

**Supplementary Volume No. V-N**

**REPORT OF THE SEMINAR  
ON  
TEACHERS' STATUS**



सत्यमेव जयते

**EDUCATION COMMISSION  
University Grants Commission Building  
Bahadur Shah Zafar Marg  
New Delhi  
1966**

SUPPLEMENTARY VOLUME NO. V-N

REPORT OF THE SEMINAR  
ON  
TEACHERS' STATUS

EDUCATION COMMISSION  
UNIVERSITY GRANTS COMMISSION BUILDING  
BAHADUR SHAH ZAFAR MARG  
NEW DELHI  
1966

## P\_R\_E\_F\_A\_C\_E

At an early stage of its deliberations, the Education Commission decided to organize a Seminar of representatives of teachers' organizations at All-India and State levels to discuss the various problems connected with the status of teachers and the role of teachers' organizations. It was decided to invite to this Seminar representatives of organizations of teachers at all levels, from the pre-primary to the university stage. The response from the organizations to the Commission's invitation was most encouraging and it was a matter of regret that it was not possible to extend the invitation to teachers' organizations at the district and city levels. The organizations supplied information about themselves regarding their aims and objects and their activities. Quite a large number of them expressed their views on the relevant questions referred to them, stating the salaries desired for teachers at different levels and working out the total cost involved in implementing their proposals, so far as their particular State was concerned.

The Seminar was held in New Delhi from the 29th September to 1st October, 1965. It was a unique occasion as it was for the first time that representatives of teachers' organizations, at all levels, met together at the invitation of <sup>a</sup> Commission to discuss teachers' problems. The Seminar was inaugurated on

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29th September, 1965 by Dr. D. S. Kothari, Chairman of the Education Commission and the University Grants Commission. On the 1st of October, 1965 the Valedictory Address was given by Dr. K.G. Saiyidain, Member, Education Commission. Dr. Kothari's Inaugural Address set a high tone for the discussions that ensued and Dr. Saiyidain's closing address provided a challenge to the teachers for action. The following four topics were discussed at the Seminar :-

- (1) Teachers' salaries, allowances, welfare services and retirement benefits;
- (2) Conditions of Service;
- (3) Conditions of work; and
- (4) The role of teachers' organizations.

The participants met in four groups, later, to discuss each of these problems in further detail. The leaders of the groups presented their reports to the general body and they were adopted after some discussion and modification.

The Report of the Seminar now being published includes an account of the proceedings of the Seminar and the Group Reports along with the speeches of the leaders of the different discussions and of the Chairmen and a brief summary of the remarks made by those who participated in the discussions.

One fact that needs to be mentioned specifically is that the participants stressed the point that teachers' organizations are not concerned only with problems of teachers such as remuneration and

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conditions of service but are deeply interested in the improvement of education as a whole, involving the questions of curriculum, methods of teaching, conditions of educational institutions and examinations. They suggested that on some future occasion they might be invited to discuss these problems. It was rewarding to note that the representatives of the organizations considered that the professional organizations of teachers have a vital role to play in the development and improvement of education.

New Delhi  
30.6.1966

Miss S. Panandikar  
Member

REPORT OF THE NATIONAL SEMINAR ON TEACHERS' STATUS  
HELD ON 28th-30TH SEPTEMBER, 1966

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Part I

PROCEEDINGS OF THE NATIONAL SEMINAR ON TEACHERS' STATUS

General: A Seminar of the representatives of Teachers Organizations at the National and State levels was organized by the Education Commission Government of India. It was held in New Delhi in the premises of the Indian Institute of Public Administration, Indraprastha Estate, on the 29th and 30th September and 1st October, 1965. Seventy-five delegates representing 45 all-India and State level Teachers Organizations throughout the length and breadth of the country participated. For the first time in the history of Indian Education were all such associations gathered together at one Seminar to discuss the problem most vital to them - the Status of Teachers. The Associations represented were of teachers of all stages of education, from the Pre-Primary to the University stage.

The problem of Teachers' Status was discussed under four main heads, namely, (1) Teachers' Salaries, Allowances, Welfare Services and Retirement Benefits, (2) Service Conditions of Teachers, (3) Conditions of Work of teachers and (4) The Role and Function of Teachers Organizations. Every possible opportunity was afforded to the participants to discuss the various facets of these problems and express their opinions unreservedly. To ensure this, each one of these 4 problems was represented by a well experienced and mature person intimately connected with these problems as well as with Teachers' Organizations in India. After an able presentation touching all aspects of each problem was made, it was thrown open for discussion. To say that there was keen participation is an under statement. The Chairman at each of these open discussions had great difficulty in regulating the speeches to be confined to the scheduled time and indeed in all the 4 cases the time allotted proved to be short. The Chairmen in all cases brought the discussion to a close by admirably bringing out the salient points made by the initiator of the discussion and the others who participated in it adding their own comments and suggestions from their rich experience.

Then the participants grouped themselves into 4 groups each to tackle one of the problems listed. Each group appointed its own Chairman and Rapporteur and deliberated on various aspects of it.

These reports were then presented to the General Session and discussions ensued particularly from those who were not in the group. These general sessions were also presided over by leaders with mature experience in these fields, themselves being members of the Education Commission. It was clearly emphasized and borne in mind that at no stage should agreed solutions or suggestions be attempted to be made but views from various angles be expressed for final consideration by the Education Commission.

Proceedings in detail:

Miss S. Panandikar, Member of the Education Commission, who convened the Seminar on behalf of the Education Commission welcomed the delegates and explained the scope and purpose of the Seminar. She referred to the generous response from Teachers Organisations and pointed out that the Education Commission was expected to derive considerable benefit from deliberations of the Seminar on this most important problem of Teachers' Status. She then explained that 'Status' stands for and emphasized how the status of teachers is bound up with the public regard for education. After detailing the procedure to be followed in the Seminar, she requested Dr.D.S. Kothari to inaugurate the Seminar.

Dr.D.S. Kothari, Chairman of the University Grants Commission and Chairman of the Education Commission inaugurated the seminar with a stimulating address. In the course of his speech, he pointed out that at no time in man's history was education more important than now in this age of Science and Technology. He emphasized that education is an integrated whole. Teachers should identify themselves with the students. In that respect a mother is the best teacher because her love for her children enables her to identify herself completely with them. He stressed the point that the demand for improving the status of teachers can only be for the purpose of giving effective education which will improve national resources. For this the basic requirement is sustained, devoted and hard work. Dr. Kothari agreed that the salaries of teachers were low at all levels and there was need to improve them. He added that a good teacher was 'continuously a student and hence teachers should have facilities for self-employment.'

The first session took up the discussion on "Teachers' Salaries, Allowances, Welfare Services and Retirement Benefits". Dr.R.C.Mazumdar, President of the Delhi University Teachers' Association and Dean, Faculty of Science, Delhi University, presided over this Session. SHRI J.P. Naik, Member-Secretary, Education Commission, initiated the discussion on this topic. In the course of his speech, he pointed out that there had been appreciable increase in the salaries of teachers at all levels but this increase in salary had been generally offset, by the rise in price level. For an adequate increase in the salary scales the following three points were necessary. (1) This should be part of plan expenditure, (2) This should be discussed with the State Governments, and (3) Government of India should help State Governments to improve the salary of teachers as they do not have adequate resources. He advocated a national scale of minimum pay at 3 levels (a) Trained Matriculate Teacher, (b) Trained Graduate Teacher, and (c) A teacher with Post-graduate Degree. He pleaded for the adoption of the principle of 'parity' for teachers' salary under all managements and in retirement benefits. Regarding Welfare Services the teacher should be considered as a public servant and entitled to such privileges.

The following members took part in the discussion that ensued:



Shri B.H. Sahrabudhe  
Shri S.P. Roy  
Shri D.V. Deshpandey  
Shri B.N. Kaul, and  
Shri P. Anjaneyulu

and the points mentioned below were raised during the discussion by the speakers:

- (a) Teachers should be considered to be technical personnel and should therefore be paid higher salaries.
- (b) The right of teachers as per Resolution No. 3 of the W.C.O.T.P. at Istanbul to contest elections should be recognized.
- (c) National pay scales would help national integration. The Education Commission should recommend the "three scales" suggested by Shri J.P. Naik.
- (d) It would be necessary to set up a negotiating machinery with suitable representation of all concerned interests for fixing salary scales of teachers. It should be assigned mandatory powers.
- (e) Salaries should be related to the cost of living index and suitable formula should be evolved.
- (f) For a proper solution of all such questions it is desirable that Education should be in the Concurrent List.
- (g) Teachers should sit together and draw up the conduct rules that should be applicable to teachers serving in schools under different types of managements.
- (h) Fees should not be increased to raise salaries. Teachers' salaries should be raised at the cost of the State.
- (i) Desirability from the point of view of education should be the main ground on which all questions relating to Teachers' Status should be decided.
- (j) Teachers should be given 25% higher scales of pay than persons working in the ministerial services because of the nature of their work and responsibilities entrusted to them.

Dr. R.C. Majumdar, who presided, said that the status of the teacher should be decided by the people who must recognise the value of education and who must be convinced that education is a good investment. The first concern should be of improving the quality of education; the improvement of teachers' salaries should

come in as necessary for improving quality. Education must be looked upon as a whole and there must be flexibility and interchange of teachers within the system. He cited, the example of the USSR where the Directors of Research Institutes were in touch with school and college problems. A teachers' job need not be judged only in terms of the salary; it has its own rewards which are denied to persons drawing higher salaries in other fields.

### SECOND SESSION

The second session which dealt with Service Conditions of Teachers was presided over by Prof. D.C. Sharma, M.P. and President of the All India Federation of Educational Associations. Shri B.R. Desai of Bombay in initiating the discussion recommended that one year of probation for the teacher is adequate as many of them are qualified. Where absolutely necessary it could be extended to two years. He urged for the provision of privilege leave, maternity and sick leave, and study leave for teachers. To hear the appeals of teachers he pleaded for a definite machinery.

The following members took part in the discussion that ensued:

Prof. M. Chakravarty  
Shri P. Anjaneyulu  
Rev. Fr. Kottaram  
Shri P.S. Redkar, and  
Shri M.N. Kapur.

The points mentioned below were raised by them:

- (a) Rules of service should be codified. For hearing appeals of teachers independent boards should be set up at State level so that teachers may feel that they will have genuine justice.
- (b) Frequent and arbitrary transfers of teachers should be stopped. Except in cases of very serious complaints against a teacher, there should not be any transfer, within a period of three or five years.
- (c) Headmasters should be declared as non-vacation officers as they had work during the vacation also.
- (d) Regular payment of salaries should be guaranteed.

- (e) There is necessity for the setting up of machinery in the form of a Tribunal to deal with cases of dismissal of teachers.
- (f) Civil liberties of teachers should be guarded.
- (g) A trained teacher should be appointed on a permanent basis.
- (h) Even in the present context there must be some idealism on the part of the teacher.
- (i) There should be security of service for teachers, specially for primary teachers.
- (j) Security is a necessary condition for efficiency and for better education. Where a teacher is not giving his best there should be some way of getting him to improve.

Prof. D.C. Sharma in winding up the discussion suggested that the Education Commission should bring out a report that is implementable. He observed that the teaching profession is and should be a profession of self-dedication. The more work the teacher does, the higher he goes in the estimation of the public. To safe-guard the interest of all there should be a Tribunal for all appeals. Model Service Rules should be drawn up.

Shri E.W. Franklin, Secretary, W.C.O.T.P., Delhi, initiated discussion on "conditions of work of teachers". He pointed out that accommodation and facilities for teaching in schools are generally poor. The double shift system imposed an undue strain on the teacher. To improve the conditions of the teachers work, clerical work should not be thrust on them and there should be provision

for leave reserve. The teacher today he stressed, has to work in a highly restricted environment with very little of freedom. Finally he emphasized that education should be teacher-centred for he is the secret of its success.

The following members:

Mgr. F. Kalachery,  
Shri S.N. Bhanot,  
Shri D.V. Deshpandey, and  
Shri K. Janardhan Rao

took part in the discussion that ensued and the points mentioned below were raised during the discussion :

- (a) Security of service of teachers should not be at the cost of the stability and efficiency of the institution. Both security of service of teachers and efficiency of the institution should be ensured.

- (b) A body like the University Grants Commission should be set up for Primary and Secondary Education.
- (c) Government schools were sometimes below standard in quality because they are not permitted to refuse admission to any. Standards should be maintained by equipping the schools properly.
- (d) The double shift system in larger cities has come to stay on account of the phenomenal expansion of education and will remain for some years to come. This has to be faced. Ways and means should be sought for organising it properly so that there is no undue strain on teaching or pupils.
- (e) For the purposes of national integration, textbooks in a subject like History have to be produced at the national level and used throughout the country.
- (f) There are several defects in the management of Primary Schools particularly under the Panchayat Raj, and prevailing conditions of work are not conducive to educational efficiency.

### THIRD SESSION

The third Session of the Seminar was concerned with the problem of the Role and Function of Teachers' Organizations. Shri S.P. Roy, President of the All India Secondary Teachers Federation took the Chair.

Shri S. Natarajan, Vice-President of World Confederation of Organization of Teaching Profession initiated the discussion on "The Role and Function of Teachers' Organizations". He maintained that teachers' organizations had the four-fold functions of :

- (a) service to their members;
- (b) securing for their members individually and collectively their rightful status socially, economically and professionally;
- (c) constantly working to secure better facilities for learning for pupils; and
- (d) working for the improvement in the quality of education and gearing education to meet the challenges arising out of the ever changing social pattern of the modern world.

He pointed out that in some parts of the world Teachers Organizations play a vital role in framing educational policies and in helping to implement them. There is, in these countries, close association between Teachers' Organizations and the educational programmes. As in a democracy organisation counts for much, Teachers Organisations should be strengthened. They should undertake to serve their members and help them to get their grievances redressed. There should be personnel service through cooperative societies. Teachers organisations should create public opinion to ensure that proper buildings and other facilities are provided in schools to make teaching really effective. He advocated that a code of conduct to be followed by teachers, should be developed and that the code should be enforced with great vigilance.

In the discussion that ensued the following members:

Shri Bhattacharjee,  
Shri V.S. Mathur,  
Shri V. Madhavan Nair,  
Dr.K.C. Vyas  
Shri Anand Rao Thota,  
Shri T.S. Takore,  
Shri Bibekanand Dash,  
Shri A.P. Bhattachariya,  
Prof.M. Chakravarti,  
Shri B.P. Roy, and  
Shri Bhattacharya

took part and the points mentioned below were raised in the discussion:

- (a) It is the function of the teachers organizations to see to it that educational objectives are properly implemented in the schools.
- (b) In all important educational matters, it should be made obligatory that authorities should consult Teachers Organizations.
- (c) Unless there is complete harmony and cooperation between the teachers organisations and the Government, nothing worthwhile is possible in the field of education. The recognition of organisation should not be based on a set of arbitrary rules and conditions.
- (d) Teachers' Organizations should be pioneers in progressive education.

- (e) Teachers' Organisations should take up research work in teacher problems and in problems of education.
- (f) They should establish public relations with the community.
- (g) They should develop a code of professional conduct and should have the courage to enforce it.
- (h) The important role of Teachers Organisations in this country is to develop a progressive and dynamic approach to educational problems.
- (i) The first function of this Seminar should be to recommend to the State Governments to accord recognition to teachers organisations on terms and conditions that will be acceptable to them.
- (j) The Association shall be adequately represented on educational bodies.
- (k) Teachers' Organizations should be entrusted with the work of organising Seminars for teachers.
- (l) State Governments should not be hostile to Teachers Association and should show a sense of fairness in according recognition to teachers organisations.

In a country where only 20% are literate, Teachers Associations should play an important role in the spread and improvement of education.

Shri S.P. Roy, the Chairman, winding up the discussion pleaded for a National Association of Teachers of all categories. He appealed to the Associations to organise and grow in strength to acquire prestige and dignity.

#### FOURTH SESSION

The Seminar met under the Chairmanship of Shri Prem Kirpal, Member, Education Commission and Educational Adviser to the Government of India, Group I on Teachers, Salaries, Allowances, Welfare Services and Retirement Benefits presented its Report (Vide A- Part II).

During the open discussions that ensued the following points were made:-

- (a) Just as allowances are given in cities, special allowances should be given to the village teachers also, particularly as the latter do not get the benefits of libraries and other facilities as are available to teachers in cities.
- (b) The colleges under the University of Delhi are constituent colleges and the teachers get higher salaries because they participate in teaching in the Universities. Similar arrangements should be made in case of other Universities also.

- (c) Medical facilities should be made available for teachers.
- (d) Teachers' salaries should form a part of plan expenditure. Whenever the Central Government come forward with grants for improving the salaries of teachers, State Governments should also contribute their share in improving the pay of teachers.
- (e) The maximum of pay scale should be two and half times that of the minimum and 15 years should be taken as the period to reach the maximum.
- (f) When teachers are posted to remote villages some form of rural service allowance or advance increments in the scale should be given.
- (g) It will be practically impossible to get only 1st or 2nd Divisioners into Teacher Training Institutions. When we get majority of 3rd Divisioners, we have to make them feel that they have a place in the profession.
- (h) Teachers housing colonies should be developed.
- (i) Qualified teaching personnel in technical institutes should be paid adequately to attract them to these posts.

The Chairman, Shri P.N.Kirpal, wound up the discussions with the following observations:

For the betterment of education the teaching community should be involved to the fullest possible way. In regard to the inclusion of the improvement of teachers salaries in the non-plan expenditure, he pointed out that the plan expenditure is a global figure for the entire five year plan, which is estimated in a scientific and realistic way. Then there is the non-plan expenditure which grows from year to year mainly because of already committed expenditure. Apart from these two sources there is a third source additionally available for the States, namely, raising of contributions and taxes etc. Madras, for instance, has tapped this third type of revenue and with this amount a little more could be done for education than is otherwise possible.

Regarding the establishment of a grants commission for school education, the main difficulty is a constitutional one, as particularly at the school education level, States have the responsibility for its improvement. As regards a national scale of salaries, we could have some kind of short-term programme in the

first instance and a long-term programme as well. Finally he emphasized that in the teaching profession there must be the ingredient of idealism. If a teacher is fully involved in what he is doing, the satisfaction the work brings will be a great compensation.

Dr. V. S. Jha, Member, Education Commission, presided over the presentation of the Report of Group II, namely Service Conditions of Teachers (B-Part II).

In the discussion that followed these points were made:-

- (a) It was stated that study leave should be given to University teachers with full pay.
- (b) When teachers in Science/Mathematics are transferred to schools in rural areas some incentives should be given to them.
- (c) The age of retirement for teachers under private employment should be made applicable to teachers in Government Service also. In the matter of age of retirement, teachers in Government service should have different rules from other Government Servants.
- (d) In the matter of continuity of service of teachers under private arrangement, the Education Commission should evolve a machinery by which rules and regulations could be observed by the Departmental Officers as well as by the management.
- (f) Teachers should not be required to put in such long hours of work as would affect their efficiency. On the other hand the work load should be such as would enable them to keep up the efficiency.
- (g) In each State a Tribunal should be created to which the Educational Authorities and the teachers and the managements should present their cases and the decisions delivered by such Tribunals should be binding on all. Such Tribunals exist in a few other countries.
- (h) In the implementation of rules and regulations there should be the human approach.

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- 1) Education corporations should be started at District level. They should be devoid of political pressure. The work of administration of secondary schools and expansion of education should be handed over to such corporations. Where the Education Corporation becomes the sole implementing body in a District, there should be a State Agency to incorporate the work of the District Corporations.

Dr. V.S. Jha winding up the discussions suggested that the Education Commission should draw up a model act of rules of Service. The main consideration in the educational process should be the development of the personality of the student. In the case of appeals by teachers justice should be rendered promptly.

With Miss S. Panandikar, Member, Education Commission, in the Chair, the Group Three Report on the Conditions of Work was presented (vide C Part II).

In the course of discussing this report the following points were made :

- a) The conditions of work should be such as will be in keeping with the teachers self-respect. For this purpose there should be a Code of Conduct prescribed for the inspecting staff who inspect schools. There should also be a Code of Conduct in regard to the administration of schools by the Panchayat Raj.
- b) In the recommendations of the Srinagar Seminar organised by the LFCA the working hours suggested were 14 hours.
- c) The Universities should have autonomy.
- d) Education should be withdrawn from Zila Parishads. The conditions of work that prevail are such as to prevent the teacher from going the legitimate work of teaching efficiently. The teachers under them are frequently transferred and are asked to work as election agents of leaders there.
- e) The work load of teachers be reduced by removing unnecessary subjects. For instance, Social Studies, General Science and Craft impose a very heavy load on the teacher.
- f) Single teacher schools should have at least 2 teachers.

- g) Teacher-pupil ratio should be :
  - I : 20 in primary schools
  - I : 25 in secondary schools
  - 1 : 15 in Arts Colleges, and
  - 1 : 10 in Science and Post-graduate colleges.
- h) 16 hours of work load should not be made uniform.
- i) In fixing the hours of work for a teacher, the number of note books he has to correct should also be taken into consideration.
- j) The Education Commission should consider whether social studies should be continued as such or whether history and Geography will have to be taught.
- k) Teachers should not be assigned work other than school work. They should be required to do the work of the class room and of the tests.
- l) There should be a certain proportion of leave reserve staff.
- m) In schools adopting the shift system teachers should not be allowed to teach in both shifts.
- n) Education should be taken away from Panchayats and Municipalities and there should be Dt. School Corporation of Primary Schools and Dt. School Corporation of Secondary Schools.
- o) Single teacher Departments should not be allowed to function in colleges.
- p) Due emphasis should be laid on tutorials, seminars, etc.

