complex and elusive concept; it is a dynamic and fluid. Certain generally accepted criteria are used to define a profession.

#### **5.16 DELIMITATION OF THE STUDY**

Study will be delimited to the status of school teachers related to their professional life.

#### **5.17 DESIGN OF THE STUDY**

The researcher will adopt survey method for the study.

#### **5.18 POPULATION OF THE STUDY**

The population for the study constituted the following:

All the students studying in class XI in schools of Vadodara city affiliated to different boards: GHSSEB, CBSE, ICSE, and IB in the academic year 2014-15 All the teachers of schools in Vadodara city affiliated to different boards: GHSSEB, CBSE, ICSE, and IB in the academic year 2014-15

All the professionals- doctors, engineers, lawyers, chartered accountants and journalists – practicing independently and/or as employees of organization in Vadodara city in 2014-15

#### **5.19 SAMPLES AND SAMPLING TECHNIQUE.**

##### **Sample of students and teachers**

The sample of students and teachers was identified by employing stratified sampling technique.

##### **Sample of students**

Various strata consisted of boards of affiliation, medium of instruction, aided and unaided school. A total of 460 number of students was identified. From each strata the number of sample identified was as follows:

**TABLE-10 SAMPLE OF STUDENTS DRAWN FROM VARIOUS CATEGORIES**

Number of Students	GHSSEB						CBSE	IB	Total
	Hindi		English		Gujarati		English	English	
	Aided	Unaided	Aided	Un-aided	Aided	Unaided	Un-aided	Unaided	
	40	20	80	80	40	20	120	60	

### Sample of teachers

On the basis of the Figure 2 the sample of teachers in each category was identified randomly. The total number of sample of teachers was 120. This is diagrammatically presented in Table 2.

**TABLE - 11 SAMPLE OF TEACHERS DRAWN FROM VARIOUS CATEGORIES**

Teachers	GSEB						CBSE	IB	Total
	Hindi	Hindi	English	English	Gujarati	Gujarati			
	Aided	Unaided	Aided	Unaided	Aided	Unaided	Unaided	Unaided	
	10	10	20	30	10	10	20	10	

### Sample of professionals

Five categories of professionals were identified: Doctor, Engineer, Chartered Accountant, Lawyer and Journalist. From each category, ten professionals were randomly identified. Thus the total number of sample of professionals was fifty.

**TABLE 12 SAMPLE OF PROFESSIONALS DRAWN FROM VARIOUS CATEGORIES**

<b>Doctor</b>	<b>Engineer</b>	<b>Chartered Accountant</b>	<b>Lawyer</b>	<b>Journalist</b>	<b>Total</b>
10	10	10	10	10	50

## **5.20 TOOLS FOR DATA COLLECTION**

### **1. Questionnaire**

Researcher will prepare close and open ended questionnaire for students and teachers on dimension of working condition, pay structure and autonomy.

## **5.21 PREPARATION OF TOOL**

Tools selected for the present research were questionnaire. Sets of questionnaire were prepared for students, teachers and professionals. Each set consisted of close ended and open ended questions, so views of students, teachers and professionals could be elicited from students, teachers and professionals. It covered various dimensions of the problems in the profession of school teaching. This tool mainly focused on the three objectives of the study. In the process of preparation of tools, major concentration was paid to the utility of the tool with regard to the various objectives of the study. List of these questions is enclosed in appendix 1,2and 3.

## **5.22 VALIDATION OF TOOLS**

In the second stage of preparation of the tools, the prepared tool was presented to five experts, three internal experts and two external experts. The experts were professor in M.S University and Navrachana University. The list of experts is enclosed in appendix IV. The suggestions given by experts were considered and whichever necessary was incorporated.

Data collected from Gujarati medium schools were translated by the help of a Gujarati friend of the researcher who has passed out from a Gujarati medium school and now working with L&T as an Engineer.

