

# The future of the teacher

The first question that springs to mind when one tries to imagine the future of the teacher is “What/who is a teacher?”

According to the Webster dictionary a teacher is a person who “teaches or instructs; one whose business or occupation is to instruct others; an instructor; a tutor”. It is with this definition in mind that one embarks on the research paper on the future of the “teacher”.

**NUMBER OF FULL TIME TEACHERS IN DIFFERENT TYPE OF SCHOOLS**  
UT:Delhi Area: Total

Sl. No.	District	Primary Schools			Upper Primary schools			Secondary Schools			Higher Secondary Schools			Total			District
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	Central	218	654	872	93	187	280	114	132	246	928	2290	3218	1353	3263	4616	Central
2	East	688	1878	2566	154	868	1022	298	609	907	1840	3453	5293	2980	6808	9788	East
3	New Delhi	89	200	289	51	179	230	78	211	289	352	1383	1735	570	1973	2543	New Delhi
4	North	279	720	999	119	258	377	79	151	230	1165	1729	2894	1642	2858	4500	North
5	North East	1547	1889	3436	615	1222	1837	412	568	980	2177	1585	3762	4751	5264	10015	North East
6	West	1760	3347	5107	356	1049	1405	738	1319	2057	3059	6204	9263	5913	11919	17832	West
7	South	1196	2157	3353	187	616	803	607	855	1462	1912	4167	6079	3902	7795	11697	South
8	South West	871	1658	2529	169	711	880	551	910	1461	2379	5038	7417	3970	8317	12287	South West
9	West	672	2454	3126	104	948	1052	410	1063	1473	2119	6126	8245	3305	10591	13896	West
	Delhi	7320	14957	22277	1848	6038	7886	3287	5818	9105	15931	31975	47906	28386	58788	87174	Delhi

A look at the table is all that is needed to convince a person about the importance of the teacher. The numbers speak for themselves. Any profession that can boast of such numbers, and that too within a small state like Delhi is worth paying attention to. A strong house has a strong foundation. It is thus appropriate that one takes a brief glance at the past of the Indian educational system before beginning a detailed examination of the condition of the teachers' as it is the system that is their mother ship.

The origin of the Indian Education Department dates back to pre-Independence days when for the first time a separate Department was created in 1910 to look after education. However, soon after India achieved its Independence on 15th August, 1947, a full-fledged Ministry of Education was established on 29th August 1947. In 1948-49<sup>1</sup>, almost immediately after independence, the government of India appointed a major national Commission focusing on higher education known as the University Education Commission.

The National Council of Educational Research and Training (NCERT) was set up by the Government of India in 1961 as an autonomous organization registered under Societies Registration Act (Act XXI of 1860) to advise and assist the Ministry of Human Resource Development, Government of India and Departments of Education in States/ UTs in formulation and implementation of their policies and major programs in the field of education, particularly for qualitative improvement of school education.

In 1964, the National Commission on Education, also known as the Kothari Commission, was appointed.

In the Resolution on the National Policy on Education in 1968, an emphasis on quality improvement and a planned, more equitable expansion of educational facilities and the need to focus on the education of girls was stressed.

About a decade ago and a half later, the National Policy on Education (NPE-1986)

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<sup>1</sup> Reference: Women's education in India- Mathur, B.D. Bhatt and S. R Sharma

was formulated which was further updated in 1992. The NPE 1986 provides for a comprehensive policy framework for the development of education up to the end of the century and a Plan of Action (POA) 1992, assigning specific responsibilities for organising, implementing and financing its proposals.

Once the basic historical components have been examined the next question that arises relates to the definition of a “recognised school”. According to the seventh All India Educational Survey a recognised school is that in which the course(s) of study followed is/are prescribed or recognised by the Government (Central/State) or a University or a Board constituted by law or by any other agency authorised in this behalf by the Central or State Government and which satisfies one or more of the authorities e.g. Directorate of Education, Municipal Corporation/Committee, Board, etc., with regard to its standard of efficiency. It runs regular classes and sends candidates for public examination, if any.

It is in these recognised schools that one finds the teacher that this research paper deals with. These schools can be divided into various categories depending on different criterion. For the purpose of this research paper the criterion selected for differentiating the schools was the source of funds these schools used to carry out their functions.

The major categories of schools that emerge with this criterion in mind are:

- 1) Government schools
- 2) Government aided schools
- 3) Private schools

Before beginning an examination of the condition of the teachers in these schools it is important that one be aware about the contribution of each of these categories of schools to the pool of teachers.