The Chairman, Miss S. Panandikar then summed up the discussions pointing out that the conditions of work must be such as will maintain the efficiency of the teacher. The teacher should feel that he is involved in the whole school programme and in the actual process of education. To ensure this the teacher pupil ratio should be realistic. The curriculum and the programme of work have to be considered from the point of view of what is needed for our nation. The approach to the problem of conditions of work should not be merely negative. The aspect of opportunity for work should be stressed.

Mr. J.F. McDougall, Associate Secretary of the Education Commission presided over the presentation of the Report of the Fourth Group on the Role and Functions of Teachers Organisations. (Vide D - Part II).

In the course of the discussion that ensued the following points were made :

- a) The Teachers professional organisations should be put on the mailing list of the Education Department and all the other Departments for getting the circulars and decisions that affect education.
- b) In addition to conducting Seminars, Workshops, etc. these organizations should run Tutorial Institutions wherein the services of qualified teachers will be enlisted to help the less fortunate colleagues to rise up in their profession by improving their educational qualifications.
- c) Once recognition is granted to these organizations, such recognition should not be withdrawn because of certain agitations by these Associations.
- d) On vital issues facing the public, teachers should express their opinion through their organisations.
- e) The executive secretaries of the Associations should not be paid ones. They should be changed periodically.
- f) Elected secretaries should be given leave during the period they serve as secretaries.
- g) The fundamental role of the Teachers Organizations is to fight for economic, social and democratic freedom of the teachers.
- h) There should be a State Council of teachers and to this the primary, secondary and collegiate teachers' organisations at the State level should send 5 representatives each. This will be a coordinating body. Similarly for the National Council of Teachers the respective State Organizations should send 3 representatives each. This again should only be a coordinating body. After gaining experience in working these, a National Union of teachers may be formed.
- i) Teachers organizations must work as custodians of cultural and emotional integration through programmes for cultural and literary activities.

- j) Recognition of the organizations must be by an Act of Parliament (as in the U.S.A.) so that Government may not withdraw recognition on flimsy grounds whenever it suits their convenience.
- k) Teachers organisations should be self-reliant. They should not accept any financial help from Government. If Government aid is accepted, they have the right to impose certain conditions on the working of these organizations.
- l) Government may, however, extend financial assistance for purposes of helping such activities of the organisation that will improve the quality of education.
- m) Teachers' Organisations should include provision of legal aid to its members, as there are teachers who are financially so weak, that they are unable to fight their case in a Court of Law.
- n) There should be a Teachers Cooperative through which good textbooks and useful literature can be published.
- o) Teachers clubs should be the functional aspect of the State and National Organisations. Separate subject Association like Mathematics, Science etc. are likely to divide the teachers but the same organisation should have separate departments or faculties.
- p) Teachers Organizations should have responsibility for improving the condition of teachers - adopting either agitational approach or constructive approach.
- q) Teachers organisations should have a vital role for framing the educational policy of the country.

Mr. McDougall in winding up the discussion remarked that there is now a lot of distrust and Teachers Organizations should work to remove this distrust. Teachers should make their Associations strong by their efforts. He suggested that some sort of liaison should be established among all the Teachers Organizations so that the good work started in this Seminar could be continued.

In his valedictory address, Prof. K.G. Saiyidain, Member, Education Commission, emphasized that the status of the teacher which has been discussed at length for 3 days in this Seminar can be acquired by teachers by their own efforts. Each teacher should prove worthy of the

profession. By citing an intimate experience of the life of a teacher, he high-lighted that in spite of many handicaps from which teachers suffer, character can triumph over circumstances. Teachers Associations should mobilise public and official opinion so that teachers may have better pay and better facilities for work. They should awaken the academic conscience of teachers. There is also the necessity to develop educational leaders for the welfare of education in our country. He stressed that although financial resources are limited in our country, human resources are unlimited, not only in number but in quality, as well. He emphasized that teachers cannot play ducks and drakes with the future of children. He reiterated the plea of Dr. Kothari in his inaugural speech that teachers should learn to work hard.

Miss S. Panandikar heartily thanked all concerned for contributing to the great success of the Seminar.

Thus ended the National Seminar called by the Education Commission to ascertain from teachers themselves, their considered opinion about what they think should be their status and how teachers organisations can work for achieving it.

Part II - Reports of Groups

A Group I

NATIONAL SEMINAR ON TEACHERS' STATUS

(29th and 30th September and 1st October, 1965)

GROUP I : "Teachers' Salaries, Allowances, Welfare Services and Retirement Benefits".

CHAIRMAN : Shri Satya Priya Roy,  
President, All India Secondary Teachers' Federation.

MEMBERS

<u>Sl. No.</u>	<u>NAME</u>	<u>ORGANIZATION REPRESENTED</u>
1.	Shri Satya Priya Roy	All India Secondary Teachers' Federation
2.	Shri Shyamji Singh President	Bihar Shikshak Sangh
3.	Shri A. Palaniswami President	Association of University Teachers
4.	Shri A.R. Sharma	National Association of Teacher Educators
5.	Shri K. Srinivasan	Mysore State Education Federation
6.	Shri T.C. Joshi	Government School Teachers' Association Reg. (Delhi)
7.	Shri S.N. Bhanot General Secretary	Government School Teachers' Association
8.	Shri N.M. Kothari	Rajasthan University and College Teachers' Association.
9.	Shri Maheshwar Pandey	U.P. Madhyamik Shikshak Sangh
10.	Shri Dilip Kumar Chakravarty, General Secretary	West Bengal College and University Teachers' Association
11.	Shri C.C. Nair, President.	Kerala Aided Primary Teachers' Union
12.	Shri Jai Deo Pathak Joint Secretary	Rajasthan Shikshak Sangh
13.	Prof. Aboni Prasad Bhattacharjya, General Secretary	Assam College Teachers' Association.
14.	Sh. Heera Lal Patwari, President	All India Primary Teachers Federation.

15. Shri B.S. Gill Panjab Education Association
16. Shri Susil Debdas All Bengal Primary Teachers' Association
17. Shri H.N. Singh All India Federation of University and College Teachers Organizations  
General Secretary
18. Shri P.S. Redkar, Maharashtra Federation of Secondary Teachers' Associations  
General Secretary
19. Rev. H.F. Miranda, S.J. English Teaching Schools  
President
20. Dr. (Miss) K. Sabarwal All India Federation of University and College Associations
21. Shri Dalsukhbhai Mangal Gujarat Rajya Madhyamik Shikshak Das Shah, Secretary. Sangh Mahamandal
22. Shri Harish Chandra, Delhi Schools Teachers' Association  
President
23. Shri P. Anjaneyulu State Teachers Union  
Secretary
24. Shri V. Madhavan Nair, Kerala Private Secondary Teachers' Association.  
President

REPORT AS WAS PRESENTED TO THE SEMINAR, ON BEHALF OF GROUP I REGARDING TEACHERS' SALARIES ALLOWANCES AND OTHER BENEFITS

This meeting is of opinion that in these days of advanced science and technology education is not only a social service, but a sound investment in man and is the only guarantee for national progress and security. It, therefore, feels that to feed the starving millions and to strengthen the defence of the country too, the country should gear its efforts to raise the standard of education and to make it available to all citizens.

In this connection it opines that the improvement of teachers' status and service conditions is the crying need of the hour. British rulers introduced a colonial and feudal system of education and the status of teachers was determined accordingly. To raise the standard of education therefore, a brave lead must be given in bringing about improvements in the status, salaries and other benefits hitherto extended to teachers and other workers in the field of education. In the light of the above remarks, this meeting views with great alarm the public pronouncement made by the Planning authorities to the effect that improvements on the emoluments of the existing teachers will be no plan item. This meeting demands

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emphatically that in keeping with the practice followed in the first three plans, in the fourth and subsequent plans too adequate funds must be allotted for raising the status and improving the service conditions of teachers.

This meeting is of opinion that a national standard of education should be introduced and maintained at all levels all over India to provide equal opportunity for all its citizens for the development of their latent abilities through education and with this end in view recommends immediate introduction of national pay scales for teachers, at each one of the three levels of stages of education throughout the length and breadth of our vast motherland. As for variations in the cost of living in any part of India they are to be compensated by a higher dearness allowance and other allowances.

The WCOTP, Survey reveals, teachers' salaries and other benefits in India are very low compared to things obtaining in the progressive countries of the world. While determining a national pay scale an attempt should be made to equate as early as possible the status and service conditions of teachers in India with those obtaining in other progressive countries of the world. In this respect, it feels that teachers' status and salary need not necessarily be tagged to those obtaining in corresponding Government Offices. It further feels that teachers should be placed above wants and placed in a position to enable them to give a lead to the country for its all-round progress. It further feels that teachers should be given all opportunities for self-improvement so that they may be constantly in touch with the over-expanding realm of knowledge. This should be the determining factors in fixing salaries and service conditions of teachers in India.

As for the national pay scale an attempt has already been made at the university level by the University Grants Commission. Similar attempts should be made in the fields of Primary and Secondary education and Primary Education Grants Commission and Secondary Education Grants Commission should also be established by the Central Government on statutory basis. If there be any legal or constitutional difficulty on the way it is for our Rulers to remove them so that a coordinated move may be made on behalf of the Central and The State Governments to establish a uniform national policy regarding education at all levels.

This meeting feels that the State Governments except in very few cases have not done their very best for the cause of education. A vast majority of them have not yet implemented the recommendations of the



Kher Committee regarding allocation of funds for education. It also feels that State Governments have not the necessary resources to meet the pressing demands of rapid improvement and expansion of education in the country. It, therefore, feels that the Central Government must come out with necessary subvention for the purpose and suggests that 60 per cent of the total expenditure for education, incurred by the States and the territories should be met by the Central Government and the remaining 40 per cent by the States and the territories. A Central machinery should be set up to see that this coordination between the Centre and the States works and that is why this meeting suggests the setting up of Primary and Secondary Education Grants Commissions in addition to the U.G.C. and suggests extending their authority to the limit of withdrawing all India recognition from institutions of States that refuses to implement the national policies formulated by them. If that is not possible, the commissions should be clothed with some such authority.

As for the salaries of teachers there should not be multiplicity of Basic scales. It therefore suggests two basic scales for Primary teachers particularly one for the Matriculate teachers and the other for non-Matriculantes though it is of opinion that in future no non-matriculantes should be recruited and existing non-matriculantes through Correspondence Courses and other means should be given chance to improve their qualifications. As for teachers of higher qualifications in the Primary Sector their pay scales should be the same as those in the Secondary Sector. As for the Secondary Sector, the A.I.S.T.F. has submitted its recommendations regarding pay scales of teachers. There have been other recommendations too almost on similar lines. This meeting is of opinion that there should be two basic scales, one for the Graduates and the other for the Under-graduates with differentials for added qualifications and responsibilities. The meeting expresses its opinion in favour of parity of pay scales between the College and the University teachers. On behalf of the teachers of Training Colleges a demand was made for a better scale of pay in view of their added training qualifications. As for College teachers the All India Federation concerned has submitted their recommendations. This meeting is of opinion that Education Commission should take serious note of their recommendations. Here also, the meeting is of opinion that instead of multiplicity of scales, that leads to bickerings and bitterness, social justice can be done if there be only one basic scale with differentials for added responsibility and qualifications. The meeting further expresses its opinion in favour of sound and reasonable fixation rules in the new scales so that experienced teachers may get commensurate benefits for their best experience.

As for retirement benefits they should be at par so far as pension and allied benefits are concerned, with those sanctioned for civil employees of the Government of India. As for Provident Fund benefits the present average is six paise per rupees on either side. There were various recommendations in this connection. Some recommended a contribution of ten paise per rupee on each side in view of the decimalisation of our currency. Others suggested eight three fourths per cent contribution on either side. But, the meeting is unanimously of opinion that the Provident Fund should be invested to fetch a good return by way of interest at the rate of five to six per cent.

Medical benefits should also be extended on the same line as in the case of the Civil employees of the Central Government. House building loans and house rent allowances should be given to teachers and necessary plan in this connection is to be worked out in details so that for this purpose teachers may get a loan from eight to twelve thousand rupees on easy terms. House building sites should also be provided.

Special facilities should be extended to teachers for free railway travels throughout our country so that like old Parivajakas they might form a concrete concept of oneness of India and convey it to the rising generations of their countrymen. With this end in view, the individual travel concessions to teachers should be restored and this privilege should be extended to college teachers as well. Inter-colleges in this respect and for all other relevant purposes should be treated as secondary institutions as with the repatterning of Secondary education the Intermediate stage has come within the scope of Secondary Sector.

As for service conduct rules, the Government service conduct rules were primarily meant for Government officers and clerks in other departments and they were never formulated with an eye to the interest of education in the country. So uniform service conduct rules for teachers serving under different managements should be drafted on the basis of the suggestions tendered by the National Teachers' Organisations in the country.

The revision of basic scales should be taken every three years and for this purpose a machinery should be set up on the line of the Burnham Committee of England with representatives from Central and State Governments and teachers' organisations on fifty fifty basis with a person not below the rank of a High Court Judge as its Chairman.

As for D.A. it should be linked with the cost of living index of the Consumers' Price Index to neutralise fully any loss in real wages and a uniform rise in addition to existing D.As. in different States should be recommended.

As for financial implications of all these proposals, this meeting is of opinion that it may come upto some 200 crores of rupees per year. This meeting feels that it is not too much. India spends only eight rupees per capita of her population for education, while countries like U.S.A. and U.S.S.R. spend more than four hundred rupees per capita for the purpose. While most of the Asian countries even spend more than four per cent of their national income for education, India spends barely two per cent. This meeting demands that India should spend more than four per cent of her national income at present for education and Planning Commission should allocate at least ten per cent of the total outlay in the fourth Five Year Plan for education. Of the State Plans at least twenty per cent must be earmarked for education.

There was a strong feeling against the existing disparities in the case of pay scales for the teachers. It was felt that the pay scales should be determined on the basis of the ideal of a teacher imagined by the Government of a democratic country having full faith in Socialistic Pattern of Society. Criteria for determining the minimum, the maximum and the rates of increments and the span of scales should be fixed.

The disparities existing at present in the case of pay scales of teachers should be removed immediately. In order to do so a certain criteria has to be adopted which would form the basis for determining the salary structure of the teachers. The following guiding principles for determining the pay scales should be accepted :-

- (a) Pay scale should be based on the principle of equal wages for equal work.
- (b) Pay scale should be need-based taking into consideration the basic economic requirements and corresponding to the cost of living or price index. 1960 should be accepted as the base year for this purpose. Any rise since then should be fully neutralised by raising the dearness allowance. Fluctuations of temporary nature in case of living cost index should be taken care of by way of increasing the D.A. accordingly. No pay should be less than a living wage.

- (c) Pay scales should be determined according to academic qualifications, experience, work load, the amount of responsibility attached to the post and professional training of the teacher. While revising the pay scales, a reasonable weightage should be given so that a teacher's long service stands benefited.
- (d) While determining the pay scales of the teachers, more weightage should be given to this particular profession keeping in view the fact that the teacher has to shoulder a heavy responsibility being the nation builder and as such no scale of pay should be considered as too high for him. In fact, the teacher's salary scales should be a little higher because in the Education Department the prospects for promotion are very limited and the responsibility attached to the job of a teacher is a very heavy one. However, the pay scales fixed for the teachers should at least compare favourably with or be a little higher than the scales of pay of employees of other Departments having similar qualifications and abilities. The pay scales should be properly graded, the posts requiring higher qualifications, experience, administrative abilities and greater responsibilities should carry higher emoluments.
- (e) The pay scales and service conditions should be such as to attract the right type of recruits and thereafter to retain an efficient and contented staff. As far as possible a Second Divisioner at the School Final Examination should be recruited for teaching jobs. In order to ensure a satisfactory living wage for teachers at all levels, there should be a provision for additional living allowance in Metropolitan and bigger cities as City Compensatory Allowance; Hill Allowance may be given in Hill areas and rural allowances as incentives may be given to the teachers working in rural areas.
- (f) The gaps between the pay scales of the teachers at different levels should be minimised. The minimum at each stage should be attractive enough for suitable persons with big families to support and the scales should be liberal. The maximum should be reached within 15 years and should be at least  $2\frac{1}{2}$  of the starting pay.

- (g) There should absolutely be no difference between the pay scales of the teachers of Government Schools or Colleges and those of the privately managed Government aided schools and colleges. Uniform national pay scales should be adopted for teachers at all stages throughout the country.
- (h) The scales of pay of Universities and Colleges Lecturers at present are different. Persons possessing identical qualifications and experience doing the same type of work with higher work load per teacher in affiliated and associated colleges are paid less than their counterparts working in the State Universities or in the Colleges affiliated to the Central Universities teaching only Under-Graduate classes or under-graduate and Post-Graduate classes. Such baseless disparity should be removed and the pay scales for the teachers of the Colleges affiliated to the State Universities should be brought at par with those of teachers of corresponding posts in the Universities.
- (i) Pay scales for the teachers of training and technical colleges should be a little higher than those of the others.
- (j) For full-time employees holding administrative jobs such as Headmaster, Principal or Hostel Superintendent or Warden, free residence or suitable House Allowance should be given.
- (k) Dearness Allowance should be given on the basis of the cost of living index. 1960 should be accepted as base year for the same.

## II

- (a) 10% of the national plan provision should be spent by the Central Government on Education.
- (b) At least 20% of the State budget expenditure should be earmarked for education, out of which 70% should be spent on the salaries of the teachers.
- (c) A uniform triple benefit scheme same as for Civil Servants including Provident Fund at the rate of 10% contribution, gratuity, insurance and pension should be implemented at once throughout the country.

III

(a) Education Allowance and house allowance should be given to the teachers.

(b) Real and substantial free medical aid should be provided to all the teachers, especially those working in rural areas.

(c) Primary and Secondary Grants Commissions should be set up on the pattern of U.G.C. as statutory bodies.

(d) Education should be made either Central (or Union) or Concurrent Subject.

(e) Social security fund should be set up. It should be managed and controlled by the teachers.

(f) Wage Board for teachers should be set up.

(g) Grant-in-aid codes wherever they are should be replaced by Acts.

(h) Minimum salary at least Rs.150/- p.m. should be fixed for the non-matriculate untrained teachers who had already been recruited as Elementary, Primary and Pre-Primary teachers, sometimes back.

SATYA PRIYA ROY  
CHAIRMAN of the meeting  
of Group I.

B. Group II

NATIONAL SEMINAR ON TEACHERS' STATUS

(29th and 30th September and 1st October, 1965)

GROUP II "SERVICE CONDITIONS OF TEACHERS"

CHAIRMAN Shri B.R. Desai

RECORDER Shri H.A. Umbranikar

MEMBERS

<u>Sl.No.</u>	<u>Name</u>	<u>Organization Represented</u>
1.	Shri L.R. Sharma, General Secretary	Delhi School Teachers' Association
2.	Shri Thakarlal S. Thakare, President	Gujarat Rajya Madhyamik Shikshak Sangh Mahamandal
3.	Shri C. George Thomas, General Secretary	Kerala Private Secondary Teachers' Association
4.	Shri K.O. John, General Secretary	Kerala Aided Primary Teachers' Union
5.	Shri H.A. Umbranikar, General Secretary	Maharashtra State Federation of Headmasters' Association
6.	Shri B.N. Kulkarni, President	Maharashtra State Federation of Headmasters' Association
7.	Shri D.V. Deshpandey	Maharashtra Federation of Secondary Teachers' Association
8.	Shri V. Seshayya	All India Primary Teachers' Federation
9.	Shri Saurindranath Bhattacharyya	West Bengal Deshakalyan Prathmik Shikshak Samity and West Bengal College & University Teachers' Association
10.	Shri Suresh Chandra Saxena	U.P. Madhyamik Shikshak Sangh
11.	Shri Shailendra Kumar Srivastava	All India Federation of University and College Teachers Organization and Bihar University Teachers' Association
12.	Shri B.R. Desai	All India Federation of Educational Associations

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| 13. Shri B.N. Bhattacharya,<br>General Secretary | West Bengal Teachers'<br>Association                         |
| 14. Mr. Francis Kalachery,<br>President          | Xavier Board of Higher<br>Education                          |
| 15. Shri Santosh Bhattacharya                    | All Bengal Teachers' Association                             |
| 16. Shri K.D. Sanjeeva Rao,<br>Secretary         | State Teachers' Union  |
| 17. Rev. Dr. C.T. Kottaram                       | Kerala Private Secondary Schools<br>Headmasters' Association |
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## 1. PROBATION

(a) For trained teachers the period of probation should be one year. In cases where written warning has been given during that year the period may be extended to two years. For untrained teachers, the probationary period should be two years, but they should be required to take a professional training qualification within a period of five years. At the end of this probationary period, the teachers' should be considered to be automatically confirmed. In cases where professional qualifications are not required, the period of probation will be one year.

(b) As far as possible professional qualified teachers should be given preference for employment. During the period of probation the teacher is entitled to his regular increment.

## 2. LEAVE RULES

(a) Casual leave for 15 days a year.

(b) 20 days leave on half pay which may be converted into full pay leave for half the number of days for whatever purposes it might be. This leave will accumulate and may be granted for 18 months half pay in the whole of the service or 9 months full pay leave.

(c) There should be provision for maternity leave for three months.

(d) Leave on medical certificate, granted by a registered medical practitioner on average pay for 15 days of each completed year's service spent on duty subject to the maximum of 12 months for the whole course.

(e) 14 days leave per year may be granted to a teacher who is an office bearer and/or member of executive committee of teachers' organization - State and/or national to attend the Executive Meetings.



(f) A teacher shall be entitled to study leave for getting professional qualifications. During the training period the teacher shall be allowed his full pay and all other allowances and stipends enjoyed by him/her. Over and above, a teacher may be granted Study Leave for higher academic qualifications in the interest of education in general and the institution served by the teacher in particular.