### **5.23 PILOT TRY OUT AND MODIFICATION**

In this step the researcher wanted to check the level and completeness of the material prepared. Hence a pilot try out was carried out on five students, teachers and professionals who are not the part of the sample.

Having conducted the pilot try out the researcher concluded that the material was suitable for the respondents and required no changes.

### **5.24 PROCESS OF DATA COLLECTION**

Researcher approached the principal of the schools identified under each category with the letter of permission from the principal of Navrachana University. As per the convenience of the school, whenever the appointment was given for data collection, the researcher administered the tool. Data for students and teachers was collected from the schools.

Similarly researcher approached different professionals, showed permission letter and told them about the research problem and requested them to give their valuable view on the topic. According to their convenience date was fixed, researcher provided questionnaire to be filled up by the sample and in this way data was collected.

Similarly researcher went to different professionals, showed permission letter and told them about the research problem and requested them to give their valuable view on the topic. According to their convenience date was fixed so researcher could provide questionnaire to be filled up and collect data.

### **3.25 PROCEDURE FOR DATA ANALYSIS**

The questionnaire had two types of questions: close ended and open ended.

The responses to close ended questions were analyzed by means of frequency and percentage.

The responses for open ended question were analyzed by using the technique of content analysis. The responses were read carefully. The major categories that emerged were noted and if these were repeated then frequency against it were marked

**TABLE-13 PROCEDUREFOR DATA ANALYSIS**

<b>Sr, no.</b>	<b>Objective</b>	<b>Source of Data</b>	<b>Nature of Data</b>	<b>Tool</b>	<b>Data Analysis</b>
<b>1.</b>	To find out the view of students about the school teachers.	Students of GSEB, CBSE, and IB board.	Qualitative	Questionnaire	The response to close-ended questions was analysed by means of frequency and percentage.
<b>2.</b>	To find out the view of school teachers about their profession.	Teachers of GSEB, IB & CBSE Boards.	Qualitative	Questionnaire	The response for open-ended questions was analysed by using the technique of content analysis.
<b>3.</b>	.To find out the view of other professionals about the school teachers.	Professionals from Medicine, Law, Engineering & Chartered Accountant	Qualitative	Questionnaire.	The response for open-ended questions was analysed by using the technique of content analysis.



## 5.26 Findings of the study

On the basis of data analysis the findings of the study are stated as following.

- (I) Finding one: view of student respondents on school teaching profession were, (i) students did not give first preference to school teaching job as a career. (ii) The school teaching job does not have a good pay package. (iii) Working environment of the schools need to be improved. (iv) These days' teachers are not being respected by students. (v) It needs patience to teach subjects to students and students respondents have said that they do not have patience to take up this job.

### Interpretation

The view of students about school teaching that emerges from the data analysis presented above is as follows

Though most of the students had given a thought to choice of career and most of them were going to make the choice on their own, the choice of school teaching profession was among the last three professions. In terms of the status, school teaching profession also ranked low.

- (II) Finding two: View of school teacher respondents on school teaching profession were, (i) school teachers are not satisfied with their salary. (ii) They were of view that they are being pressurised with non-teaching job. (iii) They were of view that teachers do not have autonomy in the school and in the classroom. They do the task the way they are asked by the principal, coordinator or any member of the management.

### Interpretation

School teachers themselves view their profession as low. Major reasons for the low view of their profession are low salary, pressurised with non-teaching jobs, need to improve working conditions and is not a preferred profession.

- (III) Finding three: View of professional respondents on school teaching profession were (i) school teaching job does not have high status like other professionals. (ii) Teachers do not get good salary. (iii) Teachers do not have enough knowledge that they are supposed to have.

### Interpretation

Other professionals will not recommend school teachers' profession to their children. School teachers are neglected in society. School teachers role as a contributor to society is recognized.