### Percentage of Primary Schools under different management

Year	Govt.	Local Body(LB)	Govt. + LB	Private Aided	Private Un-aided
1973-74	50.88	42.47	93.34	5.01	1.64
1978-79	38.96	55.03	93.99	4.42	1.59
1986-87	41.37	51.71	93.08	4.34	2.57
1993-94	44.63	47.47	92.10	3.78	4.12
1996-97	47.78	43.88	91.66	3.34	5.00
2001-02*	47.45	43.47	90.92	3.07	6.01

\*Provisional

### Percentage of upper primary schools under different managements

Year	Govt.	Local Body(LB)	Govt. + LB	Private Aided	Private Un-aided
1973-74	10.71	16.86	27.57	17.75	14.67
1978-79	10.31	18.13	28.44	16.90	14.66
1986-87	12.79	12.33	25.12	16.30	13.58
1993-94	15.94	13.51	29.45	10.53	11.02
1996-97	16.41	19.13	35.54	10.25	14.20
2001-02*	17.36	19.05	36.41	11.81	15.77

\*Provisional

### Percentage of High/Higher Secondary Schools under different Managements

<b>Year</b>	<b>Govt.</b>	<b>Local Body(LB)</b>	<b>Govt. + LB</b>	<b>Private Aided</b>	<b>Private Un-aided</b>
1973-74	26.54	10.85	37.39	57.02	5.59
1978-79	30.44	8.71	39.15	57.30	3.55
1986-87	37.49	7.73	45.22	44.79	9.99
1993-94	37.76	9.29	47.05	37.78	15.17
1996-97	38.96	6.74	45.70	36.20	18.10
2001-02*	36.16	6.29	42.45	33.99	23.56

\*Provisional

As is clear the above tables the private investment in the educational sector is increasing while the government's attempts remain constant. The reason for this probably may be the growth of private entrepreneurs, but as the tables clearly show much can be done to improve the condition of the private sector in the Indian education system.

## The minimum qualifications of the teachers:

The teachers are given various classes to teach depending on their qualifications:

Ø Nursery teachers: education up to the senior secondary level. (this post is present only in the private schools)

Ø Assistant teachers (teach the children in the primary school): education up to the senior secondary level and Junior Basic Training (J.B.T.)

Ø Trained Graduate Teachers (T.G.T.) [Teach classes six to ten]: Graduation and B.Ed

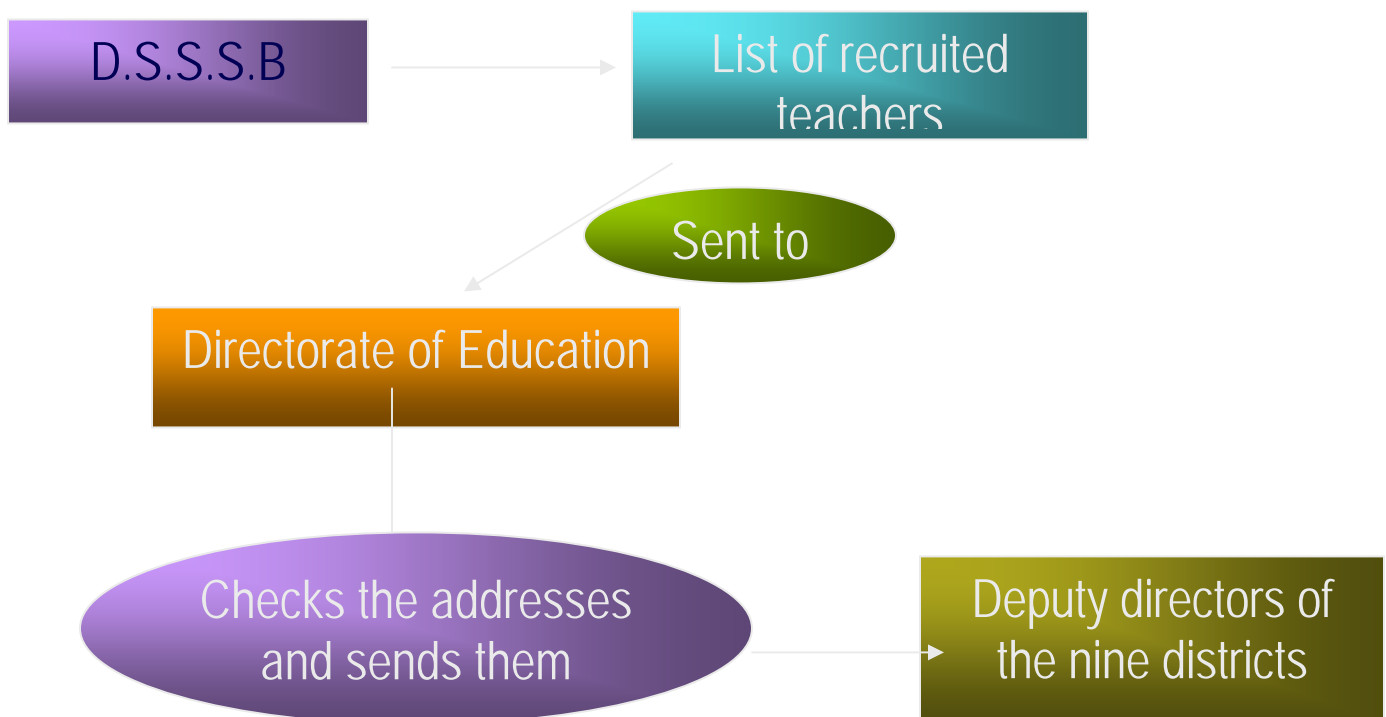
Ø Post Graduate Teachers (P.G.T.) [teach the higher secondary classes]: Post Graduation and B.Ed