(g) If a teacher is required to work during the holidays, he shall earn leave on full pay for half the number of days he worked.

(h) Extraordinary leave without pay may be granted to a teacher at the discretion of the Management for a period not exceeding one year.

### 3. TRANSFERS

Ordinarily a teacher should not be transferred at least for 5 years, unless both the parties mutually agree to have it earlier.

### 4. TERMINATION OF SERVICE

Services of no teacher who is confirmed should be dispensed with unless he is charge-sheeted and a proper enquiry is held. The enquiry to be conducted by a Committee consisting of one representative of the management, one representative of the teacher, and one representative appointed by proper relevant authority. Both the parties will have a right to lead the evidence and cross-examination. Either party will have a right to appeal against the decision of this Committee to an Appellate Board consisting of a person not below the rank of a District Judge. The Appellate Bodies decision shall be final and binding on both the parties. In cases involving moral turpitude where charge-sheeting is likely to incriminate the management, the management may directly approach the Appellate Board. Appellate Body will, after hearing both the parties, give decision which will be final and binding on both the parties.

### 5. EXTRA REMUNERATIVE WORK

Extra remunerative work should generally be discouraged but under present circumstances, it cannot be banned. A teacher may be allowed to do such work if it does not interfere with the efficient discharge of his duties. The work should be in keeping with the dignity of the profession.

6. SUPERANNUATION

The age of superannuation should be 65. There was another view that a teacher should ordinarily retire at the age of 60 but 5 years extensions may be given, if he is mentally and physically fit.

7. CIVIC RIGHTS

Teachers should be free to exercise all civic rights generally enjoyed by citizens. The participation of teachers in social and public life in general is advisable in the interest of the teachers' development and of the education service. Teachers should be eligible for public office. Where requirements of the public office are such that the teacher has to relinquish duties, he should be retained in the profession for security and pension purposes and be able to return to his previous post or to an equivalent post after his term of public office has expired.

Model Rules may be framed by the representatives of the teachers, of management and of Government.

Code of Ethics as approved by WCOTP.

In major disputes between the management and the teachers, the appeal will lie with the Appellate Board.

C - Group III

NATIONAL SEMINAR ON TEACHERS' STATUS

(29th and 30th September and 1st October, 1965)

GROUP III : "Condition of Work of Teachers"

CHAIRMAN : Shri S.K. Sitaraman

RAPPORTEUR : Shri B.P. Roy

MEMBERS

<u>Sl. No.</u>	<u>Name</u>	<u>Organization Represented</u>
1.	Shri Sitaraman, President	South India Teachers' Union.
2.	Shri B.P. Roy, Vice-President	Bihar Secondary Teachers' Association
3.	Shri M.N. Kapur	Indian Public School Conference.
4.	Shri E.W. Franklin	All India Federation of Educational Associations
5.	Shri D.H. Sahasrabudhe General Secretary	V.F.S.S.T.A., Nagpur.
6.	Shri B.N. Kaul	Delhi University Teachers' Association
7.	Shri S. Banerji, Treasurer	West Bengal Headmasters' Association.
8.	Shri K. Janardhan Rao President	Andhra Pradesh branch of A.I.P.T.
9.	Shri Bibekanand Dash	Orissa Secondary Teachers Association.
10.	Shri K.G. Rastogi	Department of Teacher Education (N.C.E.R.T.)
11.	Shri S. Sen	All Bengal Teachers' Association.
12.	Shri Nam Prasad Satsangi	Gorakhpur University Teachers Association.
13.	Shri Sri Prakash	Indian Federation of Pre-Primary Institutions
14.	Shri V.G. Jhingran Vice-President	National Association of Teacher Educators.

R E P O R T

Shri Sitaraman in his preliminary remarks said that conditions of work are a very important factor in raising the professional status of the teacher. After some discussion it was decided to take up for consideration the points raised by Shri Franklin which he initiated on the discussion of the subject the previous day.

1. Location of Educational Institutions

While discussing this point, great discontent was voiced on the physical environment of the educational institutions. It was observed that these institutions are found located near motor stands, bazars, cinema houses in very congested localities and surroundings, wherein, due to din and bustle, teaching becomes impossible.

The group unanimously decided to recommend that all concerned should hereafter take extreme care to see:

- (a) that conditions in this regard at least hereafter do not deteriorate further.
- (b) Attempts should, so far as possible, be made to see that physical conditions of location of educational institutions so improve that, teaching therein becomes possible. This can be done by removing the causes of disturbances. In this regard the Local Body Acts or bye-laws should be framed and implemented.
- (c) New educational institutions should be set up in congenial physical surroundings. No new educational institution should be recognized unless certain minimum standards in respect of physical surroundings, floor space per pupil, adequacy of play grounds, open space near or within the premises of the school, moving space for teachers in the classroom, adequate ventilation and lighting are guaranteed by Bodies applying for opening of educational institutions. Suitable help on the basis of grant-in-aid rules be given to them.
- (d) A phased programme should be followed by the Government to provide adequate open space and playground. In rural areas schools must have their playgrounds. In case of new schools it should be a condition of recognition.
- (e) Schools must have their own buildings and Government should give generous help.

- (f) Sufficient grants should be given to schools for library and reference books.

## 2. Load of Work

After a very detailed discussion the group unanimously decided to recommend that teachers actual teaching and tutorial work should not exceed per week:

- (a)(i) 20 hours in respect of Primary School teachers
- 18 hours in respect of Secondary School teachers
- 16 hours in respect of College teachers.

While deciding upon the work load the group took into consideration apart from the nature of work, the time every teacher has to devote in preparation for teaching and correction of written work of pupils, work in connection with examination and other incidental works which have to be essentially done in connection with cumulative records, preparation of result sheet, maintenance of certain registers and records in connection with co-curricular activities.

- (ii) There should be 200 working days for schools.
- (b)(i) The group recommends that one leave reserve teacher be allowed for a school with every twenty teachers.
- (ii) Collection of fees and such other works should not be treated as the work of a teacher. Maintenance of attendance register and cumulative records should be treated as the work of a teacher.
- (c) The Headmaster of a school should assign teaching work in consultation with teacher concerned.
- (d) In the double shift system schools staff for the shifts must be separate.
- (e) Every school should have its staff council which must be consulted in educational matters by the Head of the Institution. Teachers should draw plan for the subjects they teach.

## 3. Academic Freedom and Initiative

In order to develop initiative and responsibility among the teachers the following principles are

recommended:

- (a) There should be no undue interference in the working of educational institutions by the Government or management.
- (b) Every educational institution should have its Staff Council which must be consulted by the Head of the Institution in formulation of curricular and co-curricular activities of the institution.
- (c) Schools should be free to select books and periodicals for their libraries.
- (d) There should be provision for the post of Vice Principal, Assistant Headmaster or Bursar to help the Head of the Institution in administrative and financial matters.
- (e) In Higher Secondary schools there should be Heads of Department, to coordinate the work in their subjects.
- (f) There should be representation of working teachers elected by teachers organisations on the committees such as courses committee, Text Book Committee, etc.
- (g) The Head of the institution should treat teachers as colleagues.

#### 4. Management of Schools

The Group holds that educational institutions should be freed from undue interference and for this the Group recommends:

- (a) There should be a provision for a statutory and independent Board of Secondary Education at the State level to deal with all matters concerning secondary education. 60% of the members of this Board should be the representatives of Secondary Teachers Organizations.
- (b) An educational corporation should be set up at the District level to look after the Secondary Schools. In this Corporation working teachers should be given 60% representation.
- (c) Similar arrangement should be done for Primary teachers.

(d) The Managing Committee of an educational institution should be formed on the following lines:

- (i) Head of the Institution.
- (ii) Four representatives of teachers
- (iii) Two representatives of guardians.
- (iv) Two representatives of Donors.

#### 5. Discipline

- (a) Parents-Teachers organization should be established to improve discipline, and academic achievement of students.
- (b) The teacher-pupil ratio in schools should be 1 : 25.

#### 6. Professional Efficiency

- (a) All facilities should be provided to improve academic qualification and professional efficiency of teachers.
- (b) There should be provision of exchange of teachers from one State to another.

B.P. ROY  
Vice-President, Bihar Secondary  
Teachers Association and  
Joint Secretary, All India  
Secondary Teachers  
Association.

D : Group IV

NATIONAL SEMINAR ON TEACHERS' STATUS

(29th and 30th September and 1st October, 1965)

GROUP IV : "Role and Functions of Teachers' Organisations"

CHAIRMAN : Shri C.M. Fazulur Rahm (S.I.T.U)  
President, N.A. Secondary School  
Headmasters' Association,  
PERNAMBUT, N.A. (Madras State)

RAPPORTEURS

1. Shri G.P. Chakravarti,  
West Bengal Headmasters' Association.
2. Shri R.K. Mehta,  
All India Science Teachers' Association.

MEMBERS

<u>Sl.No.</u>	<u>Name</u>	<u>Organization Represented</u>
1.	Shri K.L. Gupta, Vice President	All India Secondary Teachers' Federation.
2.	Shri R.K. Mehta, Treasurer	All India Science Teachers' Association.
3.	Shri B. Singh General Secretary	Provincial Federation of Secondary School Teachers' Association.
4.	Shri C.S. Subba Rao	NCERT (Department of Teachers' Education)
5.	Shri G.P. Chakravarti	West Bengal Headmasters' Association.
6.	Shri C.M. Fazulur Rahmon	South India Teachers' Union.
7.	Shri V.R. Kochupillai Secretary	Kerala Government Primary Teachers' Organization.
8.	Shri P.K. Nambiar President	Kerala Government Primary Teachers' Association.
9.	Shri Jagdish Mishra, General Secretary	All India Primary Teachers' Federation
10.	Shri Ram Prakash Gupta	All India Secondary Teachers' Federation.
11.	Shri M.M. Chakrabarti President	All India Federation of Colleges and University Teachers and West Bengal College and University Teachers' Association.



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| 12. Shri K. Vyas                         | The New Education Fellowship                              |
| 13. Shri V. Arunajatai                   | Association of Mathematics Teachers of India.             |
| 14. Shri R.K. Bhan                       | All India Association of University and College Teachers. |
| 15. Smt. Anila Debi<br>General Secretary | All Bengal Teachers' Association                          |
| 16. Shri Anand Rao<br>Thota              | All India Federation of University and College Teachers.  |
| 17. Dr. R.K. Avasthi                     | All India Federation of University and College Teachers.  |

### RECOMMENDATIONS

#### Preamble

Group IV which considered the Role and Functions of Teachers' Organizations felt that the implementation of all educational policies should be a cooperative endeavour in which both the teachers' organizations and the Government have equal share and so there is urgent need to strengthen the professional organisations of teachers in the country to enable them to play the vital role in education expected of them. It, therefore, makes following recommendations:

1. Professional organisations of teachers should be recognised by the State and Central Governments based on certain accepted criteria that may be developed in consultation with the existing organisations of teachers.
2. Recognition of the professional organizations of teachers should entitle them to the following rights :
  - (a) Right to make representation, individually and collectively.
  - (b) Right to be consulted on all matters relating to education and in the formulation of educational policies;
  - (c) Right to be represented on all educational bodies, committees and commissions, etc.
3. Membership of the professional organizations of teachers:

Two views were expressed:

- (a) Teachers should be encouraged to become members of their professional organisations in their own interest

- (b) Membership of one of the recognized professional organization of teachers should be required of each teacher.

4. Pattern of the professional organizations of teachers:

SUMMARY OF SUGGESTIONS

- (a) (i) Primary school Teachers;  
(ii) Secondary School Teachers;  
(iii) College and University Teachers;

should be organized separately at all levels from local to national and there should be a single national council for coordination among all these organisations.

- (b) There should be functional associations of Science Teachers, Mathematics Teachers, etc. either separately or as Departments of the General professional organisations.
- (c) Teachers serving under various categories of management like Government, local bodies, private etc. may be separately organised at all levels and there should be coordination councils at State and National levels.
- (d) Teachers' Clubs should be organised functioning within the general professional organisation.
- (e) There should be only one recognised unified professional organisation of teachers at the State and national level.

While considering all these suggestions the consensus was in favour of a single unified teachers' organisation for each State and a federation of such organisation at all India level.

ROLE AND FUNCTIONS OF THE PROFESSIONAL ORGANISATIONS OF TEACHERS

(1) The professional organizations of teachers have a vital role in the development and improvement of education and should, therefore, be given all encouragement and facilities to enable them to function effectively and usefully.

(2) They should accept responsibility for the following :

(a) Service to members, like:

- (i) Safeguarding their professional interests;
- (ii) Securing for them better service conditions;
- (iii) Assisting them to grow professionally.

(b) To help to promote better education by providing expert advice on educational changes and uneducational policies based on:

- (i) research conducted by them,
- (ii) data collected by them,
- (iii) experiments organised by them,
- (iv) projects, seminars, workshops, etc. organised by them.

(c) To develop a professional code of ethics and enforcing it among members.

(3) The professional organisations of teachers should do the following:

(a) Constantly work to secure for children better facilities for learning;

(b) Work for improvement in the quality of education to meet the challenges of the fast changing social pattern and scientific and technological progress in the modern world by:

- (i) promoting research in the contents and pattern of the curriculum;
- (ii) conducting experiments to evolve better teaching techniques;
- (iii) research in the minimum conditions needed to provide necessary environment for effective teaching and learning;
- (iv) developing adequate communication with the members by publications of periodicals, bulletins, journals, pamphlets, booklets, etc. and keeping members well informed.

(c) Promote public interest in education by:

(i) Proper and adequate liaison with the parents and the public connected with other welfare organisations;

(ii) working in cooperation with Parents' Associations;

(iii) Establishing adequate liaison with all mass publicity media like the press and the radio.

- (d) Cooperate with the State and Central Governments in the proper dissemination of information about and the successful implementation of the progressive programmes for the social welfare of the people.
- (e) Provide intellectual leadership in society.
- (f) Render social service e.g. establishment of social education centres, adult education centres, etc.

4) CONDITIONS THAT WILL HELP DEVELOP STRONG AND USEFUL PROFESSIONAL ORGANISATIONS OF TEACHERS:

- (a) There should be full-time, well-paid executive secretaries at the District, State and national level.
- (b) Such elected office bearers like the President and the Executive Secretary should be sanctioned:
  - i) leave for the period of his/her office,
  - ii) Salary and allowances that will compare favourably,
  - iii) Other office bearers (those who are not full-time workers) should be given the benefit of extra leave during the year as is reported to be in Andhra Pradesh, Punjab, etc.
  - iv) Providing free or concessional travel facilities to the elected office bearers should be considered.
  - v) Attendance at professional gathering of teachers should be regarded as part of their duty and as such their absence from the place of their work for this purpose should be treated as on other duty.

- 5) The financial structure of these professional organisations should be so evolved that they should be able to discharge all these functions effectively and in the initial stages the Government shall help them with financial assistance for such activities as are intended to improve quality of education.

In spite of all this recognition and assistance the status of teachers will improve only when they try to raise themselves.

C.M. Fazalur Rahmon  
Chairman

PART III - SPEECHES

Welcome Speech by Miss S. Panandikar:

I am very happy to welcome to this seminar on Teachers' Status representatives of teachers' organisations from all over the country, the members of the Education Commission, and others keenly interested in the problem of the status of teachers. Representatives of teachers' organisations of all stages from the pre-primary to the university, working at the state or the national level have been invited to participate in this seminar. The response to the Commission's invitation has been most gratifying. Not only have the organisations accepted the invitation and agreed to send one or two representatives to participate in the Seminar but about 45 of them have cooperated actively by giving an account of their salient features which was required for a compilation entitled "Teachers' Associations in India" that we propose to bring out. We have also made a request for the views of the different organisations on important aspects of the theme of the seminar. About 20 organisations have given their well-considered views which have been compiled for the guidance of the seminar. This compilation also includes the report of the conference held by the All India Federation of Educational Associations in June, 1965, at Srinagar. We are sorry that on account of various practical difficulties and in order that the seminar might not be unwieldy and unmanageable, we had to restrict our invitations to associations working at the all-India or the state level. We are fully aware that there are many associations at the district and the city levels which are doing excellent work in their own field. But on account of the difficulties just referred to, invitations could not be extended to them. It is quite possible that some all-India or State-level organisations have been left out for want of requisite information on our part. It is also possible that some organisations which are not operating at the state or national level have been inadvertently included. I pray for forgiveness for both acts of omission and commission. The main purpose in organising this seminar is to get together representatives of teachers' organisations from all over the country for joint discussion on the most important problem of the teachers' status, so that the Commission may derive the benefit of their deliberations.

The dates of the seminar were fixed about 6 weeks ago and the first invitation was sent to the organisations on the 23rd August. While we were making preparations for the seminar there arose the national emergency. We received requests for postponing the

dates of the seminar. We were in a fix. But a firm decision was taken by the Member-Secretary in consultation with the Chairman of the Education Commission that all activities which were planned before the emergency arose should be carried through according to schedule as part of the responsibility undertaken. This decision removed the apprehensions in the minds of those directly connected with the organisation of the seminar and helped them to work with a will. We hope that it had the same impact on those proposing to participate in the seminar.

It was necessary to call the seminar at this juncture because the Commission has reached a stage in its discussions where the views of the associations in a joint meeting would be of very great use to it. The theme of the seminar is Teachers' Status. The word 'status' has become a very significant term. It has the charm of brevity in its form and has acquired the power of comprehensiveness in its meaning. Over the years the word 'status' has gathered many significant associations, chiefly from the work of UNESCO, ILO, and WCOTP. In the survey of the status of the teaching profession carried out by the WCOTP towards the end of 1963 the meaning of 'status' has been given as follows:-

Status is generally defined as standing, or position or prestige. Status is compounded of many parts - moral influence, professional freedom, academic scholarship, and economic security. The assessment of the status of the teaching profession can be made by considering the academic and professional requirements of entry, the financial and other economic benefits, the professional responsibilities assumed, the freedom of teachers to take part in public affairs, and the degree of public recognition.

It can be stated that the status of teachers in any country reflects the vitality of the educational system of that country. Unesco's Expert Committee on Teachers Status in its final report of May, 1964 has made a valuable contribution. They have stated in clear terms that the status of the teacher is bound up with public regard for education and the recognition of vital place of the teacher in modern society. They have endorsed the recommendation of the conference of the ILO that authority should recognise that the quality of educational service depends chiefly upon the qualities, qualifications, and standing of teachers. Teachers should, therefore, enjoy a position and standing in the community corresponding to their function and to their culture and special contribution. They should be guaranteed a status and working conditions commensurate with their qualifications and

responsibilities and should enjoy adequate protection and safeguards based on the law, statutory regulations, rules of service, and collective agreement.

That the quality of education depends chiefly upon the quality of teachers and that the status, qualities and qualifications of teachers must be such as will command respect has been reiterated time and again by Commissions, Committees, and individual speakers. The Education Commission recognised that the teacher is the pivot of the educational system and must enjoy a status, economic, professional and social, which befits this important position. The Commission is also fully alive to the fact that nothing will be gained by general statements and recommendations and appreciation of the teachers' work, unless these statements and recommendations are supported by detailed suggestions as to how they can be operative in effect. The Commission considers that its function is to make responsible recommendations; and the making of responsible recommendations, as one of the consultants of the Commission has pointed out, calls for the development of a strategy for their implementation.

This strategy and the programme of implementation should take into account the resources that will be needed as against the resources that are available and can be made available. Secondly, certain administrative and organisational measures are necessary. Thirdly, the members and personnel and agencies involved, and lastly the time over which the implementation can be achieved. This will necessitate the working out of the details of each recommendation.

The purpose of calling this Seminar is to get the advantage of the considered views of teachers' organisations through their representatives. Many of the organisations have long experience of work in the field. It is hoped that with this experience the Seminar may be able to suggest targets, policies and the line of action that will be adequate to the needs of the situation.

The programme of the Seminar has been organised in three main phases. First, the initiation of discussion of different aspects of the problem followed by a discussion and the summing up by the Chairman of the Session. The second phase will be group meetings which will examine different aspects and make specific and detailed suggestions in formulating their reports. And the third phase will be the finalisation of the group reports by the participants of the Seminar as a whole. It is not expected that either the Seminar or the Groups will pass resolutions. What is needed is considered views of each Group. Different views which have been properly examined and discussed in Group

meetings would be welcome. The Commission is confident that tangible and worthwhile suggestions will emerge from the Group discussions and from the deliberations of the Seminar. The tone of these discussions and deliberations will be set at its inauguration.

We are very fortunate that Dr. Kothari, Chairman of the Education Commission, has been kind enough to agree to inaugurate the Seminar. He is best suited for this role, for he is a devoted teacher himself and is proud of being a teacher. As the Chairman of the University Grants Commission he has applied himself wholeheartedly and vigorously to the problem of the status of college and university teachers. He has been able to cope with the problem in a realistic and effective manner. For him, education is one unified and integrated national service which can be vital and effective only if teachers who constitute its force are given an opportunity to put forth their best. That best will come when the profession wins public regard for itself from society. Let me again welcome Dr. Kothari, all the representatives of teachers' organisations, and the Speaker of the discussion that is to follow the inauguration. On your behalf and mine, let me request Dr. Kothari to inaugurate the Seminar.



Inaugural Address to the Seminar on Teachers' Status

by Dr. D.S. Kothari

It is very generous of Miss Panandikar to have asked me to be present here and to participate in this function. I really feel encouraged to see this distinguished gathering which includes many friends occupying important positions in the educational life of our country. Allow me to express on behalf of the Education Commission and on my own behalf our sincere thanks for your participation in this meeting. We are most grateful to Miss Panandikar for having agreed to sponsor this conference.