## 5.27 DISCUSSION ON FINDINGS

An overall analysis regarding views of student respondents towards school teaching as a profession revealed that school teaching as a profession is not attractive for aspiring students. Regarding salary of school teaching job they stated that school teachers are not well paid. As a consequence the school teachers will not be able to lead a comfortable life. On status of school teachers after analyzing data it was found that school teachers have a low status compare to other professionals like Businessman, Doctor, Engineer. Regarding status they kept businessman at number two after doctor. In Gujarat most of the people are into business profession. So in other states this may not happen. As far as factors to be given importance while choosing a career, students viewed that salary, working environment and future prospects are important factors which are lacking in the school teaching job.

Responses of teachers, whether they enjoy being a school teacher, indicated that all teachers are happy in their job. In response to question regarding school teaching being their first career choice many mentioned that it was not their first career choice. Though school teaching was not their first choice they are currently happy being teacher. In contradiction to it over 75% teacher respondents would not recommend students to take up school teaching as a career because it has low pay package and no future prospects. In response to working condition of the job teacher respondents were not satisfied with working condition of the teaching job. Regarding salary structure and autonomy of the school teacher, respondents stated that they are not satisfied.

Findings of this study confirms the findings of earlier study of Chopra, R.K(1988)and Tanmaya Raj (2015). It shows, since Chopra's study 27 years have passed but no change has come in the condition of teaching job. Teacher respondents stated that they are happy being teacher whereas student respondents are not preferring to take up teaching job. It seems school teachers are happy because they are either fond of teaching or they have desire to continue education. Researcher also found findings of

this study partially confirms findings of John Macbeth, Cambridge University 2002; Aggarwal Y.P. whereas findings of this study contradicts findings of study of M.Usha Rani, K.Rajan, S.Ramaya.

A nation can be progressed socially and economically if its citizens are educated. And their education depends on quality teachers. By providing good salary and good working condition more talented students will be attracted to take up school teaching as a job. At the same time Teachers can be motivated with improvement in working environment and pay structure. The importance of school teaching job has been realized by policy makers and the programme of action of 1992 stressed four important issues. They are as follows

- Pay and service conditions of teachers have to be commensurate with their social and professional responsibilities and with the need to attract talent to the profession.
- Teachers' association must play a significant role in upholding professional integrity, enhancing the dignity of the teacher and curbing professional misconduct.

After so many years of the recommendations in policy the findings of the study indicate that much change has not occurred

### **5.28 IMPLICATIONS OF THE STUDY**

- For policy makers: salary of schools teachers must be raised. So students with good educational qualification will be attracted to take up school teaching job.
- For school management: working environment of schools must be made comfortable for the work. Efforts should be made from the school management to give autonomy to school teacher.

### **5.29 SUGGESTIONS**

Researches can be taken up on the following topics

- Survey on the status of school teaching profession in different states of India.
- Comparative study of status of school teaching profession between India and other countries.

- Survey on the factors responsible for making a profession attractive.
- Case study of school teachers who were awarded and appreciated to understand what made school teaching career desirable for them.

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**APPENDIX-1**  
**QUESTIONNAIRE FOR STUDENTS**

**NAME:-**

**STANDARD:-**

**GENDER:-**

**SCHOOL:-**

1. **Have you thought about a career in your life?**  
(a) Yes (b) no
  
2. **Do you take decision on your own regarding studies and future career?**  
(a)Yes (b) No
  
3. **Do your parents or teachers help you in making career choice?**  
(a) Yes (b) No
  
4. **On which factors do you give importance while making a career choice?**
  - i. \_\_\_\_\_
  - ii. \_\_\_\_\_
  - iii. \_\_\_\_\_
  - iv. \_\_\_\_\_
  - v. \_\_\_\_\_



6. Which profession would you like to join and mention the order of preference( 1st, 2nd, 3rd, 4th, 5th, 6th, etc.) and give reasons for it?