## Government schools:

A Government school is that which runs by the State Government or Central Government or Public Sector Undertaking or an Autonomous Organisation completely financed by the Government.

In the years immediately after the partition these were for quite some time the only type of schools existent in India. In the wake of the partition they shouldered the weight of the education system quite well for sometime but then the lacunae existent in the government's style of functioning became evident, and these persist till today....

Recruitment of teachers in these schools within Delhi The recruitment process begins when the schools send the details of their requirements to the Delhi Services Subordinate Selection Board. This leads to a written examination organized by the D.S.S.B. (perceived to be of high standard by the informant). After the examination, the selected candidates' names and their addresses are sent to the Directorate of Education. From here the names of the teachers are sent to the different deputy directors depending on the addresses of teachers, thereby providing the teachers the chance to be able to teach in schools near their places of residence. But this is not an enforceable provision and it rests on the deputy directors as to which schools he/she is in a position to provide, depending on the vacant posts.



**Government Schools:**

Stage	1998 - 1999	1999 - 2000	2000 - 2001	As on 24th Nov 2003
Middle Schools	164	164	154	114
Secondary Schools	181	188	191	210
Sr. Secondary Schools	643	651	664	648
<b>Total</b>	<b>988</b>	<b>1003</b>	<b>1009</b>	<b>972</b>

**Govt. School Results**

**Secondary (CBSE)**

Year	Students Appeared	Students Passed	%age
1997-98	88846	28519	32.10
1998-99	89746	31023	34.57
1999-00	91392	35611	38.97
2000-01	72287	29010	40.13
2001-02	80317	37127	46.23
2002-03	79069	38642	48.87
2003-04	79399	40319	50.78



Senior Secondary (CBSE)			
Year	Students Appeared	Students Passed	%age
1997-98	38033	24131	63.45
1998-99	44918	30595	68.11
1999-00	41828	30344	72.54
2000-01	44044	30925	70.21
2001-02	51560	36725	71.23
2002-03	47728	36761	77.02
2003-04	54278	42267	77.87

The salary of the teacher is according to government norms and regulations. The employees of these schools enjoy the same job security as enjoyed by any other government employee.

The curriculum followed in the government schools is as set by the government bodies.

The informant<sup>2</sup> was of the view that the curriculum<sup>3</sup> is developed by academics from the

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<sup>2</sup> School – Shaheed Avadh Bihari Sarvodaya Vidyalaya,  
Ludlow Castle – 1, Raj Niwas Marg, Delhi – 54  
Person – Preetam, a teacher

<sup>3</sup> See appendix 1

colleges with the teachers of the schools having little say in the entire process. (He derived this conclusion by enlisting the members of the councils set up by the government to frame the syllabi of various subjects and then pointing out the marginal presence of the teachers).

There is little representation of the teachers at an intra school level. There is the post of a staff secretary (who is elected from amongst the teachers) but the elected representative has little or no powers. Except for bringing to the notice of the principal the problems of the teachers there is nothing the staff secretary can do. At the state level there is an organisation of the teachers employed in government schools called the G.S.T.A. (Government School Teachers Association). It is this organisation a teacher has to resort in case the matter cannot be resolved at the intra school level.