Perhaps I could begin with a statement which is a commonplace: education has been important at all times, but at no time in man's history has education been more important than in the present age of science and technology. This gives a new meaning and purpose to education by linking it directly to national prosperity, national welfare, and even to national security. Everything that is now of significance in the life of a nation is in many cases directly, in others indirectly, but in all cases closely, linked with education. Improvement in education is essential for the growth and progress of our country, and in this process teachers occupy a central position.

Our chairman referred to a matter which I think is of great importance for this conference. We have teachers here representing various levels of education. But education is an integral whole. While considering teachers' status, or for that matter any other educational problem, it is essential to have integrated thinking, else there can be no real improvement. I am afraid Miss Panandikar forgot to mention perhaps the most important teacher of all, that is the mother. Education begins with the mother. The primary school teacher and the secondary school teacher comes only after her. The mother loves her children and her identification with them is complete. From this it follows that perhaps the most important quality of a teacher is his ability to identify himself with his students. The size of the class should be such that a teacher can know the students intimately; when the class is too large, such identification is not possible.

Coming to the question of the status of the teacher, it must be admitted that salary scales of teachers in our country, almost at all stages are, substantially on the low side and urgently need improvement. People ask why the scales are low. We teachers are poor because we belong to a poor country and because we are, in a sense, many and we have to be many in order to expand education in our country. Our emoluments

will improve substantially, only when resources in the country can be substantially increased. And it is only through education and through hard work that substantial improvement in the national resources can be brought about. It is only when this happens that our conditions of work and salary can improve. When we make a demand at this stage that there should be some improvement in our salaries and other facilities, we make it because we feel that if we are given some essential minimum emoluments we shall be in a better position to improve the national resources. There could be no other justification for making the demand at this stage. It is important, therefore, that while making this demand we must keep it down to realistic proportions in view of the colossal poverty in our country. After all, if we do not identify ourselves with our people, who will?

I think we should seek to generate in education a climate of hard and sustained work. Situated as we are, the one supreme lesson we have to learn from the industrialised countries, is that no real achievements in any important sector of national life is possible without hard work. Science involves hard work. So does art. This lesson of hard work has to be learned and practised most diligently in education so that, therefrom it can diffuse to other spheres.

Incidentally I may mention one or two important things. The Robbins Committee in the U.K. examined the question of lengthening the courses at the first degree level to 4 years because of the great growth in knowledge. It has also come to the conclusion that in England students do not make full use of their vacations. The Committee took the view, therefore, that so long as vacations are not fully and effectively utilised, there was no case for lengthening the course from 3 to 4 years. Such extension of the course would only result in increased expenditure, and much more time on the part of the students, with no comparable return. Instead the Committee felt, it would be far more profitable to put money into higher education which could more effectively be used in research etc. The Committee, therefore, did not recommend the lengthening of the course but recommended making the fullest use of the time of the students instead. They recommended an increase of work on the part of student as well as teachers, of working days, and working hours. In the case of teachers the working time must include the time that is spent in correcting the class and home work, /of the students and the time that is spent on their own studies at home. A teacher cannot be an effective teacher unless he remains a continuing student. Because the teacher has to be a continuing student facilities must be made available to him to function as such; for example, adequate library facilities must be available to him; and it should be possible for him to visit a research institute from time to time.

There must also be incentives to keep the teacher growing in knowledge and to make his teaching creative.

I would like to refer to the question of salaries. Our Chairman said that all levels of education are in a sense organically linked with one another. If we find that there are large gaps between the salaries of university teachers and that of teachers in affiliated colleges or between that of teachers in higher education and of primary school teachers, then efforts must be made to bridge these gaps. We cannot achieve satisfactory results from a system which contains large gaps within its own salary structure.

There is a great need for housing facilities for teachers, especially in big cities and also in some of the rural areas. Unless we can provide housing facilities, it will be very difficult to attract and retain in service teachers of high quality. In a broad sense it is true that by and large, the most progressive universities in the world are those which had the wisdom to build reasonably good housing colonies for their teachers. Those universities which provide good housing facilities help in the proper growth of intellectual life among the teaching community as well as in the surrounding areas. If housing facilities are not provided, it is not possible for teachers to devote themselves fully to their work. Housing facilities are therefore, essential.

Then there is the problem of health and I feel that adequate health facilities for teachers and students are also necessary. We have some health schemes which are only meant for teachers. It is meaningless to have health scheme exclusively for the teachers; we must include students also in these schemes. If anything is wrong with the students, it will reflect on the teaching community, and if something is wrong with the teachers, it will reflect on the student community. As a matter of principle, all amenities should be shared by students and teachers alike. So we ought to think of a health scheme which should extend to our students. I would even say that we should have a health scheme which we can extend even to the families of the students. If the student is to take care of his own health, he has to look after the health of his ailing father or mother also. So the families of the students should also be included. Unfortunately, in our country we begin from the top. We do not think of the poor sections of our community. It is largely the people with low incomes who need help. When we think of a health scheme for our universities and colleges, we

should think seriously of making it available not only to the students but to their families as well.

The only reason why I agreed to speak at this seminar is that it would give me an opportunity to express my sincere thanks and appreciation to all of you who have come to participate in it. We should also involve the teachers' organisations in the discussion of educational matters. I am sure that a conference of this nature which has the advantage of the leadership of Miss Panandikar can reach some definite and fruitful decisions.

DR. R.C. MAZUMDAR - (Concluding speech summing up the discussion on Remuneration and Benefits to teachers).

I was not happy that I should chair a meeting wherein we will discuss questions about our own salaries and the conditions of our own service. Our first concern should be the improvement of the quality of education. Education should be considered as a national investment. Our Government must feel that education is a great investment. Education must be looked upon as an integrated whole -- university, collegiate, secondary and primary education as parts of the whole. If that is done college teachers can go to schools and even school teachers can go to college and teach. In U.S.S.R., for example, the Directors of Research Institutes are in touch with college and school problems and take part in teaching work. I think this is a good idea. We can think of teachers at all levels as fraternity of teachers.

I commend for discussion in the Group, Shri Naik's suggestion of a national scale of minimum pay at 3 levels: (1) trained matriculate teacher; (2) trained graduate teacher, and (3) a teacher with post-graduate degree. The Central Government should take initiative in this matter and rationalise the scales of pay of teachers at all levels. To give opportunities for teachers to improve their qualifications there should be provision of evening colleges and correspondence courses.

Teachers should come under the social security structure. Government should provide for them suitable houses, medical facilities, and provision for children's education. Such provisions should help teachers to maintain themselves and to keep up their dignity. Salary is not the main criterion if these things are provided for.

I also suggest that in the group you may discuss the question of the relationship between administrators and educationists. This is a problem at the university level where the university is mostly run by administrators and also at other levels. But the fundamental principle that should operate is that administration should help in the educational process.

A teacher's job need not be judged only in terms of the salary; it has its own rewards which are denied to persons drawing higher salaries in other fields.

GROUP II

SERVICE CONDITIONS OF TEACHERS

Shri B.R. Desai  
(Initiating speech)

This morning it was said that unless we have adequate salary scales for teachers we may not be able to attract suitable teachers for our profession. If this means that those who have entered the profession are not suitable for the profession, I would disagree. It would not be true to say that suitable persons do not come to this profession and that they do not give of their best, because salary scales are inadequate or conditions of service are not satisfactory. It may be that a few of those who come to the profession are misfits but by and large they are neither unfit nor misfits and they do try to give of their best. Yet their best often does not come up to the expected level. It cannot be denied that their best under better circumstances would certainly be better. One of the ways of making circumstances favourable is to better the conditions of service. Even if the salary scales and retirement benefits are good, it is very likely that teachers may not be able to put in quality work if the conditions of work are not satisfactory. I propose to dwell on a few salient features regarding conditions of service. They should not be taken as exhaustive.

When a person decides to take up the teaching profession he should know under what conditions he has to work and, therefore, along with an appointment order he should be supplied with a copy of the rules of service. In a note circulated this morning, it is suggested that the duration of a probationary period may be one year or two years. One year is a reasonable period during which a teacher as well as the management can come to decision whether the work or the teacher respectively, is suitable. But it is often observed that a lecturer or a professor finds his feet in the second year of his service. In the same way a teacher too takes more than a year to settle down and to show his worth. But in no case the period of probation should exceed two years. The note, therefore, says that a teacher should be considered to have been automatically confirmed, if he has not been confirmed earlier, irrespective of whether a letter of confirmation is given to him or not.

A question is raised whether a teacher who is not professionally qualified should be confirmed. If the answer is that he should not be, what about those who are in the profession for a long period and could not qualify themselves professionally for want of training facilities in the State?

It is generally argued that schools and colleges have two to three months vacations, and therefore, no provision for privilege leave is necessary. This is hardly fair. A teacher's own illness or illness and death in the family and such other occasions do not come by appointment during vacations only. On the other hand it is argued that privilege leave on full pay is likely to be misused. It is, therefore, proposed that there should be provision for half pay leave which can be converted into full pay leave for half the number of days due, for circumstances beyond the employee's control.

Sometimes, teachers in colleges and schools are required to work during the holidays. Some provision should be made so that they may be allowed to earn some leave on full pay against the work they do during the vacations.

There should be an adequate provision for maternity leave also. In view of the family planning campaign we have to consider whether it is desirable that this leave should be spaced -- say once in three years -- and that it should be limited to three or four times in the entire service.

The suggestion that there should be the same rules of service for the government employees and the teachers working in private educational institutions was discussed this morning. There can be no objection to this as far as leave rules are concerned.

The termination of employment is rather a delicate question. It has been said that the rules in this regard are very unsatisfactory. On one side is the teacher and on the other the institution or its management. Ordinarily their interests should not come into conflict. But when they do, the need of protection is greater to the teacher. Services of no government employee who is permanent can be terminated without a departmental inquiry where the employee gets a full opportunity for defence. And his services can be terminated if he is found guilty as a result of the inquiry, even if he is found not guilty by a court of law. I do not know whether private managements can do that. The legal position should be examined.

Ordinarily a teacher should be charge-sheeted and an inquiry held before his services are terminated. But in extra-ordinary circumstances when charge-sheeting would make the management liable to be sued in a court of law, it is suggested that, it should be open to the management to terminate a teacher's services by giving him some prescribed compensation. We have to consider whether in such cases also prior approval of the Education Department should be necessary.

Whether there should be an appellate body - either an arbitration board or a tribunal - which would

hear an appeal from the aggrieved party in any dispute between the management and a teacher is a question that has to be considered at the group meeting. Should this body have a power of reinstating a teacher has also to be considered.

This morning Dr. Kotheri said that the work of a teacher includes not only the actual hours of teaching but it includes also the time a teacher has to spend in correction work and preparation at home. As a result of a survey carried out in Madras it was found that a teacher has to work for about 46 hours a week. It will be very difficult to take all this into consideration when we fix up the hours of work for a teacher. The special conference held under the auspices of the All India Federation of Educational Associations suggested the following by way of actual teaching work a teacher should put in:

Primary Teachers: Not more than 24 clock hours a week.

Secondary Teachers: Not more than 20 clock hours a week.

College Teachers: Not more than 14 clock hours a week.

No mention regarding the number of working days during the year has been made in the note circulated this morning. The conference at Srinagar has suggested 230 working days of which 200 should be clear instructional days.

Another point that requires our attention is that of Private Tuition. If a teacher does not get sufficient emoluments he is forced to augment his income by doing private tuition work or any other extra work. He has to do it out of necessity. Should we fix some limit for this work? The All India Federation of Educational Associations in the Teachers' Charter has suggested that a teacher should be free to do extra work that may be in keeping with the dignity of the profession provided it does not interfere with his normal duty.

In view of the shortage of teachers the age of superannuation should be 65. Generally the age of superannuation is the same for the Government employees and for the teachers in private educational institutions. But wherever this is below 65, the management may be allowed to continue a teacher in service up to the age of 65 if he is mentally and physically fit.



Prof. D.C. Sharma: (Concluding speech summing up the discussion on Conditions of Service)

When this Education Commission was announced in the Lok Sabha I happened to be there. I said at that time that it was something unique in the history of education in our country. I expect something unique from this Education Commission, not only a comprehensive report, not only a well thought out approach to educational problems and to the teachers' problems, but the speedy implementation of its recommendations. So far as the implementation of the recommendations of the Commission is concerned I hope that the Commission will not only produce a readable report which will be on the shelf for sometime and on which action will be taken when action had become practically out of date.

It is a very bright idea that Miss Panandikar brought together the representatives of so many teachers organisations of the country and gave them an opportunity to discuss all their problems. We have been thinking about the conditions of service of teachers; some have talked about the probation period, some say that, the probation should be for one year and some say that it should be for two years; some say it is very difficult to find out which teacher is good and which one is bad. Psychologists have divided mankind into three kinds: fits, misfits and unfits. I have gone around this country studying the problems of teachers from the primary to the University stage. I have gone around the other countries, visiting their schools and colleges and universities. I have visited many countries of this world and I can tell you that this classification can only apply to the mechanical professions it certainly does not apply to the teaching profession. There is no misfit among the teachers all over the world and there is no unfit among the teachers, all over the world or in India. It may not be true now but it was true before 1947, when some of us could have become members of the I.C.S. but took to this profession, because we thought that it was a profession which required some kind of self-dedication. Whatever picture a teacher might present, I feel that every teacher has an element of self-dedication even now whether he works in a primary school or a secondary school, a college or a university. The teachers may feel that the service conditions are not good, but I feel that all the teachers have that spirit of self-dedication which has been instilled in them and which they cultivate all the time and which motivates their activities. I think this talk about confirmation or probation is wide of the mark. As soon as a teacher is put on the rolls of a government or a private school, it should be taken for granted that he will be a good teacher in course of time. In the same manner, it should be taken for granted that every student is a good student, and none is a dud. If a teacher does not do good work, it is due to other reasons. Our Government has been very fertile in regard to model acts. It has brought out model acts for universities, for civic bodies and for

some other types of Public Institutions. I would say that in the same way the Education Commission should have a model service code for the good of teachers. I visited a state the other day. I was shown the Education Code of that State. I may tell you that when I read the first page of this code I felt like committing self-immolation, because it was so reactionary, so retrograde and so unworthy of free India. Educational Codes differ from State to State. In addition to this private managements have their own codes. Therefore, there must be an uniform code of service.

Then there should be provision for liberal leave for teachers. Leave must be provided for emergencies. Teachers when they are ill are looked after by the State in some countries. But this does not happen in our country. So when the teacher is ill for a short duration or a long period he must be taken care of by the employers, under whom he works. Therefore, my feeling is that this sword of probation and confirmation should be removed from the heads of the teachers all along from the Primary stage up to the university.

The most arbitrary thing is the transfers of teachers. I know that in some cases there have been four transfers during two months in the case of one teacher. There should be rules for transfers. An officer can stay at one place for 8 years but for the poor teacher it is not so. They have to be at the mercy of the whims and fads of the officers. Why this should happen, I do not know.

Then there is the problem of work load. The teacher of the past justified his existence by work, by more work and still more work. You may have a work load which is in consonance with your working capacity but I must tell you that the more work you do for the public, the more work you do for your society, the more work you do for the country, the higher you go in the estimation of the public. Therefore, this talk about work load appears to be out of place in a country which is described as a developing country.

Then what is superannuation? Sometimes, when I go to a meeting of teachers, and some gentleman gets up and refers to me as an old veteran teacher, I feel most unhappy. A teacher never grows old. This is because a teacher is always in the company of the young. This being so, he always remains young. Therefore the question of superannuation for the teacher has to be looked at from a different angle; not from the same angle as the question of a District Magistrate or a Customs Officer. These persons grow old because their work is uncreative. But the fire of life continues to burn in a teacher as long as he works. Retirement for him therefore is not death but it is near death. So I would suggest that the

conditions of superannuation of teachers should be liberalised. For a Cambridge University professor there is no age of retirement.

Now I come to termination of services. I must say that termination of service is in 99 cases out of a 100 unjustified. As a matter of rule the cases of termination of service should be handed over to a Tribunal consisting of three persons: one the nominee of the person who has been sent away, one person nominated by the department or the management and one representative of the University. This three-man tribunal should decide the cases of persons who have been dismissed. Such cases can be decided early when we have such a tribunal. I think the decision of such a Tribunal will be more in favour of the teacher than in favour of the other party because after all it is the teachers who suffer the most at the hands of the management or the Department.

I was shocked to hear that the people have to pay 'pagree' to get the job of a teacher. I have also been told about some persons who get jobs for teachers by extorting money from them. I learn that 50 per cent goes to the person responsible for appointment and 50 per cent goes to the person who gets this job done. All this is reprehensible. I am sure this practice can be put an end to by organizing such seminars and discussing this problem as has been done this time by the Education Commission. These model conditions of service should not apply only to Government schools but also to private educational institutions.

I must say we have had a very fruitful discussion today and I think the problems of primary school teachers and secondary school teachers are almost the same as those of college and university teachers. So these have to be solved in the same liberal spirit.

With regard to civil liberties, I think there is no difficulty for the teachers. I do not know what is meant by that term. I understand we have the Primary School Teachers Federation, the Secondary School Teachers Federation, the College Teachers Federation and so on. We have the All India Federation and I think some other similar federations are there in a good number. All these I must admit are fairly aggressive, for they take up cudgles on behalf of teachers. Therefore, the question of civil liberties does not arise. No other democratic country, except the U.S.A. gives to its citizens so much liberty of expression, so much liberty of thought, so much liberty of speech as our country. I am proud I was a teacher of this country and I am sure you all will also be proud to be teachers in this country.

GROUP III

CONDITIONS OF WORK OF TEACHERS

SHRI E.W. FRANKLIN (Initiative speech)

In the first place I would like to thank the Education Commission for having taken so much pain to organize this national seminar and for bringing together representatives of teachers' organizations from all parts of India. There is no doubt that the deliberations of this seminar will help, to some extent, towards the formulation of a suitable policy programme for the improvement of the status of teachers in this country.

I have already outlined the main items of my remarks in the paper circulated to the seminar for its discussion. A number of points raised therein are common place and do not need much elaboration. I should, therefore, like to make brief comments on those points which need attention and call for action.

The first point concerns the physical location and environment of schools. It is well known that schools are held in congested localities amid the den and bustle of motor stands, workshops, cinema houses, bazars, etc. Most of them lack open spaces and provide few amenities in their crowded classrooms. This state of matter cannot be improved easily. One can only make efforts towards ameliorating adverse conditions which affect classroom teaching in schools situated in such localities.

Most of the classes are held in rented buildings. This applies even to government schools. Such buildings are intended for residence and are largely unsuitable to the requirements of adequate classrooms, staff rooms, etc. The sanitary provision in most of these buildings is extremely inadequate. No proper facilities for libraries, reading rooms or meeting places can be provided in such buildings.

The next point concerns the load of work. While twenty-eight periods a week is considered normal, there are many teachers who are assigned work beyond this limit. The work becomes still more burdensome when one takes into account the large amount of correction work, particularly in subjects such as languages and Sciences. Our present policy is to provide one teacher for one class. This means that teachers are over burdened in engaging classes of their colleagues who happen to be absent either on casual leave or on medical grounds. In an investigation recently carried out in Bilaspur in Madhya Pradesh it was found that 65% of teachers were used in engaging classes in this manner.

There is also the further burden of maintenance of free registers and setting, conducting and valuing terminal and promotion examination, library work, supervision of games, sports and physical welfare. In addition to all these teachers at all levels of education are given miscellaneous assignments both in government and non-government institutions. These relate to the work in connection with the preparation of electoral rolls and conducting elections, observance of all sorts of 'Days' such as 'Teachers' Day', 'Red Cross Day', 'Army Day', 'Wild-life Day' and so forth. They have to organize various kinds of celebrations, jayanties, cultural programmes, small savings and prohibition drives, fairs, sales of tickets, stamps and seals, censors' work, municipal duties, etc. The academic session witnesses an unending series of interruption in the normal work.

Conditions of work become difficult for teachers particularly in institutions where pupils' attitude and behaviour is indisciplined, irresponsible and often rude. In many cases where no home work is done teachers cannot do anything to set matters right. Pupils these days are subject to influences which are extra academic and are imported into the school system by outside political and other interests.

We all know that teachers have to work with inefficient equipment and furniture in most places. They are further handicapped by work under double shift system.

So far I have mentioned conditions of work which are almost average throughout the country and there is little that one can do immediately to set them right. I should now like to suggest a few measures which may be adopted for improvement.

The first thing is that we must provide in our classrooms systematic, serious and hard work throughout the session. The general atmosphere at the moment is such that the pupil does not pay much attention to this work. He is not interested in the day to day lessons. He hopes to cram up the matter towards the end of the session and face his examination somehow or the other. Under the conditions obtaining today work involving effort and order is hardly possible. In view of the prevailing loaded syllabuses we attempt far too much in our courses with the result that a good deal of work is superficial and desultory. It is necessary to reduce syllabuses to the essential minimum. The whole course should be lightened and only the hard core of the subject should be prescribed. We must further cut out all make believe subjects such as general science, social studies, etc.

A great deal is talked about the noble profession of the teacher. The fact is that today he works under great depression. The syllabus is fixed for him. The

textbooks are fixed for him. The hours of teaching are fixed. The number of days of work are also fixed. His entry into and exit from the school is also controlled. The teacher is thus working under a highly restrictive environment. There are no proper facilities for teaching. There is no organizational liberty to frame curricula, no academic freedom to design work of the classroom. The teacher carries out a task which is almost impossible. I have some experience of the Board of Secondary Education in my State and I dare say that it is true of other States where everything is prescribed by the Board and nothing is left to the teacher. The teacher must be actively associated in the framing of the syllabuses and the curricula. They must have some power to control courses and the content. We all know that the several State Governments have, in their anxiety to provide good textbooks, nationalized them. This nationalization of textbooks must go. Teachers must have freedom to choose the best books for their teaching. We know too well that in many States the nationalized textbooks which have been produced are very poor.