<b>Name of Profession</b>	<b>Ranking- Highest to Lowest</b>	<b>Reasons</b>
<b>Businessman</b>		
<b>Chartered Accountant</b>		
<b>Doctor</b>		
<b>Engineer</b>		
<b>Fashion Designer</b>		
<b>Journalist</b>		
<b>Lawyer</b>		
<b>Lecturer/ College Teacher</b>		
<b>School Teacher</b>		
<b>T.V. Anchor</b>		
<b>Any other, Please mention</b>		

7. Rank the Professions according to its status in the society (from highest to lowest) and give reasons.

<b>Sr. No.</b>	<b>Name of Profession</b>	<b>Ranking- Highest to Lowest</b>	<b>Reasons</b>
1.	Businessman		
2.	Chartered Accountant		
3.	Doctor		
4.	Engineer		
5.	Fashion Designer		
6.	Journalist		
7.	Lawyer		
8.	Lecturer/ College Teacher		
9.	School Teacher		
10.	T.V. Anchor		
11.	Any other, Please mention		

**8. Would you prefer to be a School Teacher?****(i) If YES, then****why?** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**(ii) If NO, then****why?** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## વિદ્યાર્થીઓ માટે પ્રશ્નાવલિ

નામ: -

પ્રમાણભૂત: -

જાતિ: -

શાળા: -

નીચેના પ્રશ્નો જવાબ કૃપા કરીને.

1. જેમાં સ્ટ્રીમ છે?

એ.આર્ટ્સ (ખ) વિજ્ઞાન (C) કોમર્સ

2. તમે તમારા જીવનમાં એક કારકિર્દી વિશે વિચાર્યું છે?

(એ) હા (ખ) કોઈ

3. તમે ભાવિ કારકિર્દી ands તમારા પોતાના સંબંધી અભ્યાસો પર નિર્ણય લેવા નથી?

(એ) હા (ખ) કોઈ

4. કારકિર્દી પસંદગી બનાવવા તમારી માતાપિતા કે શિક્ષકો તમને મદદ કરો છો?

(એ) હા (ખ) કોઈ

કારકિર્દી પસંદગી બનાવે છે, જ્યારે 5. જે પરિબળો પર તમે મહત્ત્વ આપે છે નથી?

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_

6. જે વ્યવસાયમાં તમે જોડાવા અને (વગેરે 1 લી, 2 જી, 3 જી, 4 થી, 5 મી, 6 ઠી,) પ્રાથમિકતાના ક્રમ ઉલ્લેખ અને તે માટે કારણો આપવા માંગો છો?

વ્યવસાય શાળાના નામ	રેન્કિંગ- સર્વોચ્ચ ન્યૂનતમ કરવા	કારણો
બિઝનેસમેન		
ચાર્ટર્ડ એકાઉન્ટન્ટ		
ડૉક્ટર		
એન્જિનિયર		
ફેશન ડિઝાઇનર		
પત્રકાર		
વકીલ		
લેકચરર / કોલેજ શિક્ષક		
શાળા શિક્ષક		
ટીવી એન્કર		
અન્ય કોઈ ઉલ્લેખ કૃપા		

7. ક્રમ એ (સર્વોચ્ચ થી સૌથી નીચા કરવા) સમાજમાં તેની પરિસ્થિતિ મુજબ વ્યવસાયો અને આપી કારણો.

અ.નં.	વ્યવસાય શાળાના નામ	રેન્કિંગ -સર્વોચ્ચ ન્યૂનતમ કરવા	કારણો
1.	બિઝનેસમેન		
2.	ચાર્ટર્ડ એકાઉન્ટન્ટ		
3.	ડૉક્ટર		
4.	એન્જિનિયર		
5.	ફેશન ડિઝાઇનર		
6.	પત્રકાર		
7.	વકીલ		
8.	લેકચરર / કોલેજ શિક્ષક		
9.	શાળા શિક્ષક		
10.	ટીવી એન્કર		
11.	અન્ય કોઇઉલ્લેખ કૃપા		

8. જો તમે શાળા શિક્ષક બનવા માટે પસંદ કરે છો?

(હું) જો હા, તો પછી શા માટે?