Promotions are based on the qualifications of the candidate and the seniority of the candidate. The teacher can first be promoted to the post of the Vice-Principal. The minimum criterion for this promotion is experience as teacher for a minimum of twelve years. After this the next development is seven years in coming as the Vice-Principal can be promoted to the post of the Principal after he/she has had been the Vice-Principal for seven years. The U.P.S.C. conducts an examination for the posts of the principals in various schools. 25% of the posts (of principals) are filled in this way. The criterion for this examination is the experience of the candidate – lesser for a postgraduate teacher than for a trained graduate teacher (twenty years). The remaining posts are filled by the promotion of the teachers as mentioned earlier.

There are several problems faced by the teachers of these schools. The primary problem faced is the one relating to bad implementation of schemes driven by good intentions. An example could be the mid day meal scheme. The idea behind the scheme was a noble one of providing children with food. But what the planners did not keep in mind was the shortage of the clerical staff that is at present existent in these schools. As a result it is the teachers who have to go around distributing the food<sup>4</sup>. This results in wastage of time that is essential to complete the syllabi. Arbitrary increase in the working hours of the

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<sup>4</sup> School – M.C.D. Primary model school  
Person– Mrs. Arora (the principal)

teachers of certain schools is another example of such a scheme. The idea was again driven by a good intention in this case to increase the output of the teachers who worked in schools that operate in a single shift so as to bring them even with those working in schools that operate in two shifts – morning and evening. But the implementation again left a lot to be desired.

The idea of providing the school children with legal powers, while working in certain cases, has also backfired in enough cases to signal changes being required in the system. There is a system of inspection of these schools in place but with the passage of time it has lost its effectiveness. The number of inspectors is too less to even begin to cope with the number of schools that have come up.

Another problem is the manner in which the teachers are allotted schools in this setup. A new teacher should ideally be sent to a school where his/her skills can be honed under the guidance of experienced teachers. In reality most of the times the new teachers are sent to schools where the entire system is in shambles and a novice finds this hard to cope with.

This is the present position of the government schools .... Trying hard to survive and to do their share and just about managing to do so. However if a change is not brought about soon the entire structure may come apart at its seams .

## Government aided schools:

The primary difference between this and its elder sibling is that in this case the government is provided with the land and the building by the managing committee of the school. (95%-government and 5% private investment).

The recruitment of teachers is by an interview, which is preceded by advertisements in various newspapers. The interview panel consists of the principal of the school, the chairman of the managing committee, the administrative officer, the education officer and a government official. Though on the first glance it may seem that the government that the government has the deciding say in the appointment of the teachers in reality it is not so. Instead it is the principal of the school who has the greatest say in the selection of the candidate. There is a credible reason behind this as it is the principal who will deal with hired teacher on a day-to-day basis. However this discretionary power of the principal also provides the opportunity for the evil of favoritism to raise its head.

The teachers employed in government-aided schools enjoy the same job security as that enjoyed by any other government employee. The salary paid to the teachers employed in a government-aided school is the same as his/her counterpart in a government school.

The curriculum followed in these schools is as prescribed by the government although the teachers do recommend other books by “good” authors. There is little representation of the teachers at the intra school level. The problems faced by

these schools are many in number. Just about anything that could go wrong with a government school could also go wrong with a aided school as both follow the same the same basic system .... And most of the time things do wrong....

In addition these schools also face some peculiar problems.

The unique feature of these schools is the presence of the private players. However if the school does perform well then it implies expansion (in terms of teachers, students, the clerical staff etc.). If the school expands to such an extent that the management is no longer able to contribute the 5% then the management has no option but to hand over the school to the government. This way of functioning is a deterrent to the growth and development of these schools as the management is quite keen to retain control of the school and thus is not too inclined towards expansion.

Another problem faced by the teachers of these schools is the no transferability of the jobs of their jobs. What they are not able to figure out is the reason as to why their job is not transferable when it is the government doing all the bookkeeping.