Lately a widespread fashion has crept in whereby teachers are summoned to endless seminars, meetings, orientation courses and so on. Most of these things have crept in after independence. All of them disturb the regular working of the school since they draw away teachers for irregular periods for short dozes of half baked training courses. The Extension Department has extended this fashion so much that the teachers are not able to pay much attention to their work. Systematic work cannot be done under such conditions.

Now there are three things in conclusion which I want to put before you. The first is that there is a sweeping criticism of education at all levels and in all aspects. I used the word 'sweeping' knowingly. The present educational system is condemned. While you condemn it the system still goes on and is with us. Such condemnation, while true in some respects, makes everyone concerned feel that the work we do in schools is worthless. The constant criticism confers immunity.

In the second place there is endless exhortation to teachers, telling them of their high moral function and their great role in society from the public as well as the school platforms, in social gatherings and in convocations teachers are told that it is their duty to do this or that. All this results in the low morale of teachers. This Education Commission can do, at least, one thing and that is to diminish this exhortation and to stop all sorts of things which interfere with the work of the teacher today. We have to give our teachers time to do their work in the classroom.

The third point I want to place before you is that we shall probably not be able to pay the debt we owe to the Commission for gathering us all here to consider the status of teachers. The Education Commission, will no doubt, give its recommendations and we may be sure that they are going to be good and useful but it is we the teachers' organizations who can implement them. I must say at this stage that we cannot depend too much on the Government or the Department or the Board for bringing about the desirable improvement in the status of teachers. We have to depend upon ourselves.

This is all I wanted to say. May I end with one word? I should like to give you a new slogan. We have heard a lot about the child-centred education, about the library-centred education. But what we want is the teacher-centred education. All education is centred around the teacher. The whole fabric of our social regeneration and economic development is woven around the teacher who is working in a classroom in the length and breadth of this country. All education is intended for the teacher to do his teaching efficiently and for the pupil to learn his lesson effectively. That is all. No pupil can learn efficiently unless the teacher is provided good conditions of work and no teacher can teach efficiently unless education is teacher-centred.

Prof. D.C. SHARMA (Concluding Speech summing up the discussion on conditions of work)

I think the paper which Mr. E.W. Franklin read out and the discussion which followed have been very fruitful. I want to refer only to three points. The first point is that you cannot get rid of the double-shift system. I found in Frankfurt a school which started at 8.00 in the morning and continued till 12.00 the next day. It had four shifts and these worked very well. I found that the school was in full strength and the teachers were very enthusiastic about it. The problem of space is here in some big cities and for that reason we must continue to have double shifts if possible, otherwise we will not be able to provide education to our youngmen.

My second point is that to which Mr. Franklin referred to regarding the working conditions of the teachers and the most important thing is that you want houses for teachers. In big cities like Bombay, Delhi, Calcutta, I think the Government must start building houses. Unless you have houses for teachers they are unable to work satisfactorily. I know in the city of Delhi there are some teachers who have to travel 20 miles to go for teaching purposes. What I would say, that houses for teachers should be built, especially lady teachers, do not want to go to the villages, because there are no housing facilities available to them. This problem should be tackled on a national basis.

My third point is with regard to the nationalisation of text books. My friend has referred to a book of history produced by a department of education in which Bahadur Shah has been referred to as the Son of Babar.

That is a very big mistake but worse blunders are committed in the text books. These books are done in a haphazard manner. They are produced in a very shabby manner and they are a source of revenue these days.

I learn that there is the Council of Educational

Research. But the syllabi produced by it are such as have created much confusion and the result is that the teachers complained and also the students complained against their shortcomings. I went to the Soviet Union and I want to refer to it today. I want to tell you

that the books there are produced by the State. But before they are put to use in schools, they are tried on an experimental basis in a few selected schools.

The teachers there pointed out their shortcomings which are made good. Even the school children who have to

make use of them are asked to read them and give their impressions. Thus the writer, the school teacher and

the student come together so far as the production of these books is concerned. But I think these nationalised text books have done more harm than good in the country.

So it is better to get rid of them. In our liberal democracy there should not be much difficulty in solving this problem. Therefore, we are not in favour of nationalised textbooks.

My State and other States of India do not like to have these nationalised books with bad

binding, bad printing, bad papers, and sometimes bad contents also. The students are to read these books and

everyone has to read them. Of course, they think us to be bad when we criticise these books but we are justified in this. Sometimes, they are kept going beyond their

normal period of life because the stocks have not been exhausted. So I believe there should be free enterprise

so far as the production of textbooks and library books is concerned. The standard of our history books is particularly poor. I also believe that the pattern of history

books should be such as does not create communal bitterness between one person and another and regional

friction between one State and another State. They should in all cases produce a sense of national solidarity in

our students. One of my friends was talking about Panchayati Raj. I will tell you I have yet to go to a

State where the people have not said that all education should be taken away from the purview of this Panchayati

Raj Institutions. It is emphasized that education should be taken away from the Panchayati Raj institutions and I

hope that something will be done so that our teachers can breathe freely in schools and outside the schools. I

think every one knows that so far as this hold of Panchayati Raj is on them they will remain very miserable

and unhappy. All kinds of burdens are put on our teachers and they are required to do justice to all of them.

I thank all those who have taken part in the discussion.



GROUP IV

ROLE AND FUNCTIONS OF TEACHERS' ORGANISATIONS

Shri S. Natarajan

(Initiating Speech)

I must apologise to you for the inconvenience caused in being late at this meeting. It is due to the fact that we are living in a technological age and have to depend upon mechanical means of transport which sometimes do not keep time.

I am grateful to Miss Panandikar for giving me this opportunity to speak to you on the "Role and functions of Teachers' Organisations". I have put down my thoughts on the subject in a paper. I find that the paper has been mimeographed and circulated to you by the Education Commission. In that paper I have stated some of the important functions which are vital both to education and to teachers.

Teachers' Organisations in some parts of the world play a very vital role in the educational development and programme of their respective countries. That gives them a status and a place of prestige which is very unique. For example, the Canadian Teachers Federation have secured a right to lay down standards of entry into the teaching profession and no person can be permitted to teach in a school unless his certificates are approved by the Federation. Such prestige a number of other organisations have also secured which is due to their close association with the authorities in the formulation of educational policies and development of educational programmes. A point to be emphasized here is the strong unity amongst the teachers and the sense of discipline, with which they work in the organization.

Teachers' Organisations have, therefore, a vital part to play in the development of education and also in raising the economic, social and professional status of teachers.

One of the basic functions of teachers' organizations is to serve its members. These are democratic days and in the type of democracy that we are having, it is the organisation that counts and not the individual teachers. Teachers' salaries are poor. Their service conditions are far from satisfactory. No individual teacher can hope to succeed in effecting improvement. Only the collective representation of the organisation will compel attention. Sometime back in 1946-47, the Madras State appointed a Pay Commission consisting of the Ministers of the Cabinet to go into the question of salaries of their employees. They did not include in

their terms of reference the salaries of teachers of Non-Government schools. The Madras Teachers' Guild organised a demonstration before the Secretariat and presented a Memorandum to the then Chief Minister, urging that the salaries and service conditions of teachers of non-Government schools should also be referred to the Pay Commission. The public reaction to our demand was very favourable and the authorities immediately directed the Cabinet meeting to make recommendations on salaries of non-Government schools also.

Organization is necessary and only through organisation it will be possible to compel Government to take interest in matters that affect members of the teaching profession. I have said earlier that the main function of the teachers' organisation is to serve its members and in the paper I have indicated several directions in which such service can be rendered. May I in this connection mention how the Teachers Organizations of Puerto Rico is functioning and have constructed a hospital for the teachers of their country? The French teachers are running several nursing homes for their members and these nursing homes are financed partly from contributions from teachers and partly from social security funds placed at their disposal by the Government. A scheme of health and medical benefit to teachers can be developed by the organisation. There are other types of services also, such as organizing co-operative purchasing societies, co-operative credit societies and co-operative house-building societies and thus secure for their members amenities which such societies can offer. I have to point out some of the conditions under which the teacher has to work and the irritation caused to him. Transfer on non-educational grounds, harrassment, stoppage of increment, termination of services often take place. While there may be machinery for getting the grievances redressed through appeals to higher authorities or through court of law, if the individual is compelled to make use of any of these channels, it will not only make his life miserable but it will prevent him from giving his full attention to his work as a teacher. Here teachers' organisations can be of very great help to its members as it could make their representation on behalf of the teachers. They will be in a better position to obtain proper legal opinion and present their case if necessary at the highest level. If the organisation interests itself in this regard it will provide the teachers due protection and any employing agency will think twice before they cause any kind of hardship to the teachers. Teachers' organisation should, therefore, develop a legal or tenure committee which will give advice to the teachers and wherever necessary take his case to the authorities.

Every teacher is anxious to do his utmost to his pupils. He is constantly seeking guidance to improve his competence and ability and here is a field where the teachers' organisation can be of great help. They can secure opportunities to their members both for improving their qualifications and securing additional qualifications by making representations to the concerned authorities, University, Department of Education, etc. They can also organise refresher courses, workshops and seminars and thus help to improve the professional competence and professional status of their teachers.

Teachers' organisations should be ever vigilant and sensitive to the social changes that are taking place and should be in a position to advise the authorities on the changes required for the education pattern or curriculum, etc. They should secure the right of representation in all bodies that may be set up whether it be a syllabus committee, or curriculum committee or a planning committee and be able to contribute effectively to the discussions. They should be organising such special committees which would be constantly reviewing the syllabus and curriculum and examination method and various other aspects of education so that their expert advice based on study, observation and experience would also be available to the authorities. A major concern of the teachers is his salary, his hours of work, etc. At present, in India, teachers' salaries are regulated by the Government and often-times the level of education at which the teacher is teaching and the minimum academic skill required for it are taken into consideration and equated with similar academic qualifications in the civil service. This does not take note of the special professional responsibility of teachers and the professional education that the teacher has had. A change in the attitude has to be brought about. The teachers' organisations have a great responsibility in bringing about this change. They have therefore to secure a suitable salary-negotiating machinery whereby they can secure for their teachers salary scales, commensurate with their responsibilities, adequate to their economic needs and just in terms of their academic and professional qualifications. Teachers have also an additional responsibility in ensuring that the children are provided in the school proper facilities in the shape of school buildings, class-size, equipment, medical and health care, mid-day-lunch and library facilities, workshops, etc. The importance of these are often neglected when the authorities are concerned just to make quantitative expansion. It is the responsibility of the teachers' organisations to invite the attention of the public to these essential needs and urge upon the authorities that such facilities are provided.

So in the interest of the organisation and of the well-being of its members, it is necessary that there should be close contact between the organisation and its members. This contact may be secured in several ways. I would suggest first there should be a newspaper or a magazine published by the Association and made available to all its members. This would not only keep the members informed but would enable the organisation to know the views of the members. It can also be used to keep the members informed of the changes taking place and the satisfactory experiment in methodology adopted by their colleagues in their countries and elsewhere and also keep the profession alert. The organisation of annual conference, special workshops and seminars would further strengthen the link between the members and the organisation and secure their active support and participation of all its members.

Every profession justifies itself as a profession only by emphasising a code of professional conduct amongst its members. The legal profession and the medical profession have their professional codes and they exercise strict vigilance over the members and have the power to remove from membership persons guilty of serious violation of such code. The teachers, divided into different levels and split into different groups, according to the employing agency are unable to become a profession and therefore have not been able to secure their professional status which their colleagues in Medicine and Law have secured. Teachers' organisations in different parts of the world have been striving to unify their members and securing for them a professional status. The All-India Federation of Education Associations prepared such a code even as early as 1936 and this was further improved after independence. This code attracted the attention of some of the teachers' organisations of the world and world Confederation of Organisations of Teaching Profession has now drawn up a code and circulated copies of such codes adopted by different teachers' organisations. We have to work steadily and get a legal status for this code and our organisation should assume responsibility for enforcing their code. That would enhance the prestige and ensure the teachers a proper professional education and special status.

I am sure the Group will be discussing these different aspects and it is my hope that out of the discussions would emerge certain guide-lines which would help our teachers organisations to discharge their functions viz., service to their members, service to the children and service to the nation through education.

Sri S.P. ROY (Concluding speech summing up the  
discussion on the Role and Functions  
of Teachers' Organisations)

I am happy that within the short time at our disposal I could accommodate all the speakers except one whose name was submitted to me so late. I am happier still that very little time has been left to me for my address. The scheduled time for the session is already over and of the extra fifteen minutes borrowed of Miss Panandikar, sponsor of this Seminar, to conclude this session only a few minutes are still left. I will, therefore, say nothing about the very many good issues raised in the working paper presented to you by Sri Natarajan and by other speakers. I have been closely associated with my state organization as well as All India Organizations for the last 16 years of my life. I will say something about the role and functions of Teachers' Organizations from my own personal experience. I would like really a National Association of teachers to be set up in India so that the organization may have that prestige and that strength that may force the Governments to listen to it and force them to fulfil its demands. Roles and functions of Teachers' Organizations cannot be fixed in absolute terms and they are bound to vary in different countries at different times. Roles and functions of Teachers Organizations in India cannot, therefore, be the same as those in U.S.A., U.K. or Canada. For the present really speaking I feel that the most important role and functions of the Teachers' Organisations in India are to organise themselves to grow in strength and to carry on movements as best as they can so that they can acquire that degree of prestige and dignity that may force the Governments to listen to their suggestions. Once that is gained, the Teachers' organisations in India will have to change their role and functions. The Teachers' organisations will, then, have to give up their agitational approach to sit side by side with ruling authorities to shape the educational policy of the country. Before I finish I thank Mr. Natarajan and all other members for the kind cooperation they have extended to me for the smooth conduct of this session of the Seminar.

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GROUP I

Shri P.N. Kirpal -(Concluding speech summing up the discussion on the report of Group I on Teachers' salaries, allowances and other benefits).

There is not much left to say after these reports presented by Mr. Roy and Dr. Sabharwal. They could be further discussed. We have listened to some very good points raised. I am sure that the reports as they have been presented along with the record of the suggestions made here reflect the excellent work done by this group. When this report comes to the Education Commission and eventually to the Government, I as a member of the Commission and as a representative of the Government can assure you that due consideration will be given to these recommendations and ideas; the betterment of education will be possible only if the teaching community is involved in the fullest possible way. In the development of the educational system, and in creative thinking about the educational system, teachers will have to play an important role. Our constant endeavour will be to consider how education and the educational system, can be improved. When the Education Commission, which is unique in our history, submits its report to the Government it will have to be implemented. I do not think that its report will lie in the archives. The previous reports have not been implemented fully because there has been lack of interest and lack of active support from the teaching community.

I have been a teacher throughout my life and still consider myself to be a part of the teaching world. I think that education is a matter not for bureaucrats or for politicians but entirely for educationists, specially teachers. I am not suggesting any agitational approach, which at any cost should be avoided. But the fullest involvement of teachers in our educational system must be ensured.

I want to touch upon one or two things. Firstly, the ideas of plan and non-plan expenditure. I shall explain this because there has been some misunderstanding on the part of a certain section of the public and even a section of the teachers and the press. I take this opportunity of explaining to you what, the view of the Ministry of Education on this matter is. If you look at the whole financial structure, you will find that there is a certain amount earmarked for the five year plan, the total overall sum which the national economy will be able to afford for a period of five years, calculated on the basis of possible sources of revenue in the context of economic forces like inflation, deflation, and the capacity of the country to undertake these things. That is part of our plan. There must be a certain global figure for the total five year plan and this figure must be calculated scientifically, in a realistic way, in accordance with the best economic thought available to the country. Outside this there is non-plan expenditure. The size of non-plan expenditure continues to grow because each 5 year plan is merged into committed expenditure which goes on increasing. That is outside the plan and is the responsibility of the Finance Commission. But there is a third source also. That is the raising of taxes by the States in addition to what is already

earmarked for the plan. Several states, Madras state in particular, have added to the committed expenditure, on plan projects by raising certain revenues; tapping of sources of revenue by taxation and adding to the total sum available, and they have been able in many ways to do a little more in education than other States. Whatever has been set aside for improvement of teachers' salaries is quite insufficient. The amount needed must be several times more than the present figure.

The second thing I want to say is about an Elementary and Secondary Grants Commission. A view is held by many people, particularly teachers that there should be a Grants Commission for School Education in the same way as there is a Grants Commission for higher education. Our main difficulty in this case is a constitutional one. Education is a State subject and particularly at the school education level, States have the responsibility for its improvement. A Central body might be an encroachment on the legitimate sphere of the States.

We are thinking of setting up some grant-giving body at the Central level for the improvement of schools. We have decided to set up, as an interim measure, a small committee like the University Grants Commission, presided over by the Education Adviser with a representative of the Ministry of Finance and some of the State representatives, for the limited task of improving the selected schools. We hope that in the 4th Five Year Plan this Committee will go into operation. A certain number of selected schools in the country could be given grants for improving their quality of education, their laboratories, their libraries, and their teachers. For that purpose a committee of this kind would be useful, but ultimately it must depend on the availability of resources. If this work is to be done on the basis of U.G.C., the State must agree to share in it and contribute their share towards the improvement of the schools and the improvement of teachers' salaries. This Committee will start functioning centrally with a certain number of schools. This can be done within the constitution, but it is a question of funds that would be available for this purpose. As regards a national scale of salaries, we could have some kind of short-term programme in the first instance and a long term programme as well. Our short-term objective should be to achieve a national minimum and our long-term objective should be to achieve a national scale. There is a concept of a national minimum at different levels also. It has been said that at the primary level no primary teacher should get anything less than a certain figure. Now this concept should be put into practice in all States as early as possible, and I hope to large extent it has been achieved in some States. In the States where it has not been achieved, it should be done. It should be your short-term objective that everywhere in the country a national minimum should be achieved for teachers' salaries. The long-term objective is very important. There you have to relate the

improvement of teachers' salary and teachers' functions with all other sectors and activities in our national life. An over-all Commission could go into this problem to equate the teachers' wages and emoluments with the emoluments of other professions. This is going to take long, but I do not think that we should wait for 10 years or 20 years. This kind of work can start after 3 years or so. Some of our friends have mentioned that we should attract and retain the best people in the profession. I fully agree with them. The equating of prospects in administrative and educational services need not be in terms of money. I feel that in the teaching profession there must be the ingredient of idealism. There are other compensating factors. If a teacher is fully involved in what he is doing, the satisfaction the work brings will be a great compensation. Idealism must be fed into the teaching profession. **By feeling** is that some people would like to join the Educational Service in preference to I.A.S. in spite of the fact that the pay scale in the Educational Service is lower than that of I.A.S. There is a reason for it. If in the I.A.S. there is a scale of 400 to 1800 on the administrative side, and there is a scale of Rs. 400-1500 on the educational side, some young men would prefer to join the educational side, because they find it far more interesting and rewarding. I think in the sphere of higher education, university teachers will have in the next 10 years many opportunities to earn more money outside their work, if communications are established in a rightly developing society through radio, television, journalism. After all, who is going to write these things? Who is going to talk? It will be the teachers who will perform all these things. The money that is going for the cause of education will go to teachers provided they are willing to work hard and utilise these opportunities. We have to create some kind of idealism in our profession, and only then will the youngmen prefer to join the teaching profession. Of course money is necessary, but we do not wish to lose our soul.

I think we can involve the community in the Welfare service for the teacher, such as the provision of housing, and of certain facilities in the villages. Now our villagers have so far been willing to come forward and sacrifice a great deal for building a School. We have not found a technique to make them involved in the welfare of the teacher also. Something should be done for the welfare of the teacher in the villages. Potential support for the teacher should be developed in the welfare service. I am very grateful to the organisers in giving me the opportunity of coming here and meeting so many of my colleagues.

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## GROUP II

Dr. V.S. Jha (Concluding speech summing up the discussion on the report of Group II on Conditions of Service)

You have asked the Commission to consider the report of this Group along with reports which different teacher organizations in different States have promised to send. Mr. Natarajan has added that the Commission should also consider how the work is being done at the international level and to read the reports of ILO and relevant issues. Your intention, it seems to me, is that having done all this home work the Education Commission should address itself creatively to work out in simple direct terms a model set of service rules for the teachers. If that is your intention, I have taken a good note of it. But my advice is that you should ensure that the Commission is well advised and briefed from your point of view. Mr. Natarajan has pointed out that the service conditions of teachers in this country reveal a complex situation. While we have considered service conditions of teachers under various agencies, we have forgotten one category of the teachers who have to serve under the Gram Panchayat and other local bodies as well as under some peculiar types of voluntary organisations. We have got to consider all these categories and we can help the commission by giving a lead in solving the complex problem. If there is any agency which can make suggestions in any aspect of the complex problem the Commission will certainly welcome them. At one time I tried my hand in tackling the problem. It was one of the most difficult jobs to prepare a set of rules which would satisfy everyone. You just cannot do so. I ask you a single question. Do you assume all the teachers are good and do all of them justify the liberal rules and regulations and service conditions?

You have said that the teachers are the pivot of educational institutions, the centre of all education. I do not concur with this view. The central figure in the field of education is the child who is getting education in the school. What is good for the student must have the highest consideration. All that we do must be in the interest of the student; even the service conditions of teachers. We have got to keep this point in mind. Supposing that a teacher is not good, how can you get him out of the school? This should also be a matter which would merit some thought.

The second point relates to the machinery which is proposed to bring justice to the teachers. Please ensure that the machinery is not complicated and that it gives quick decisions. Justice delayed is worse than justice denied. When you think of a tribunal where you propose to seek justice, just pause to consider how the tribunal will work, what will be the procedures it will adopt, and how quickly and efficiently it will work. Some of the teachers work in every difficult conditions and if justice does not come to them in time, it may not as well come at all. I know of how the delay in the well advised transfer of a teacher under a panchayat led to his being beaten up by a local political faction which resented his stay in the village. These considerations are absolutely essential.