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(ર) જો ના, તો પછી શા માટે?

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## छात्रों के लिए प्रश्नावली

नाम: -

मानक: -

लिंग: -

स्कूल: -

निम्न प्रश्नों का उत्तर दें।

1. कौन से धारा में आप हैं?

(क) कला (ख) विज्ञान (ग) वाणिज्य

2. क्या आपने अपने जीवन में एक कैरियर के बारे में सोचा है?

(क) हाँ (ख) ना

3. क्या आप अपने खुद के अध्ययन और करियर के बारे में निर्णय लेते हैं?

(क) हाँ (ख) नहीं

4. क्या आपके माता पिता या शिक्षकों कैरियर विकल्प बनाने में आपकी मदद करते हैं?

(क) हाँ (ख) नहीं

5. एक कैरियर विकल्प बनाते समय किन कारकों पर आप महत्व देते हैं?

i . \_\_\_\_\_

ii. \_\_\_\_\_

iii . \_\_\_\_\_

iv . \_\_\_\_\_



6. कौन सा पेशा में आप शामिल होना चाहते होवरीयता के क्रम उल्लेखकरे (1, 2, 3, 4, 5, 6,) और इसके लिए कारणदे?

पेशे का नाम	श्रेणी - उच्चतम सेनीम्नत्तम	कारणों
व्यवसायी		
चार्टर्ड एकाउंटेंट		
डॉक्टर		
अभियंता		
फैशन डिजाइनर		
पत्रकार		
वकील		
व्याख्याता कॉलेज अध्यापक		
स्कूल शिक्षक		
टीवी एंकर		
किसी भी अन्य का उल्लेख करें		

7. (उच्चतम से नीम्नत्तम) समाज में अपनी स्थिति के अनुसार व्यवसायोंकोश्रेणीऔरकारणदे।

सीनियर नहीं	पेशे का नाम	श्रेणी-उच्चतम से नीम्नत्तम	कारणों
1	व्यवसायी		
2	चार्टर्ड एकाउंटेंट		
3	डॉक्टर		
4	अभियंता		
5	फैशन डिजाइनर		
6	पत्रकार		
7	वकील		
8	व्याख्याता / कॉलेज शिक्ष		
9	स्कूल अध्यापक		
10	टीवी एंकर		
11	किसी भी अन्यका उल्लेख करें		

8. क्या आप एक स्कूल टीचर होने के लिए पसंद करेंगे?

(i) यदि हां, तो क्यों?

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(ii) यदि नहीं, तो क्यों?

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**APPENDIX-2****QUESTIONNAIRE FOR SCHOOL TEACHERS**

**NAME (Optional) :-**

**GENDER :-**

**SCHOOL NAME :-**

**EDUCATIONAL QUALIFICATION :-**

**TEACHING SUBJECTS:**

**AGE: UNDER 30**

**UNDER 40**

**UNDER 50**

**PLEASE ANSWER THE FOLLOWING QUESTIONS.**

**1. Do you enjoy being a SchoolTeacher?**

**(i) If YES, give reasons** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**(ii)If NO, give reasons** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2.Is School teacher your first choice as a career?**

**(i)Yes or (ii)No**

**If YES, then why?** \_\_\_\_\_  
\_\_\_\_\_

**If NO ,then why?** \_\_\_\_\_  
\_\_\_\_\_

**3.If choice is given now, which profession would you like to join?**

\_\_\_\_\_

**4.What is your view about SchoolTeaching as a career?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**5.If you are to advise students about choice of career, will you recommend school teaching as a career?**

**(i)If YES, then**

**why?** \_\_\_\_\_

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**(ii ) If NO, then**

**why?** \_\_\_\_\_

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**6.Are you satisfied with the working condition of your job?**

**(i)If Yes, then**

**why?** \_\_\_\_\_

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**(ii)If NO, then**

**why?** \_\_\_\_\_

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**7.Are you satisfied with the salary structure of the school teacher?**