Secondary (CBSE) results			
Year	Students Appeared	Students Passed	%age
1997-98	14330	6937	48.41
1998-99	14408	7659	53.16
1999-00	14518	7826	53.91
2000-01	13717	6991	50.97
2001-02	12577	7043	56.00
2002-03	13246	7794	58.84
2003-04	13465	8025	59.6

Senior Secondary (CBSE) results			
Year	Students Appeared	Students Passed	%age
1997-98	9109	6271	68.84
1998-99	10071	7357	73.05
1999-00	9447	6991	74.00
2000-01	10488	7808	74.45
2001-02	10979	8068	73.49
2002-03	10997	8431	76.67
2003-04	11656	8997	77.19

This is the state of the government aided schools, quite similar to that of their older sibling. They are surviving at the present moment but their life expectancy is low. As with their older sibling, changes are required if their life expectancy is to improve.

### **Private schools:**

No government presence is the primary feature of these schools. In an ideal setup these schools appear to be the answer to all the problems faced by the government and government aided schools but this is not the ideal world ..... And like in most real world scenarios this a picture with extremes of the colours. There are schools running that appear to be the epitome of what a good school should be. But there many more schools which bring the picture down to earth and they do so....

The teachers are supposed to be appointed after advertisements in newspapers and interviews of the short-listed candidates. This is true to a large extent for the schools that cater to the higher end of the population spectrum. What happens in reality in the schools that cater to the lower strata is quite different. The teachers are asked to submit their

applications. But the teachers are not selected in keeping with their qualifications. Instead in some schools the qualifications can almost be hindrances to the recruitment of the teacher. The teachers who are well qualified have to be paid a certain minimum salary that is deemed necessary by the government. The owners of the schools are keen to accept teachers who do not possess any proper qualifications as they easy targets for exploitation. These teachers are told to sign papers that say that the person involved is a trainee and is learning the job. This is an honorary post and the declaration provides the owner with the leeway to treat the teachers in the way they consider most suitable.

The schools choose the educational board whose system they are most comfortable with.

The concept of job security is as jaded as it is in any other private sector enterprise. Firing of teachers at the start of the summer vacations is quite common. This is done in order to save the owners from paying the teachers their due salary in the months of the holiday. And since most of the teachers employed by these schools lack any appointment letters there is little that they can do avoid this withdrawal of employment ....

There is little representation of the teachers within schools themselves and hence the lack of a common platform from where they can raise their voice.

The employers are also constantly on the lookout for ways of using teachers for their own benefit in ways only loosely connected to teaching. The schools become hosts to entrance examinations with teachers being used as unpaid supervisors. The clerical work is another responsibility whose burden is often borne by the teachers. The teachers in essence are almost mules serving a master instead of being intellectuals who are working for personal benefit.

Of all the problems faced by these schools the biggest one relates to regulations or rather the lack of them .....

There are no inspections ....

No checks and/or examination of the premises .... And for schools which provide their students with education only till class eighth or less there is not even the certification of the board required .... Schools are mushrooming in dingy rooms with no facilities .....

Secondary (CBSE) results			
Year	Students Appeared	Students Passed	%age
1997-98	41742	36467	87.36
1998-99	45076	38908	86.32
1999-00	41383	35610	86.05
2000-01	45196	37884	83.82
2001-02	56021	48351	86.31
2002-03	50977	43910	86.14
2003-04	52845	45630	86.35

Senior Secondary (CBSE) results			
Year	Students Appeared	Students Passed	%age
1997-98	30566	26982	88.27
1998-99	33308	29647	89.01
1999-00	31454	27854	88.55
2000-01	34568	30653	88.67
2001-02	42306	38168	90.22
2002-03	45178	40882	90.49
2003-04	48850	43794	89.65

This section of the research promised a lot, as it is profit that is the motive behind most of the successful enterprises. As the research progressed the good points of the profit driven work came to light. But at the same time the researcher also came across the ugly unethical underbelly of the private schools, which gorges upon the helpless teachers.



## **Conclusion:**

As is quite evident from the above-mentioned facts each of the three major categories has space for improvement. Each has its advantages - the government has the ethics and some good regulations on its side, the aided schools have their middle path approach and the private schools have their entrepreneurial spirit. Each has its disadvantages as well. What one needs to come up with is a system where the strengths of these systems can be combined: a system where the regulations and the entrepreneurial spirit can come together successfully.

As the pass percentages show the private players have an upper hand in the game at this stage. It is now up to the society in general and individuals in responsible positions in particular to use this information to further the cause of teaches and in turn the cause of education.

## **Bibliography :**

- 1) The seventh all India educational survey

## **Appendix 1:**

## National Curriculum Framework Review

### National Steering Committee

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