I wish to place one more point of view before you. You must demand conditions of service which would enable you to be better teachers and to be able to do your job better. Security of service is not everything. The conditions must also provide for your getting opportunities which will enable you to keep pace with the growth of knowledge. These are the conditions which in fact the modern teacher wants. He must be helped to become a dynamic teacher.

GROUP III

Miss S. Panandikar

Concluding speech summing up the discussion on the report of Group III on Conditions of Work.

Conditions of work for teachers must be such as will maintain the teacher's efficiency and enable him to work with his full capacity. The problem can be considered from a negative as well as a positive point of view. A negative approach will lead to the demand that all undue pressures are reduced, that teachers are not overburdened with teaching and correction work, that no undue strain is imposed on them and that the work expected is such as they can carry out efficiently. The conditions obtaining in a school must ensure that teachers are given enough time to keep their reading and knowledge upto date and to participate in educational and intellectual activities in general.

There is a positive approach to the problem which is very important. The group does not appear to have stressed this aspect sufficiently in the report presented by them. Quality teaching needs conditions of work which will provide scope for initiative and opportunity for exercising responsibility. The teacher should have a share in planning the school programme, curricular and co-curricular, and he should be expected to participate actively in the implementation of the programme. If he is involved in it actively, if he had had a share in planning and preparing for the programme, he will give of his best and will not grudge the hours of work required.

The phrase "load of work" suggests a situation where the work is not accepted as one's own but is considered to be imposed on one by the authorities. The question is not of the load but of what the teacher can contribute to the life of the school.

In estimating the hours of work, the total work the teacher is required to put in, by way of preparation of teaching, actual class-room teaching, correction work, organisation of curricular activities, individual guidance and administrative work, should all be taken into account. The pupil-teacher ratio is significant because large sized classes mean more correction work and involve a greater strain on the teacher, if individual attention is to be given to all the pupils in the class. We must, however, suggest the range of a pupil-teacher ratio that will be realistic and practicable in our conditions, taking into account the resources that are available.

It is quite true that the arrangements made for absentee teachers often deprive the teachers of the school of their free periods. Such arrangements usually are not conducive to good work from the point of view of the class either. In a big school there can be leave reservists. This is not possible in a small school. We must, therefore, think of other solutions to the problem. Can we not train our pupils to manage some activities in the class, such as library reading or individual or group work assignments, by themselves? It would mean the preparation of work cards and suitable assignments which can be drawn upon in case of need.

Conditions of work in schools must be such as will give an opportunity to teachers who have ideas of their own to put them into practice. A trained teacher often goes to his job, immediately after his training, with fresh enthusiasm and a number of well-thought out plans. But the routine of the school and the pressure of the external examination are such as smother all initiative. Without initiative, freedom and responsibility, work in the school becomes a load or a burden; with sufficient scope for them the work becomes challenging and stimulating, and the teacher with a sense of dedication to the profession and to his pupils takes it in his stride.

#### GROUP IV

Mr. McDougall

( Concluding speech summing up the report of Group IV on the Role and Function of Teacher's Organisations)

It is a very great pleasure to be with you and to make this direct contact with the teachers' organisations in India. I understand that this is the first time that so many teachers' organisations have come together. I hope that such mutual contacts will continue because it is true that the creation of a strong and unified professional organisation among the teachers is an integral part of a national system of education.

There is wide recognition today of the role of education in economic growth. But there is another aspect of education in which the teacher plays an even more direct role. This is in the use of education as an agent of social change. India is determined not only to become prosperous through economic growth but also to be one of the progressive and democratic nations of the world. To achieve this, proper attitudes and a sense of values must be cultivated in children and in this the teacher has a vital role to play.

The report presented by the Convener of the Group on Role and Functions of Teachers' Organisations is full of fruitful suggestions despite the brevity of the time in which it was prepared. I am sure that on the basis of this report, the working paper presented by Mr. Natarajan and the suggestions made by the different speakers today, a firm basis for the development of professional activities by teachers' organisations is provided. To give effect to these, it will of course be necessary for teachers' organisations to continue to develop a programme of working together as you have been doing here in the last three days.

Miss Panandikar was kind enough to refer to my work with the Education Commission. It has not been difficult for me to identify myself with the problems of Indian education. Since Miss Panandikar has paid me the compliment of treating me as an Indian, I wonder if I can exercise this privilege by voicing a criticism. In listening to the evidence presented by individual educators and representatives of institutions and Departments in India, there is one word that often comes to my mind. This word is 'distrust'. I find all too often that Government distrusts management, management distrusts teachers, teachers distrust students and students distrust the school. If I am correct in believing that this climate of distrust is widespread, it is difficult to see how reforms in examinations and curricula can be effectively implemented. If you share this feeling with me then I hope that the teachers' organisations will organise themselves and undertake programmes designed to dispel this distrust. I believe that teachers organisations can make a very solid contribution in its removal.

If we look at some foreign countries, we find that teachers' organisations play a very decisive role in the determination of public policy in schools. The teachers professional organisations in the U. S. A. (The N. E. A.) was fully consulted at the time of the drafting of the recent Federal Bill on Aid to Education, which is part of President Johnson's great society plan. In the United Kingdom, the initiative for the reform in modern language teaching and for improved teaching of Mathematics and Sciences has come from professional organisations of teachers. In the USSR, when a school reform is proposed the proposal is circulated amongst teachers' organisations and even to the teachers in individual schools for their comments before the law is promulgated.

If we ask why the teachers organisations in these countries play such an important role, I believe the answer lies in two words. First that they are strong and secondly that they are respected. They are strong mainly because they are united and not dispersed into the 40 and odd organisations that are represented here. They are respected because they have spent time and energy to sum up their experience in the formulation of educational policies. I think there are lessons here for the teachers organisations in India and I believe that the initiative lies with them.

One of the characteristics of Indian life which wins the admiration of foreigners is your habit of working on the basis of a consensus. It may be too early for you to work out the details of a unified form of teachers' organisations in India and you may prefer to wait until this consensus has been reached. On the other hand you may wish to see that the initiative which this meeting has taken is not lost and that some liaison is maintained through a small committee.

In conclusion, let me say again how happy I am to have been with you even for a short period and to express the hope that this may well lay the foundations for a greater activity by teachers' organisations and greater concerted efforts amongst them.

#### VALEDICTORY ADDRESS

Shri Saiyidain

I am grateful to you indeed for giving me this opportunity to be present in your midst and I am sorry it was not possible for me to participate in your deliberations earlier. However, I have the feeling that the concluding speaker on such occasions suffers from the fact that everything worthwhile has already been said and whatever he says may be either repetitive or platitudinous. Nor can I expect to be able to add a great deal to your recommendations which have been formulated by you after very careful discussion. The most I can hope to do is to try to place your deliberations into a kind of right perspective.

I think I might begin by saying that I am firmly of the opinion that the status which you and I are all anxious to ensure is something which cannot be conferred either on a teacher or on teachers' organisation or the teacher's profession as a whole by some outside authority. The Government, and the Education Department and other public organisations can give a token recognition. T

know a number of national awards are being given to teachers who have done good work. Sometimes the demand is made and graciously conceded that they should be given a chair in public functions. All these things are good but they are better for the people who are doing it than for the teacher himself. It shows that at any rate some sections of the society and the powers that be have recognized the important part that the teachers are playing. Therefore, in honouring a really good teacher, they honour themselves. But if you are thinking of the whole teaching profession, it may be said that the status can only be acquired through their own efforts. We should consider this matter carefully and understand that this status for the acquisition of which we have passed a certain number of resolutions and recommendations will ultimately be ours if we prove ourselves worthy of it.

I can think to myself of a number of teachers whom I have come across who even in this commercial age, when men are weighed in silver and gold, and judged with reference to a particular position they occupy, have done remarkable work and won laurels for themselves. When I was very young, there was an uncle of mine who was a teacher in one of the local schools. He was also a great scholar, and had made a study of education and religion but the ordinary citizens did not know him as a scholar. They only knew him as a teacher who for 40 or 50 years had worked in the local school and generations of students had passed through his hands. After his retirement, when I used to go with him from my house to a school at the other end of the city of which he was then the Secretary, I remember that it was a triumphant procession. As passed through the bazar, almost every single shop-keeper, Hindu, Muslim or Sikh would stop his business and respectfully greet him. If he was not engaged in any transaction, he would stand up, get down on the road, and touch his feet. He had no great salary, or official influence but through the realisation of the fact that he had given his life to educating them or their fathers or their children he won for himself a status which was not given to any official, however important. Now I give this as a simple example to show that in spite of many handicaps from which all teachers suffer character can triumph over circumstances.

You have been discussing the role of teachers organisations in the society of which you are a part. I think there are two main things which we are expected to do. Their first function is to mobilise the public opinion (including official opinion) so that, in course

of time, you might be able to get better terms of work, better salaries for the members of your profession. Anything that you can do collectively in order to win public opinion would certainly improve your status and conditions of work.

The second thing you have to do is to awaken the academic conscience of teachers so that they become more and more actively involved in the work that they are doing. In schools of a locality, the teachers teaching different schools and different subjects have not developed yet a correct pattern of dialogue, discussion, conference which will bring them together and enable them to chalk out lines of action for the development of their schools into effective centres of education.

We have amongst us a number of well-known and highly distinguished teachers. But we do not really have a kind of decentralised leadership providing good teachers in every small community. Unless we can develop in this big country a large number of teachers with the qualities of leadership who can carry the people with themselves, it would become extremely difficult to solve our problems. Eventually, whoever may evolve ambitious programme of educational improvements, everything has ultimately to be done by the individual teachers in their own schools and classes. Unless we can develop competence, dedication in them, we shall not be able to raise the status of the profession. And if I were asked to mention the order to priority, I would venture to submit that the second should come before the first. While they should go on simultaneously, I would say that the development of academic conscience, attachment to his profession and work should come even before the improvement of their salaries.

Teachers organisations in some foreign countries have raised large funds; they have been able to raise the lot of their teachers in a variety of ways. They have won the right of being consulted in all the important educational decisions to be taken. On the same lines, in our own country too, it should be the business of education Departments the Government and others who are concerned with education to take the teachers into their confidence; to consult them on the framing of syllabuses, methods of teaching and preparation of textbooks. It is possible through the organisation of our internal resources to win that position for ourselves. It is true that our financial resources are limited; but may I suggest that our human resources are almost incalculable? We can mobilise them and move towards success. If this is done, you will find

that you will be consulted on all these matters, not as a matter of grace or concession, but because you are the persons who can speak about the subject with first-hand knowledge and authority. Any one who sits in the room, say of the Education Secretary, what does he know about the work going on in hundreds and thousands of schools? What does he know about their difficulties and privations, triumphs and victories? You alone can understand their problems through your own experience. You are the persons who can be consulted, in the assessment of textbooks in formulating of syllabuses and it is your business to win this position yourself.

Another thing about which I would like to make a few remarks is that teachers in our country feel quite dissatisfied with their salaries and conditions of service. I can understand that sense of resentment, and I realize that there is reason for it. Everything should certainly be done to improve the lot of teachers, but there is one over-riding consideration to which I would like to draw your attention. If you have chosen for your sins or otherwise to work as a teacher, you cannot make conditions with life. You cannot say, "I shall not work hard and with integrity and professional conscience. If society does not give me a fair deal, I am not going to do my best." I remember that in my university, there was an old teacher of Geography whose salary - along with that of others - was reduced on account of financial stringency. He said jokingly that since his salary had been cut by 10%, he would revenge himself by teaching wrong Geography. Sometimes, teachers have a similar feeling, which is understandable. Since society is not being fair to us we shall not be fair to society or at any rate we shall not put forth the best of ourselves. But this simply cannot be done. You cannot revenge yourself on children. You cannot play ducks and drakes with the future. You are bound by your conscience always to do the best for them.

We have today many social, economic and industrial problems which need hard unremitting work. We have seriously to ask ourselves why it is that teachers, citizens, students and other workers in India, do not work hard nor with a sense of integrity. You will find on the whole, that the Japanese, the Chinese, the Germans, the British, the Americans, the Russians - all these nations which differ from one another in a variety of ways are nations which work hard.



Education has obviously failed to instil the love and habits of hard work in our character.

Dr. Kothari while inaugurating the seminar spoke about the role of the teachers in inculcating a habit of hard and efficient work. This should apply to all stages of education right from pre-primary to university.

I should like to make one other point which applies to all services including the teaching profession. We are always concerned about the security of our service. I can realise why that is so. There are some private organizations running educational institutions who do not play fair. But I want you to look at the other side of the picture also. I feel that if this security of service is overdone, it might put a premium on laziness. Before demanding security of service, we should ask ourselves whether we are putting in good, sincere work? If we are really entitled to ask for it it should be only on that condition. The teachers' organizations should try to create an atmosphere of hard work among teachers so that a new atmosphere of purposeful endeavour may be built up in the country.

We find that not much is being done in the matter of improving teachers' efficiency. We must organize in-service education programme for teachers, conferences and seminars, discussions, etc. in order to train local leadership on an extensive scale. I feel that the teachers' organizations with their deep interest in teachers will take an increasing part in the organisation of these kinds of programme and thus help to win new prestige for the teaching profession and indirectly but effectively better their terms and conditions of service.

EDUCATION COMMISSION  
(Government of India)

PROGRAMME OF SEMINAR

NATIONAL SEMINAR ON TEACHERS' STATUS

OF REPRESENTATIVES OF TEACHERS' ASSOCIATIONS

(OF STATES AND NATIONAL LEVEL)

DATES: September 29 & 30 and October 1, 1965.

VENUE: Main Hall (Ground Floor)  
Indian Institute of Public Administration  
Indraprastha Estate, Ring Road (East),  
New Delhi-1.

Wednesday, 29th September, 1965

10.30 A.M. Registration of Delegates

11 A.M. to 1 P.M. Inauguration of the Seminar

Welcome by Miss S. Panandikar  
Member, Education Commission

Inaugural address by Dr. D.S.  
Kothari, Chairman, Education  
Commission, and Chairman,  
University Grants Commission.

1ST SESSION

Chairman: Dr. R.C. Mazumdar, President,  
Delhi University Teachers' Association

Initiation of Discussion on

"Teachers' Salaries, Allowances, Welfare  
Services, Retirement Benefits".

by Shri J.P. Naik, Member-Secretary,  
Education Commission.

Discussion

Chairman's Concluding Remarks

2nd SESSION

2.30 P.M. to 5.30 P.M.

Chairman: Prof. D.C. Sharma,  
President, AIFEA

Initiation of Discussion on

"Service Conditions of Teachers"

By Shri B.R. Desai, Chairman,  
Headmasters' Association, Bombay.

Discussion

Initiation of Discussion on

"Conditions of Work of Teachers"

by Shri E.W. Franklin  
Secretary, W.C.O. T.P., Delhi

Discussion

Chairman's Concluding Remarks

At Home to the delegates by the All  
India Secondary Teachers Federation.

3RD SESSION

30th September, 1965

10.30 A.M. to 1 P.M.

Chairman: Shri S.P. Roy, President,  
All India Secondary Teachers'  
Federation

Initiation of Discussion on

"The Role and Function of  
Teachers' Organisations."

by Shri S. Natarajan, Member,  
South Indian Teachers' Union, Madras.

Discussion

Chairman's Concluding Remarks

Formation of Working Groups I,II,III  
& IV and Group Meetings.

Group I: Teachers' Salaries, Allowances,  
Welfare Services and Retirement  
Benefits.

Group II: Service Conditions of Teachers

Group III: Conditions of Work of  
Teachers.

Group IV: The Role and Function of  
Teachers' Organisations.

2.30 P.M. to 5 P.M.

Group Meetings

At Home to the delegates by the Delhi  
University Teachers Association and the  
Delhi University.

4TH SESSION

1st October, 1965

10.30 A.M. to 1 P.M.

Chairman:

Shri Prem Kirpal, Member, Education  
Commission and Educational Adviser  
to the Government of India.

Presentation of Report of Group I on

"Teachers' Salaries, Allowances, Welfare  
Services, Retirement Benefits",

Discussion

Chairman's Concluding Remarks

Chairman:

Dr. V.S. Jha, Member,  
Education Commission.

Presentation of Report of Group II  
on Service Conditions of Teachers.

Discussion

Chairman's Concluding Remarks.

2.30 PM to 4.30 PM

Chairman:

Miss S. Panandikar  
Member, Education Commission

Presentation of Report of Group III  
on Teachers' Conditions of Work.

Discussion

Chairman's Concluding Remarks

Chairman:

Mr. J.F. McDougall,  
Associate-Secretary,  
Education Commission

Presentation of Report of Group IV  
on "The Role and Function of  
Teachers' Organisations.

Discussion

Chairman's Concluding Remarks

5TH SESSION (Concluding Session)

4.30 PM to 5.30 PM

President:

Dr. K.G. Saiyidain,  
Member, Education Commission

Concluding Remarks by President

At Home to the delegates by  
Shri S. Natarajan, Vice-President,  
W.C.O.T.P.

EDUCATION COMMISSION  
(Government of India)

NATIONAL SEMINAR ON TEACHERS STATUS

(29th and 30th September and 1st October, 1965)

NAMES OF DELEGATES WHO ACTUALLY ATTENDED

<u>S.No.</u>	<u>NAME OF THE ASSOCIATION</u>	<u>NAME OF THE DELEGATES</u>
1.	All India Federation of Educational Associations.	1. Shri E.W. Franklin Executive Secretary 2. Shri B.R. Desai Executive Committee
2.	All India Primary Teachers Federation	1. Shri Hiralal Patwary President 2. Shri Jagdish Mishra, General Secretary.
3.	All India Secondary Teachers Federation	1. Shri Satya Priya Roy, President 2. Shri Ram Prakash Gupta, General Secretary 3. Shri K.L. Gupta
4.	All India Federation of University and College Teachers' Association	1. Shri D.K. Ghakravarthi President 2. Shri Hridaya Narayan Singh, General Secretary 3. Shri Shailendra Kumar Srivastava 4. Shri Anand Rao Thota 5. Shri R.K. Awasthy 6. Shri P. Gosawami 7. Shri V.D. Gautam 8. Shri N.P. Satsangi 9. Dr. (Miss) K. Sabarwal

5. All India Association of University and College Teachers  
1. Dr. R.K. Bhan, President  
2. Shri Sri Prakash, Secretary
6. Indian Federation of Pre-Primary Institutions  
1. Shri Sri Prakash, Secretary
7. World Confederation of Organisations of Teaching Profession.  
1. Mr. E.W. Franklin, Secretary
8. National Association of Teachers Educators.  
1. Shri V.C. Jhingran, Vice-President  
2. Shri A.R. Sharma, Joint Secretary
9. All India Science Teachers Association.  
1. Shri R.K. Mehta
10. Association of Mathematics Teachers of India  
1. Shri V. Arunajatai
11. Indian Public Schools Conference  
1. Shri M.N. Kapur
12. The New Education Fellowship  
1. Dr. K.C. Vyas, Hony Secretary
13. Xavier Board of Higher Education  
1. Mgr. F. Kalachery, President  
2. Rev. Fr. J.B. Moyersoan
14. Assam College Teachers' Association  
1. Shri A.P. Bhattacharjya, General Secretary
15. All India Primary Teachers' Federation (Andhra Pradesh Branch)  
1. Shri K. Janardhan Rao  
2. Sri V. Seshayya
16. The State Teachers' Union Andhra Pradesh  
1. Shri P. Anjaneyulu, Secretary  
2. Shri K.D. Sanjeeva Rao

17. Bihar Shikshak Sangh  
Shri Shyamji Singh  
President
18. Bihar Secondary School Teachers' Association  
1. Shri B.P. Roy  
2. Shri C.P. Singh
19. Gujarat Rajya Madhyamik Shikshak Sangh  
1. Shri Thakorlal Shripatray  
Thakore, President  
2. Shri D.M. Shah  
Hony. Secretary
20. Kerala Government Primary Teachers' Association .  
1. Shri P.K. Nambiar,  
President  
2. Shri V.R. Kochu Pillai,  
Joint Secretary
21. Kerala Aided Primary Teachers' Union  
1. Shri C.C. Nair,  
President  
2. Shri K.O. John,  
General Secretary
22. The Kerala Private Secondary Teachers' Association  
1. Shri V. Madhavan Nair,  
President  
2. Shri C. George Thomas,  
General Secretary
23. The Kerala Private Secondary School Headmasters' Association  
1. Rev. Dr. C.T. Kottaram,  
President
24. Provincial Federation of Secondary School Teachers Association, Madhya Pradesh.  
1. Shri B. Singh,  
General Secretary
25. South India Teachers' Union, Madras.  
1. Shri S.K. Sitharaman,  
President  
2. Shri Fazalur Rahman.