**(i)Yes or (ii)No**

**8.Do you think that a school teacher has autonomy in the school?**

**(i) IfYES,**

**explain.**\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**(ii) If NO,**

**explain.**\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**9. Rank the Professions according to its status in the society (from highest to lowest) and give reasons.**

<b>Sr. No.</b>	<b>Name of Profession</b>	<b>Ranking- Highest to Lowest</b>	<b>Reasons</b>
<b>1.</b>	<b>Businessman</b>		
<b>2.</b>	<b>Chartered Accountant</b>		
<b>3.</b>	<b>Doctor</b>		
<b>4.</b>	<b>Engineer</b>		
<b>5.</b>	<b>Fashion Designer</b>		
<b>6.</b>	<b>Journalist</b>		
<b>7.</b>	<b>Lawyer</b>		
<b>8.</b>	<b>Lecturer/ College Teacher</b>		
<b>9.</b>	<b>School Teacher</b>		
<b>10.</b>	<b>T.V. Anchor</b>		
<b>11.</b>	<b>Any other, Please mention</b>		



**10. Do you think status of the school Teacher needs improvement in the society?**

**(i) If YES, give reasons**

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**(ii) If NO, give reasons**

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**11. Give your suggestions for improving status of the teachership.**

**i** \_\_\_\_\_

**ii** \_\_\_\_\_

**iii** \_\_\_\_\_

**iv.** \_\_\_\_\_

**v.** \_\_\_\_\_

## શાળા શિક્ષકોની માટે પ્રશ્નાવલી

નામ (વૈકલ્પિક): -

જાતિ: -

શાળા નામ: -

શૈક્ષણિક લાયકાત: -

શિક્ષણ પ્રજાને:

ઉંમર: 30 હેઠળ

40 હેઠળ

50 હેઠળ

i. એક શિક્ષક તરીકે તમારી અનુભવ -

ii. હાલ શાળામાં વર્ષો નંબર,

iii. અન્ય શાળામાં વર્ષો સંખ્યા અને

iv. આ વ્યવસાયમાં વર્ષ કુલ સંખ્યા.

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નીચેના પ્રશ્નો જવાબ કૃપા કરીને.

1. તમે એક શાળા શિક્ષક હોવા આનંદ?

(i) હા, તો reasons આપી

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(ii) ના, reasons આપો \_\_\_\_\_

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2. શાળા શિક્ષક કારકિર્દી તરીકે તમારા પ્રથમ પસંદગી છે?

(i) હા અથવા (ર) કોઈ

(ii)હા, તો પછી શા તો શું?

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-

કોઈ તો પછી શ

માટે? \_\_\_\_\_

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3.પસંદગી હવે આપેલ હોય તો 4., જે વ્યવસાયે તમે જોડાવા માંગો છો?

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4. કારકિર્દી તરીકે શાળા શિક્ષણ અંગે તમારા દેખાવ શું છે?

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5.તમે કારકિર્દીના પસંદગી અંગે વિદ્યાર્થીઓ સલાહ માટે હોય તો 6., તમે કારકિર્દી તરીકે શાળામાં શિક્ષણ ભલામણ કરશે?

(i) જો હા, તો પછી શા માટે?

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(ii) જો ના, તો પછી શા માટે?

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6. તમે તમારી નોકરી ની કામ શરત સંતુષ્ટ છો?

(i) જો હા, તો પછી શા માટે?

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(ii) જો ના, તો પછી શા માટે?

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7. તમે શાળા શિક્ષક ની પગાર માળખા સાથે સંતુષ્ટ હોય છે?

(i) હા અથવા (ii) કોઈ

8. જો તમે શાળા શિક્ષક શાળામાં સ્વાયત્તતા ધરાવે છે લાગે છે?

(i) હા, તો સમજાવો

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(ii) ના, તો સમજાવો

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9. ક્રમ એ (સર્વોચ્ચ થી સૌથી નીચા કરવા) સમાજમાં તેની પરિસ્થિતિ મુજબ વ્યવસાયો અને આપી કારણો.

અ.નં.	વ્યવસાય શાળાના નામ	રેન્કિંગ- સર્વોચ્ચ ન્યૂનતમ કરવા	કારણો
1.	બિઝનેસમેન		
2.	ચાર્ટર્ડ એકાઉન્ટન્ટ		
3.	ડૉક્ટર		
4.	એન્જિનિયર		
5.	ફેશન ડીઝાઇનર		
6.	પત્રકાર		
7.	વકીલ		
8.	લેકચરર / કોલેજ શિક્ષક		
9.	શાળા શિક્ષક		
10.	ટીવી એન્કર		
11.	અન્ય કોઈ ઉલ્લેખ કૃપા		

10. તમને અહેવાલ શિક્ષક સ્થિતિનો સમાજમાં સુધારો જરૂર લાગે છે?

(i) હા, કારણો આપે તો

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(ii) ના, કારણો આપે તો

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11. આ શિક્ષક જહાજ સ્થિતિનો સુધારવા માટે તમારા સૂચનો આપો.

i \_\_\_\_\_

ii \_\_\_\_\_

iii \_\_\_\_\_

iv . \_\_\_\_\_

v . \_\_\_\_\_

## स्कूल के शिक्षकों के लिए प्रश्नावली

नाम (वैकल्पिक): -

लिंग: -

स्कूल का नाम: -

शैक्षिक योग्यता: -

शिक्षण विषयों:

आयु: 30 के तहत

40 के तहत

50 के तहत

1. एक शिक्षक के रूप में अपने अनुभव -
2. वर्तमान स्कूल में वर्षों क्या संख्या,
3. अन्य स्कूल में वर्षों की संख्या और
4. इस पेशे में वर्षों की कुल संख्या।

निम्न प्रश्नों का उत्तर दें।

1. क्या आपको एक स्कूल शिक्षक होने के नाते आनंद आ रहा है?

(i) हाँ, तो कारण दे \_\_\_\_\_

\_\_\_\_\_

(ii) नहीं, कारण दे \_\_\_\_\_

\_\_\_\_\_

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2. क्या स्कूल शिक्षक, एक कैरियर के रूप में आपकी पहली पसंद है?

(i) हाँ (ii) नहीं

यदि हाँ, तो क्यों ?

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यदि नहीं, तो

क्यों? \_\_\_\_\_

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3. अगर आपको अभी मौका दिया जाए तो आप कौन से पेश में शामिल होना चाहेंगे?

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4. एक कैरियर के रूप में स्कूल शिक्षा के बारे में आपकी क्या राय है?

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5. अगर आपको छात्रों को सलाह देना पड़े तो क्या आप स्कूल शिक्षक बन्ने के लिए सिफारिश करेंगे?

(i) यदि हां, तो क्यों?

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(ii) यदि नहीं, तो क्यों?

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6. क्या आप अपने कैरियर से संतुष्ट हैं?

(i) यदि हां, तो क्यों? \_\_\_\_\_

\_\_\_\_\_

(ii) यदि नहीं, तो क्यों?

\_\_\_\_\_

\_\_\_\_\_

7. क्या आप स्कूल में शिक्षक के वेतन संरचना के साथ संतुष्ट हैं?

(i) हाँ या (ii) नहीं

8. क्या आपको लगता है एक स्कूल शिक्षक की स्कूल में स्वायत्तता है?