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|---|--|
| 26. The Association of University Teachers (Madras State)         | Shri A.P. Palaniswami  |
| 27. Vidarbha Federation of Secondary School Teachers' Association | Shri B.H. Sahasrabudhe,<br>General Secretary.  |
| 28. Bombay State Federation of Secondary Teachers Association     | 1. Shri D.V. Deshpandey<br>2. Shri P.S. Redkar<br>General Secretary                  |
| 29. Maharashtra State Federation of Headmasters' Association      | 1. Shri B.N. Kulkarni,<br>President<br>2. Shri H.A. Umbranikar,<br>General Secretary |
| 30. Bombay English Teaching Schools Association                   | Rev. Fr. H.F. Miranda, S.J.,<br>President  |
| 31. Mysore State Education Federation                             | Shri K. Srinivasan   |
| 32. Orissa Secondary Schools' Teachers Association                | Shri Bibekamanda Dash  |
| 33. Punjab Education Association                                  | Shri B.S. Gill.  |
| 34. Rajasthan Shikshak Sangh                                      | Shri Jai Deo Pathak.   |
| 35. Rajasthan University and College Teachers' Association        | Shri N.M. Kothari  |
| 36. U.P. Madhyamik Shikshak Sangh                                 | 1. Shri Suresh Chandra Saxena<br>2. Shri Maheshwar Pandey                            |
| 37. All Bengal Primary Teachers' Association                      | Shri Susil Debdas<br>Secretary.  |

38. All Bengal Teachers' Association
1. Smt. Anila Debi
  2. Shri S.K. Bhattacharyya
  3. Shri Samares Sen.
39. West Bengal Teachers' Association
- Shri B.N. Bhattacharyya
40. West Bengal Deshkalyan Prathamik Shikshak Sangh
- Shri S.N. Bhattacharyya
41. West Bengal Headmasters' Association
1. Shri S. Banerjee
  2. Shri G.P. Chakravarti
42. West Bengal College and University Teachers' Association.
1. Shri Mahindramohan Chakravarthi
  2. Shri D.K. Chakravarthi
  3. Shri S.N. Bhattacharyya
43. Delhi State Teachers' Association
1. Shri Harish Chandra
  2. Shri L.R. Sharma
44. Government School Teachers' Association (Regd.) Delhi.
1. Shri S.N. Bhanot  
General Secretary
  2. Shri T.C. Joshi  
Ex-Joint Secretary.
45. Delhi University Teachers' Association
1. Prof. R.C. Majumdar
  2. Shri B.N. Kaul
  3. Shri V.S. Mathur.

PART II OF THE REPORT  
OF THE NATIONAL SEMINAR ON TEACHERS' STATUS

TEACHERS' EDUCATION IN INDIA

EDUCATION COMMISSION  
UNIVERSITY GRANTS COMMISSION BUILDING  
BAHADUR SHAH ZAFAR MARG  
NEW DELHI.

## TEACHERS' ASSOCIATIONS IN INDIA

This document is a compilation giving the salient features of Teachers' Organizations in India at the State and National levels. The information about each organization has been supplied by the President or General Secretary, at the Commission's request in the year 1964-65.

N.B. The names of office bearers are for the year 1964-65.

New Delhi  
24/9/65

S. Panandikar  
Member  
Education Commission

EDUCATION COMMISSION  
GOVERNMENT OF INDIA

(1)

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ALL INDIA FEDERATION OF EDUCATIONAL ASSOCIATIONS

NAME AND ADDRESS

All India Federation of  
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Kanpur-1 (Uttar Pradesh)

Telegram: EDUCATION

Phone 33607

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President

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19, Windsor Place, New Delhi-1

Vice-President

Dr. R.K. Bhan, M.A., Ph.D.

Regional Vice-Presidents

Eastern Region-Shri Shyam Ji Singh

Western Region-Shri S.S. Aiyar

Central Region-Shri K.L. Pande

Northern Region-Shri V.S. Mathur

Southern Region-Rev. Fr. Xavier  
Kaniampurath

General Secretary

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Joint Secretary & Treasurer

Shri A.P. Khattry,  
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16/8A, Civil Lines,  
Kanpur-1(UP)

Lady Joint Secretary

Kumari N.M. Colah



AIMS AND OBJECTS

(a) To study educational problems with special reference to Indian conditions.

(b) To work for the adequate realization of the educational needs of India.

(c) To devise and promote suitable and effective means to bring into closer coordination the various agencies in the country which have to do with education.

(d) To provide facilities for intercourse and exchange of information and ideas between teachers, parents and other persons engaged or interested in educational pursuits.

(e) To support, protect and to improve the character, status and interest of the Teaching Profession in India and to secure its legitimate place in national life by inculcating in teachers and educationists a sense of national responsibility, professional efficiency and of accepted standards of professional and social morality.

(f) To initiate and assist schemes for securing educational progress locally or nationally.

(g) To cultivate international goodwill and to act as a vehicle of representation at International Teachers' and Educational Conferences.

(hh) To unify members of the teaching profession at all levels from the pre-primary to the University and to secure equal social status for them all.

## MEMBERSHIP

### 1. State Membership

State Membership shall be open to State-wide Educational Organisations representing all grades of teachers. Each such organisation may be admitted on payment of a sum of Rs. 100 as admission fee and annual affiliation fee of Rs. 100.

### 2. Full Membership

A State or countrywide organisation of any particular section of teachers may be admitted to full Membership on payment of Rs. 50 as admission fee and Rs. 50 as annual affiliation fee.

### 3. Associate Membership

(i) Associate Membership shall be open to organisations of Teachers or Educationists operating only in a part of a State not smaller than a District, on payment of an admission fee of Rs. 30 and an annual affiliation fee of Rs 30, provided there are no State-wide organisations to which they can be affiliated, or if there are, they are not affiliated to the All India Federation of Educational Associations.

(ii.) Any sectional organisation of teachers or educationists not eligible for State or Full Membership may also be admitted to Associate Membership.

### 4. Institutional Membership

An Educational Institution may be rolled as Institutional Member on payment of annual fees:

(i) Pre-Primary and Primary Institutions	...	Rs. 10/-
(ii) Secondary Institutions	...	Rs. 25/-
(iii) Colleges	...	Rs. 50/-
(iv) Universities	...	Rs. 100/-

5. Donor Member

An individual teacher or a person interested in education who pays Rs. 25 or more in one instalment will be called a Donor Member.

6. Individual Member

Individual Teachers, Educationists and persons interested in education may be admitted as individual members and shall pay a membership fee of Rs. 5 per annum.

7. Life Member

Individual Teachers, Educationists and persons interested in Education may be admitted as Life Members and shall pay a single fee of Rs. 50 on admission.

At present 57 associations are affiliated to the Federation. The Life Members of the Federation are 352. The total membership is 4,00,500. The Federation is registered under the Societies Registration Act XXI of 1860. It is recognised by the Government of India and the State Government of U.P. The Government of India gives a grant of Rs. 5,000 every year to hold the All India Education Conference. The Government of India has given a grant for building the headquarters of the Federation. The U.P. Government also gave a grant for constructing the headquarters

building and gives liberal grant for holding the All India Educational Conference when it is held in U.P.

The Federation was started in the year 1925, and has been in existence for the last 40 years.

The Federation has published a booklet entitled 'Education to face the National Crisis'. It publishes two monthly journals - one in English and the other in Hindi viz. "INDIAN EDUCATION" and "BHARATIYA SHIKSHA". The A.I.F.E.A. News pamphlet (English) is published monthly.

The Federation is affiliated to the World Confederation of the Organisation of the Teaching Profession and is one of its Founder Members.

#### PRINCIPAL ACTIVITIES

The AIFEA influences education in India by creating public opinion in support of a sound policy and programme for education. Its Salary Fixation Committee has done valuable work in influencing the Government of India to improve the salaries of teachers.

The AIFEA is the only organization which brings together teachers and educationists at all levels and of all castes, creeds, languages, States, and political colours throughout India to discuss education.

Two All-Asia Conferences have been held in addition to the Annual Conferences.

ALL INDIA PRIMARY TEACHERS' FEDERATION

NAME AND ADDRESS

All India Primary Teachers'  
Federation  
Exhibition Road,  
PATNA (Bihar State)

President

Shri Hiralal Patwary

Vice-Presidents

Shri Chhedilal Usreta

Shri Bhola Singh

Shri Lokanath Nanda

Shri Ishwar Mensinkayi

General Secretary

Shri Jagdish Mishra

Secretaries

Shri K. Janardhan Rao

Shri Rabindra Nath Barik

Shri Ambubhai D. Patel

Shri K. Kaprekar

Treasurer

Shri Raghubar Upadhyaya

Auditor

Shri Srihari D. Mule

AIMS AND OBJECTS

(a) To help build the nation by cooperating in the economic, social, educational, political, mental and moral development of the primary teachers;

(b) To work selflessly for the economic, social, educational, cultural, physical, mental, moral and political development of the Primary

Teachers all over India;

(c) To inculcate among the primary teachers a spirit of sacrifice and service to the cause of education and help them occupy their rightful places in the society;

(d) To safeguard and promote the rights and privileges of primary teachers on all matters relating to their employment and conditions of service and create consciousness about their duties and responsibilities and to foster the spirit of brotherhood and cooperation.

(e) To print and publish Journals, Reviews, Statistics and to take up other publications in the interest of the cause of education or aid in the publication of books by individuals or Teachers' Organizations;

(f) To sponsor or to hold courses of Training, Lecturers, Conferences, Seminars and Exhibitions, etc.

(g) To collect and maintain a library and museum of publications and materials of special interest to the primary teachers of India;

(h) To organise and hold debates and competitions and examinations and to award prizes, scholarships, certificates and grant other help to successful candidates in such competitions and examinations.

#### MEMBERSHIP

It is the Federation of the State Primary Teachers' Organisations and the affiliation fee is Rs. 100 annually. It has no direct membership but

according to the report of the State Secretaries it comes roughly to 12 lakhs.

#### ACTIVITIES

(i) The 6th Conference of the Federation was held at Gauhati and 15 Resolutions were passed.

(ii) The President of the All-India Primary Teachers' Federation was also nominated as one of the members of the Standing Committee of the Central Education Advisory Council for Primary Education. Recently with the Dhebar Committee the President made an extensive tour of the different parts of the country and the Federation came to know the different problems connected with Primary education and the Primary school teachers on a wider scale. Now the President of the Federation has also been nominated a member in the education wing of the Planning Commission under the 4th Plan. The representatives of the State Organisations are also being included in educational committees of respective States.

(iii) Sangh via-a-vis Government: Generally the relationship between the Shikshak Sangh and the State Governments has been very cordial throughout the country. The State of Assam deserves special mention in this respect. There the relations between the two, may be said to be ideal. The Chief Minister of the State had announced on the occasion of the Gauhati session to treat the teachers of the non-Government Primary schools on par with the rest of the Government employees in matters of pay and dearness allowance.

(iv) The 5th of September is the birth-day of our present President. We have been observing this day as the Teachers' Day for the last three years. Under the directions of the Central Ministry of Education, funds are collected on this day and half of the collected amount is credited to the Central fund and the rest go to the States. Out of this fund, there is a scheme to make grants to teachers in distress. Under this campaign teachers collect funds for themselves. This system stands in need of suitable modifications.

(v) All India Primary Teachers' Federation was founded at Nagpur on the 7th January, 1954, and, since then the primary teachers of the country have been observing this day as the Teachers Day on behalf of the Federation. On this day, they discuss primary education and its organisation.



ALL INDIA SECONDARY TEACHERS' FEDERATION

NAME AND ADDRESS: All India Secondary Teachers'  
Federation,  
60/1, Raja Kidar Nath Street,  
Chowri Bazar,  
Delhi-6.

OFFICE BEARERS President

Shri Satya Priya Roy,  
15, Bankim Chatterjee Street,  
Calcutta - 12.

Vice-Presidents

Shri Bindeshwar Misra, M.L.C. (Bihar)

Shri K.L. Gupta (UP)

Shri D.V. Deshpande (Maharashtra)

Shri B. Singh (M.P.)

Smt. Giani Darshan Kaur (Punjab)

General Secretary

Shri Ram Prakash Gupta (Delhi)

Joint Secretaries

Shri B.P. Roy, M.L.C. (Bihar)

Smt. A. Devi, M.L.C. (Bengal)

Shri P.S. Redkar (Maharashtra)

Shri Madhu Sidan Narain Lal (UP)

Shri Bishan Singh Sekhawat (Rajasthan)

Treasurer

Shri Prem Raj Sharma (Delhi)

AIMS & OBJECTS

(a) To strive to make education a means  
for the all round development of the nation.

(b) To make an all round development in secondary education.

(c) To find out means for moral, physical and intellectual welfare of students.

(d) To secure and maintain an effective voice in shaping the educational policy regarding secondary education in India and to have a proper share in its administrative control.

(e) To enable the teachers to improve their professional qualifications.

(f) To ensure for teachers of secondary schools; (i) security of tenure of service and to create <sup>an</sup> effective machinery for this purpose; (ii) adequate salaries and emoluments; (iii) protection against unjust treatment by their employer; (iv) any other conditions conducive to their financial and social welfare in keeping with the value and dignity of their services; (v) to strive for the uniform pay scales and service conditions for secondary teachers throughout India.

(g) To facilitate and publish research work in connection with the problems of teaching methods and to publish journals, reviews and statistics.

(h) To develop a feeling of brotherhood among the teachers.

(i) To give suggestions and get passed proper legislations regarding education by different States of India and the Centre.

(j) To arrange for educational conferences for the purpose of establishing contact amongst renowned educationists.

(k) To establish professional, academic and cultural relations with the educational organizations of the country and abroad.

(l) To undertake any other constructive work for the fulfilment of the above mentioned aims and for the benefit of the secondary teachers of the country.

(m) To strive for strengthening the Emotional and National Integration of India.

#### MEMBERSHIP

The All India Secondary Teachers' Federation was formed in 1961 at New Delhi. At present we have a membership of about three lakh Secondary teachers of India who are primary members of different State Organisations.

#### ACTIVITIES

It has organised five all India Educational Conferences and the theme discussed in those Conferences are :

- (i) "Reorganisation of Secondary Education", Delhi, 1961.
- (ii) "Uniform pattern of Secondary Education" Cuttack, 1962.
- (iii) "Role of teachers in national emergency" Calcutta, 1963.
- (iv) "Growth of professional efficiency" Varanasi, 1964.
- (v) "Education should be production-oriented" Patna, 1965.

The Federation has organised three national seminars in the years 1962, 1963, 1964. The first seminar was held at Calcutta and it discussed the uniform pattern of secondary education. The second seminar was held at Mathura, Uttar Pradesh, to discuss the problems of science teaching in secondary schools. The third seminar was held at Raipur, Madhya Pradesh to discuss the position of social study in secondary schools and other allied problems connected with the subject. This year it has been decided to hold a seminar at Meerut, Uttar Pradesh, to discuss the problems of teachers.

In 1963, the Federation organised 'Save Education Day' throughout the country to focus the attention of the public on the ills of slashing down the Education Budget in the name of national emergency. The programme had its due effect and the Government of India issued instructions to all the State Governments to restore the cut in the Budget of Education. In January and February, 1965, the Federation organised the Education Demands Day throughout the country focussing the attention of the Government on the importance of education in national development. On 14th February mass fasting was observed by teachers throughout the country at public places to demand proper allocation for education in the fourth Five Year Plan and the State Budgets.

On 21st April, 1964, a march by 13,000 teachers was organised to the Members of the Parliament and a memorandum containing signatures of one lakh secondary teachers of India was presented to the Speaker of the Parliament. Mass deputation of 3000 teachers was also organised in August, 1965. It drew the attention of the Prime Minister to the need for proper allocation for education in the Fourth Five Year Plan.

The Federation has a monthly journal, the Madhyamik Shiksha Sandesh, published in Hindi and English.

NATIONAL ASSOCIATION OF TEACHER EDUCATORS

NAME & ADDRESS:

National Association of Teacher  
Educators,  
B-2/6-A, Model Town,  
Delhi-9.

OFFICE BEARERS:

President

Dr. S.N. Mukerji,  
B-2/6-A, Model Town,  
Delhi-9.

I Vice-President

Sri V.G. Jhingran,  
Principal,  
D.S. Teachers Training College,  
Aligarh

II Vice President

Miss K. Pasricha,  
Principal,  
D.S. Teachers Training College,  
Aligarh

General Secretary

Dr. G. Chaurasia,  
114, Sunder Nagar,  
New Delhi - 11.

Joint Secretary

Shri A.R. Sharma,  
Principal,  
Sohan Lal Training College,  
Ambala

Local Secretary

Dr. N.P. Pillai,  
Head,  
Department of Education,  
University of Kerala,  
Trivandrum.

Editor of Journal

Sri P.L. Shrimali,  
Principal,  
Govindram Saxeria Teachers  
Training College,  
Udaipur.

AIMS AND OBJECTS

- (a) To develop and promote teacher education.
- (b) To cooperate with other organisations and institutions which are actively working for the improvement of teacher education.
- (c) To provide a forum for discussion of problems related to teacher education and to offer suggestions with regard to the measures adopted by the State affecting teacher education, from time to time.
- (d) To cooperate with other agencies which are actively working for the improvement of education.
- (e) To support, protect and to improve the character, status and interests of teacher educators and to secure their legitimate place in national life by inculcating in teacher educators a sense of national responsibility, professional efficiency and accepted standards of professional and social morality.

MEMBERSHIP

The Association has at present 350 members (including institutions) on its roll. Membership fee is as under:-

- Individual - Rs.5/- per annum
- Institution - Rs.20/- - do -
- Life Member - Rs.100/-

A campaign has already started to increase the membership.

The Association was started in 1960 in the name of All India Association of Training Colleges which has been reconstituted as "National Association of Teacher Educators" in June 1965. The Association is recognised by the Government of India, Ministry of Education and Departments of Education of State Governments and gets grant for holding its annual sessions.



ALL INDIA FEDERATION OF UNIVERSITY AND COLLEGE  
TEACHERS' ORGANISATION

NAME AND ADDRESS:

All India Federation of University  
and College Teachers' Organisation  
Tilak Dhari College,  
Jaunpur - U.P.

OFFICE BEARERS:

President

Dr. M.M. Chakravarty,  
Department of Applied Chemistry,  
92, Acharya Prafulla Chandra Road,  
Calcutta.

Vice-Presidents

Shri Pradeep Kumar,  
E.H. 198 - Civil Lines,  
Jullunder (Punjab)

Shri A.K. Sinha,  
Principal,  
G.J. College, Bihta  
Bihar State

Prof. B. Subramaniam,  
President,  
All Kerala Pvt. College  
Teachers' Association,  
28/83, Kunnath Lane,  
Trichur, Kerala

Prof. V. Narayan Karan Reddy,  
General Secretary,  
Osmania University Teachers'  
Association,  
Hyderabad.

General Secretary

Principal Hridaya Narayan Singh,  
Tilak Dhari College,  
Jaunpur,  
Uttar Pradesh

Joint Secretary

Prof. Balram Sahoo,  
Bhadrak College,  
Bhadrak (Orissa)

Assistant Secretary

Shri Jitendra Sinha,  
Head of the Department of  
Physics,  
M.L.K. Deg.,  
Balrampur, Gonda.

AIMS AND OBJECTS

(a) To study educational problems with special reference to universities and colleges in India.

(b) To work for the advancement of the aims of university education such as research, teaching and the building up of character.

(c) To safeguard and promote the interest of teachers of universities and colleges in India.

(d) To develop feelings of fraternity among teachers.

(e) To promote feelings of international understanding and work for national solidarity.

(f) To create a healthy public opinion in favour of a well-planned University Education.

MEMBERSHIP FEE (ANNUAL)

(a) State-wide Associations	Rs. 50/-
(b) University Associations of University and College Teachers	Rs. 25/-
(c) College Associations	Rs. 15/-
(d) Individual members	Rs. 5/-
(e) Life members (for life)	Rs. 50/-

ACTIVITIES

The idea of an All India Federation of

University and College Teachers was first mooted at Trivandrum on 29th and 30th December, 1961. The Constitution was adopted at Varanasi on 24th April, 1962. The first annual conference was held at Calcutta on 24th and 25th February, 1963 and second at Agra on 6th and 7th February, 1965. The Federation has lent support to the affiliated Associations of West Bengal, U.P., Punjab and Kerala in their legitimate demands for improved conditions of service.

Deputations on behalf of the Federation have met Union Education Minister and Chairman, U.G.C. twice or thrice and placed before them a memorandum and resolutions passed at the annual conferences.

The Executive of the Federation has met on various occasions at Lucknow, Calcutta, Patna, New Delhi, Agra etc. to deliberate over the problems of University and College teachers.

The Federation has been regularly sending to all the colleges and universities in the country copies of the memoranda placed before the Union Education Minister and Chairman, U.G.C., copies of the resolutions adopted at the annual conference and inaugural and presidential addresses delivered at conferences.

The Federation has decided to join the International Association of University Professors and Lecturers, Ghent, Belgium and is sending

observers to the Annual Conference of I.A.U.P.L. being held at Vienna from 6th to 14th September, 1965.

The Federation is also trying to form a National-Council of teachers in collaboration with the All India Secondary Federation and All India Federation of Primary Teachers.

The Federation has already submitted a memorandum to the National Education Commission.

The Executive proposes to undertake a tour to study the conditions of the college and university teachers in different parts of the country.

Recognition by the Central and State Governments and the Planning Commission that education is a profitable investment and should be given top priority is one of the major tasks before the Federation. Removal of the vast differences between the pay scale of university and college teachers in different parts of the country and introduction of triple benefit scheme for all university and college teachers with a view to improve the academic work in the colleges and universities are two other problems which are engaging the attention and energies of the Federation.

ALL INDIA ASSOCIATION OF UNIVERSITY AND COLLEGE  
TEACHERS

NAME AND ADDRESS All India Association of University  
and College Teachers,  
113/82 Swarup Nagar,  
Kanpur.

OFFICE BEARERS President

Dr. R. K. Bhan,  
Government College,  
Moti Bagh, New Delhi -3.

Vice-Presidents

Fr. Xavier Kanniapurath  
(Ernakulam)

Shri C.P. Srivastava (Kanpur)

Shri A.L. Pandey (Bilaspur)

General Secretary

Dr. H.L. Nigam (Allahabad)

Treasurer

Shri Sri Prakash,  
113/82, Swarup Nagar,  
Kanpur.

AIMS & OBJECTS

(a) To study the problems of Higher Education with special reference to Universities and Colleges.