(i) हाँ, तो समझाये. \_\_\_\_\_

\_\_\_\_\_

(ii) नहीं, तो समझाये

\_\_\_\_\_

\_\_\_\_\_

9. रैंक (उच्चतम से सबसे कम करने के लिए) समाज में अपनी स्थिति के अनुसार व्यवसायों और दे कारणों से।

सीनियर नहीं	पेशे का नाम	श्रेणी - उच्चतम कम करने के लिए	कारणों
1	व्यवसायी		
2	चार्टर्ड एकाउंटेंट		
3	डॉक्टर		
4	अभियंता		
5	फैशन डिजाइनर		
6	पत्रकार		
7	वकील		
8	व्याख्याता / कॉलेज शिक्षक		
9	स्कूल अध्यापक		
10	टीवी एंकर		
11	किसी भी अन्य का उल्लेख करें		

10. क्या आप स्कूल शिक्षक का दर्जा समाज में सुधार की जरूरत है लगता है?

i. हाँ, कारणों देते हैं

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ii. नहीं, कारणों देते हैं

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11. अध्यापक-पद की स्थिति में सुधार के लिए अपने सुझाव दे।

i \_\_\_\_\_

ii \_\_\_\_\_

iii \_\_\_\_\_

iv. \_\_\_\_\_

v . \_\_\_\_\_

**APPENDIX--3**  
**QUESTIONNAIRE FOR OTHER PROFESSIONALS**

**NAME:-**

**GENDER:-**

**PROFESSION:-**

**i. What is your total year of experience**

**ii. Number of years in present institution**

**iii. Number of years in previous institution and**

**PLEASE ANSWER THE FOLLOWING QUESTIONS.**

**1. Is it your first choice as a profession?**

**(i) YES ; (ii) If NO, state your first  
choice \_\_\_\_\_**

**2. Rank the Professions according to its status in the society (from highest to lowest) and give reasons.**

<b>Sr. No.</b>	<b>Name of Profession</b>	<b>Ranking- Highest to Lowest</b>	<b>Reasons</b>
<b>1.</b>	<b>Businessman</b>		
<b>2.</b>	<b>Chartered Accountant</b>		
<b>3.</b>	<b>Doctor</b>		
<b>4.</b>	<b>Engineer</b>		
<b>5.</b>	<b>Fashion Designer</b>		
<b>6.</b>	<b>Journalist</b>		
<b>7.</b>	<b>Lawyer</b>		
<b>8.</b>	<b>Lecturer/ College Teacher</b>		
<b>9.</b>	<b>School Teacher</b>		
<b>10.</b>	<b>T.V. Anchor</b>		
<b>11.</b>	<b>Any other, Please mention</b>		

**3. What is your view about school teaching as a profession?**

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**4. Will you recommend your children to take up teacher-ship in school as a career?**

**(i) If yes then why?**

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**(ii) If no then why?**

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**5. Rank the following professions in terms of their contribution to the society.**

Sr.no.	Name of Profession	Ranking- Highest to Lowest
1.	Businessman	
2.	Chartered Accountant	
3.	Doctor	
4.	Engineer	
5.	Fashion designer	
6.	Journalist	
7.	Lawyer	
8.	T.V. Anchor	
9	Teacher	

**6. Do you think the school teachers have a status in the society like other professionals?**

**(i) If YES, give reasons.** \_\_\_\_\_

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(ii) If NO, give reasons. \_\_\_\_\_

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**7. Are the school teachers getting the salary according to the service they are giving?**

(i) If YES, give reasons. \_\_\_\_\_

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(ii) If NO, give reasons. \_\_\_\_\_

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**8. Are the school teachers neglected in the society?**

(i) If YES, give reasons. \_\_\_\_\_

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(ii) If NO, give reasons. \_\_\_\_\_

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## **APPENDIX**

### **LIST OF THE EXPERTS**

1. Prof, Chhaya Goel, Department of Education, M.S.University, Baroda.
2. Dr, Reena Godara, Assistant Professor, Department of Education, M.S. University, Baroda.
3. Dr, P.V. Xavier, Principal, B.Ed, M.Ed, P.G. Diploma in ECCE, Navrachana University.
4. Ms. Valli Pillai, Assistant Professor, School of Science and Education, Navrachana University.
5. Dr. Mandira sikdar, Associate Professor, School of Science and Education, Navrachana University.
6. Dr. Pramila Ramani, Assistant Professor, School of Science and Education, Navrachana University.