(b) To safeguard and protect the interests, improve the character and status and strive to secure better pay scale and working conditions for the teachers of the Universities and Colleges and those others engaged in the job of Higher Education.

(c) To make efforts to get a due status to the teachers engaged in Higher Education in the national life.

(d) To work for the realization of the educational needs of the country, particularly in the

field of higher education such as research, teaching, building up of character etc.

(e) To devise, plan, promote and organize suitable and adequate and effective ways and means to bring about close coordination among the various agencies in the country that are engaged in the task of higher education.

(f) To bring about international understanding, <sup>for</sup> work/national solidarity and democracy and create healthy public opinion for scientifically planned higher education.

#### ACTIVITIES

The Association was formed in December, 1964 at Indore where the representatives of various Colleges and Universities were assembled to participate in the All India Education Conference. The Association is in the process of being registered.

INDIAN ASSOCIATION FOR PRE-SCHOOL EDUCATION

NAME AND ADDRESS Indian Association for Pre-  
School Education,  
H 2/6 Model Town,  
Delhi-9.

OFFICE BEARERS President

Dr. (Mrs) R. Muralidharan

Vice-President

Mrs Grace Tucker

Secretary

Miss A.D. Premalatha

AIMS AND OBJECTS

(a) To promote and encourage the study of the needs of pre-school children in all its aspects, and to determine such forms of education as will satisfy these needs and will ensure for them greatest happiness and harmonious development.

(b) To disseminate information on children's growth, development and needs, and to coordinate the different efforts towards that end.

(c) To study the existing conditions and problems and to raise the standards of pre-school education, and to give technical assistance and guidance to different nursery schools, training centres and research workers.

(d) To work in collaboration with the primary schools to ensure a smooth transition from the nursery to the primary school.

(c) In the belief that the richest and most harmonious development of young children can best be achieved against the background of home life, to work for a close and sympathetic cooperation between the home and the pre-schools.

(d) To organise talks, seminars, symposia and other promotional activities in child development and education, and also publish periodicals, journals, books, etc., regarding the same.

#### MEMBERSHIP

Honorary Members: Persons who have made distinguished contribution to the cause of pre-school education and child welfare <sup>be</sup> may/elected as honorary members on the recommendation of the Executive Committee.

Life Member	Subscription	Rs 100/-
Ordinary Member:		Rs 3/- per annum
Associate Member		Rs 2/- "
Institutional Member (Institutions)		Rs 10/- "
Affiliated Member (Local Associations)		Rs 50/-

The total membership of the IAPE for 1965 is 184.

#### ACTIVITIES

IAPE brings out a news letter for its members every two months.

(b) IAPE organized its first meeting in March,



1965. The programme for 1965 was discussed. A couple of films on pre-school education was shown.

(c) A panel discussion on the pre-school child was organized in August, 1965.

(d) A group discussion on "How to ensure for the child a smooth transition from the pre-school to the elementary school" was organised in November, 1965.

(e) IAPE extended help to the World Organization in early childhood education in its world survey on pre-school teachers by filling up the questionnaire on "The Preparation and Status of Pre-School Teachers".

The I.A.P.E. was registered in May 1965 under the Societies Registration Act.

INDIAN FEDERATION OF PRE-PRIMARY INSTITUTIONS

NAME AND ADDRESS: Indian Federation of Pre-  
Primary Institutions,  
Bal Nikunj, Swarup Nagar,  
Kanpur (UP)

OFFICE BEARERS

President

Smt. Sundari Devi (MLA) (Patna)

Vice-Presidents

Shri S.N. Namle (Bombay)

Smt. Tara Ali Beg (Delhi)

General Secretary

Shri Prakash

Treasurer

Shri Madanraj Bhandari  
(Rajasthan)

AIMS AND OBJECTS

1. To work for the education and well being of children by:

(a) promoting desirable conditions, programmes and practices in Pre-Primary Schools.

(b) raising the standard of preparation and encouraging continued professional growth of teachers and leaders in the field;

(c) bringing into active cooperation of all groups concerned with children in the school, the home and the community.

(d) informing public of the needs of the children and how the school programmes must be adjusted to fit those needs.

2. To draw attention of the Government to the basic needs of the Pre-Primary Schools and to work to achieve this object.
3. To work for the basic amenities and welfare of the teachers working in Pre-Primary Institutions.
4. To carry on all such activities which are conducive to the attainment of the aforesaid objects.

#### MEMBERSHIP

Membership is open to all Pre-Primary Institutions who wish to subscribe to the aims and objects of the society subject to the approval of their enrolment by the Governing Council. They will be represented by two nominees of the institutions in the General-Body of whom at least one shall be a teacher of the institution.

A Member-institution shall pay a minimum subscription of Rs 5/- per annum.

#### ACTIVITIES

The Federation founded in 1960 as State Organization has arranged six State pre-primary Education Conferences, some symposia, some exhibitions of Teaching aids and a National Seminar on Nursery Education.

The Federation as State organisation was founded in 1960 with a view to coordinate the activities of the member-institutions as well as to protect their rights. In June 1965 it was decided to expand the activities to All-India level and such an organisation was formed with the above office-bearers.

ALL INDIA SCIENCE TEACHERS' ASSOCIATION

NAME AND ADDRESS

All India Science Teachers' Association,  
H-2/3 Model Town,  
Delhi- 9

OFFICE BEARERS

President

Dr. A.C. Joshi

Vice-Presidents

Shri S. Natarajan

Dr. G.Y. Asolkar

Dr. K.G. Desai

Secretary

Shri V.N. Wanchoo

Shri A.N. Thakar

Treasurer

Shri R.K. Mehta

Editor (Vigyan Shikshak)

Shri D.S. Nigam

AIMS AND OBJECTS

(a) To promote better standards for Science teaching, specially in schools.

(b) To foster research in methods of teaching Sciences.

(c) To disseminate scientific information.

MEMBERSHIP

Total members about 1000

It has :-

1. Honorary Members - doing distinguished work in Science.

2. Life Members - persons who pay a fee of Rs 100/-
3. Ordinary Members - persons who pay a subscription of Rs 5/- annually.
4. Associate Institutions Rs 10/- annually.
5. Affiliated Associations Local Science Teachers Association: Rs 10/- plus Re 1/- for each individual member in them.

#### ACTIVITIES

The Association issues a quarterly journal, 'VIGYAN SHIKSHAK' in English. An annual conference is held in the month of December. The branch associations at Hyderabad, Ahmedabad, Chandigarh, Madras, Bangalore and Nagpur are very active. It is a member of A.I.F.E.. It has been suffering from paucity of funds. It gets a token grant of Rs 5,000/- from the Union Government and subscription from its members.

ASSOCIATION OF MATHEMATICS TEACHERS OF INDIA

NAME AND ADDRESS

Association of Mathematics  
Teachers of India,  
No.3, Thiruvengadam Street,  
Raja Annamalaipuram,  
Madras - 28.

Telegram: SOPREDIN

Telephone: 71957

OFFICE BEARERS

President

Dr. A. Narasinga Rao

Secretaries

Sri N. Arunajatai

Sri A.K. Sitaraman

Sri S. Natarajan

AIMS AND OBJECTS

(a) To estimate, improve and coordinate mathematics teaching at all levels of instruction and to engage in any and all activities in furtherance thereof;

(b) To promote improvement of the educational system and processes in the schools with a view to assisting in such stimulation and coordination of mathematics teaching;

(c) To apprise the general public of possible means of improving mathematics teaching within the schools;

(d) To encourage and promote in the young people an interest in the study of mathematics;

(e) To help and foster mathematics clubs for boys and girls and offer guidance, help and other

services to develop initiative in them;

(f) To do any and all acts and things, through education which may increase the knowledge of mathematics among the general public.

#### MEMBERSHIP

The Membership fee and the total number of members of the Association at present:

Membership fee is Rs 7/- per annum

Members are about 400 in number.

#### ACTIVITIES

The Association runs an official journal, "The Mathematics Teacher". The Association, in co-operation with the S.I.T.U. Council of Educational Research is organising a course of new Mathematics for its members. It is also open to non-members. The Association was started in 1965. The Association will be registered very shortly.

INDIAN PUBLIC SCHOOLS CONFERENCE

NAME AND ADDRESS Indian Public Schools Conference,  
C/o Birla Public School,  
PILANI  
(Rajasthan)

OFFICE BEARERS

Chairman

Shri R.N. Zutshi,  
Principal,  
Daly College,  
Indore.

Honorary Secretary

Shri R. Raman,  
Principal, Birla Public School,  
PILANI.

Registrar

Capt. P.S. Wahi,  
C/o Mayo College,  
Ajmer.

AIMS & OBJECTS

(a) To confer on educational problems, especially on those of residential secondary schools in India.

(b) To promote the general efficiency of such schools and to ensure co-operation between those whose Headmasters are members of the conference; in particular to improve the efficiency and conditions of service of their staff, and to help boys from those schools to secure suitable employment.

MEMBERSHIP

For full Members	Rs.200/- P.A.
For Associate Member.	Rs.100/- P.A.
Total Membership	29 Public and 6 Sainik Schools.



ACTIVITIES

1. The Executive of the Conference meets several times during a year to discuss all matters of common interest:
  - (a) To process all information of interest brought to its notice;
  - (b) To arrange inspections as authorised by the Conference;
  - (c) To review reports and annual returns received from member schools on service conditions, finances and other activities;
  - (d) To issue monthly newsletter.
2. The Conference meets once a year at a Member school.
3. On behalf of the Conference, Seminars, Workshops etc. are organised.
4. Important experiments are conducted, as for example at Birla Public School, Pilani, in the use of Initial Teaching Alphabet.
5. Work done at Seminars, Camps and Courses attended by the staff and students of Public Schools is reviewed.
6. Schools are inspected every 3 years by a team of inspectors and their reports discussed and schools concerned advised, if necessary.
7. The Conference also examines the service conditions of the staff, their pay scales and facilities provided by the member schools to their students. It also gives guidance to the individual schools on any matter, academic or organisational.

THE NEW EDUCATION FELLOWSHIP - INDIA

NAME AND ADDRESS

The New Education Fellowship - India,  
C/o The New Era School,  
17, Hughes Road,  
Bombay - 7.

OFFICE BEARERS

President

Shri M.T. Vyas

General Secretary & Treasurer

Dr. (Mrs.) Madhuri Shah

Hony. Secretary

Dr. .K.C. Vyas

Asstt. Secretary

Shri B.M. Marker

AIMS & OBJECTS

(a) To remain alive to developments in psychology, sociology and philosophy which infringe on education and to apply knowledge so gained to the learning situations in schools, teacher training colleges and other adult education groups, as well as to the nature of the child in the home.

(b) To plan activities and take part in researches which will help its members in their own countries to do their work as educators more effectively, with greater joy and satisfaction.

(c) To endeavour to foresee educational trends of the future.

(d) To bring together people in all branches of education, thereby breaking down departmental and national barriers;

(e) To bring those professionally interested in education into touch with parents and employers.

(f) To afford opportunities of meeting in conferences, seminars, and discussion groups at national and international levels.

(g) To promote through these means and through its journals and publications, international understanding, unprejudiced thinking and good feeling.

#### WHAT THE NEF STANDS FOR

The members of the New Education Fellowship, an International Organisation, are united by a common attitude towards education and have certain fundamental aims in common, but the method of achieving these aims and the interpretation of them, in relation to current practices, are left to be worked out by members according to their own conditions and requirements.

The New Education Fellowship sets out to further educational improvement and reform throughout the world so that every individual, whatever his nationality, race status or religion, shall be educated under conditions which allow of the full and harmonious development of his whole personality and lead to his realising and fulfilling his responsibilities to the community.

The New Education Fellowship does not consider Education as confined to the instruction given in the home, school or university or limited to the years

covered by that instruction, but as a continuous process throughout the life of every individual. It, therefore, maintains an alert and critical interest in all aspects of life and society which affect education and seeks to encourage those which appear favourable to its aims.

#### MEMBERSHIP

Open for any recognised educational institutions/ associations and individuals. The number of members are : (a) Institution & Groups 59, (b) Individuals 150. The membership fee is Rs.10/- and Rs.5/- per annum respectively.

#### ACTIVITIES

The New Education Fellowship has tried to promote progressive education in various fields. The New Education Fellowship believes education to be dynamic and tries new experiments to find out new ways of imparting the educational experience to the teachers and students. For this purpose seminars, workshops, lectures and discussions groups for understanding and improvement of education in different fields are organized. Demonstrational lectures in teaching methods are organized. The Indian section of the International Organization of New Education Fellowship is also working for exchange programmes of experiments, teachers and students. It is aspiring to build few model schools in different parts of India which through

experimentation in curriculum, methodology, projects and such activities might help to promote new progressive ideas. At the moment such experiments are made in 24 schools under NEF. It is also devising ways and means to educate parents with a view to help children from all sides to grow as fully as they can.

ASSOCIATION OF HEADS OF ANGLO-INDIAN SCHOOLS  
IN INDIA

NAME AND ADDRESS

Association of Heads of Anglo-  
Indian Schools in India,  
C/o St. Joseph's High School,  
2, Edmonstone Road,  
Allahabad - 1 (UP).

OFFICE BEARERS

President

Dr. E.B. Finch

Vice-President

Mother M. Christopher

Hony. Secretary & Treasurer

Rev. Mgr. C.E. George

AIMS & OBJECTS

It has placed 25 objectives before the Members. The last one reads - "Generally to do all such acts as may further the interests of education in general or of the schools members in particular". To implement the former, they hold conferences and discuss matters of interest concerning education. Regarding the latter, they conduct an Employment Bureau for pupils in Anglo-Indian Schools; also they give grants and scholarships to the member institutions for sending deserving persons abroad.

MEMBERSHIP

The members of the Association are the Heads of Anglo-Indian Schools and Colleges in India. Membership fee is Rs.30/- per annum. Total number of Members is 168.

ACTIVITIES

The Association calls on Annual Conference early in January, at various centres each year, at which problems of the Members are discussed. It has six representatives on the Council for Indian Schools Certificate Examination, and one or more representative to attend as visitors the meetings of the Inter-State Board for Anglo-Indian Education, A.I.F.E.A.'s Conferences, the meetings of the Indian Public Schools, and of the Association of Schools for the Indian School Certificate Examinations. It is chiefly concerned with education up to the High School stage through the medium of English.

This Association was formed on 6th January, 1925.

ALL INDIA EDUCATIONAL AND VOCATIONAL GUIDANCE ASSOCIATION

NAME AND ADDRESS All India Educational and Vocational Guidance Association,  
25, Souter Street,  
Byculla,  
Bombay - 8.

OFFICE BEARERS President

Dr. (Mrs.) Perin Mehta

General Secretary

Shri B.S. Gokral

AIMS & OBJECTS

(a) To co-ordinate the educational and vocational guidance activities all over India.

(b) To promote public consciousness in matters pertaining to guidance.

(c) To promote guidance in general and educational and vocational in particular.

(d) To bring together periodically workers in the field of guidance in the country and to take necessary steps for the exchange of ideas, information and research work and the like in the field.

(e) To formulate standards in guidance.

(f) To undertake any other activity for the furtherance in India of the aforesaid objects.

MEMBERSHIP

(a) Professional

(b) Associate

(c) Honorary

(d) Institutional



SUBSCRIPTION

Rs.6/-, Rs.4/-, nil and Rs.15/- respectively.

Subscription includes the cost of journal and material. Total number of members is 225..

ACTIVITIES

The Association is completely independent and occupies a position of unusual freedom. It is non-sectarian, non-political and non-controversial.

It convenes an annual conference to promote and develop vocational guidance and it publishes a quarterly "Journal of Vocational & Educational Guidance".

It has conducted some research project under Dr. Riddu which is going to be published by the financial aid of Asia Foundation.

It was established in 1956.

XAVIER BOARD OF HIGHER EDUCATION IN INDIA

NAME AND ADDRESS

The Xavier Board of Higher  
Education in India,  
C/o St. Agnes College,  
Mangalore - 2 ( Mysore State )

OFFICE BEARERS

President

Rev. Mgr. F. Kalacherry

Vice-President

Dr. (Miss) M.A. Saldanha

Secretary

Rev. S.R. Moira A.C.

AIMS & OBJECTS

(a) To assist and guide Intermediate and Degree Catholic Colleges.

(b) To represent the interests of the Colleges before the Government, University or other authorities concerned.

(c) In general, to promote by every means available the welfare of the colleges and of all catholic undergraduates and Graduates.

MEMBERSHIP

Colleges for Men	28
Colleges for Women	44
Colleges for Men & Women	<u>28</u>
	100

SUBSCRIPTION

- (a) For colleges with 1000 students or more                      Rs.100/- per year
- (b) Colleges with students between 500 and 1000                      Rs. 75/- per year

- |  |                  |
|--|------------------|
| (c) Colleges with students between 250 and 500 | Rs.50/- per year |
| (d) Colleges with students between 100 and 250 | Rs.25/- per year |
| (e) Colleges with less than 100 students       | Rs.10/- per year |

ACTIVITIES

The activities of the Board are in confirmation of the objectives. It also takes active part in the annual conference of A.I.F.E.A.

It also promotes scholarship and research among the staffs of the colleges under its purview.

THE STATE TEACHERS' UNION, ANDHRA PRADESH

Name and Address: The State Teachers' Union,  
3-6-56/1, Himayatnagar,  
Hyderabad-29  
Andhra Pradesh State

Office Bearers: President

Shri G. Mutha Reddy

Associate President

Shri K. Ramchunire Reddy

General Secretary

Shri P. Anjaneyulu

Finance Secretary

Shri N. Radhakrishne Rao

Aims and Objects

(a) To foster a spirit of unity and fraternity among the members of the teaching profession.

(b) To promote consciousness of rights and duties among teachers and to safeguard their interests.

(c) To serve the Indian nation by effectively working for improving the National Education System and by assisting the Central and State Governments in their efforts of Educational Planning.

(d) To adopt ways and means to improve the professional efficiency of teachers.

(e) To elevate the intellectual, social, moral and economic status of teachers, in conformity with the requirements of a profession, and

(f) To develop education through its concerned factors, teachers, students, parents and managements.

Membership

Open to all non-gazetted teachers both primary and secondary including Headmasters and other officers in the field of education.

Subscription: Rs.6/- annually

Total No. : 30,000

This Union represents all non-gazetted teachers and assistant lecturers in all kinds of schools, for primary to college education under the Government, Local Bodies and Zilla Parishads.

Activities

1. Teachers' Welfare: Pay Committee, Interim Relief, Consumers' Cooperative Store, Joint Staff Meeting, and Teachers' Homes.
2. Academic: Study camps, annual conferences, monthly journal 'MEDHAYI' and educational publications.

Future:

Efforts are being made to develop the Union into a strong and unified one from the Primary School to University and strictly on non-party and non-political lines.

ASSAM COLLEGE TEACHERS' ASSOCIATION

Name and Address: Assam College Teachers'  
Association,  
Office: J.B. College,  
Jorhat. (Assam State)

Office Bearers: President

Principal Paragdhar Chaliha,  
Sibsagar College,  
P.O. Sibsagar,  
Assam.

Vice-President

Dr. Amalendu Guha  
Darrang College,  
Tezpur P.O., Assam.

General Secretary

Prof. Aboni Prasad  
Bhattacharjya,  
J.B. College,  
Jorhat, Assam.

Joint Secretaries

Prof. M. Saloi

Prof. H.C. Bhattacharjee

Prof. M.C. Chaliha

Treasurer

Prof. Mrs. Nirmala Debi.

Aims and Objects

(a) To strive for and contribute towards  
all-round improvement of education in the State  
in general and of collegiate education in particular.

(b) To adopt such means and take such measures  
as are considered possible and necessary, either by  
itself or in co-operation with other like-minded

organisations, for the development of a healthy, progressive and creative cultural life in Assam, for the promotion of national integration and national ideals and for the defence of fundamental human values.

(c) To take necessary steps for safeguarding and improving the conditions of service and status of the college teachers which include demonstrators, tutors and librarians qualified under U.G.C. rules.

(d) To devise means for rendering necessary help to the distressed members of the Association and their families.

(e) To establish friendly relations and coordination with other teachers' associations inside and outside the State.

(f) To take such other steps as may be deemed necessary for the furtherance of the aforesaid objects.

#### Membership

About 1200 (twelve hundred) members at present.

Annual fee per member is Rs.5/- only.

#### Activities

The Association meets from time to time to discuss various academic problems confronting collegiate education. At the moment the association is fighting with the Government for the most vital

issue of revision of pay scales of the non-Government College Teachers in the light of the recommendations of the U.G.C. and in the context of peculiar needs and difficulties of this State. The association is also fighting for safeguarding and improving the conditions of service and status of the College teachers and also to put an end to the stalemate arising out of the dual control of the Government and the University over the college teachers. The association is also working to maintain the autonomy of the University.

The association shall endeavour in future towards reorientation of the present system of education which in its turn may promote national and emotional integration and thus bring in a national system of education. The association shall also make every effort to raise the status of teachers and make teaching a most honourable and attractive profession. Lastly, the association shall do everything possible to protect the fundamental rights of the teachers guaranteed by the Constitution of the country.



BIHAR SHIKSHAK SANGH

Name and Address: The Bihar Shikshak Sangh,  
Bhuvaneshwar Shikshak  
Seva Sadan,  
Exhibition Road,  
Patna -1 (Bihar State)

Office Bearers: President  
Shri Shyamji Singh  
Vice-President  
Shri Medini Prasad Singh  
General Secretary  
Shri Jagdish Mishra

Aims and Objects

(a) To try for improvement and progress in the education system.

(b) To obtain representation for teachers in forming educational policy of the State.

(c) To assist teachers in improving their professional qualifications.

(d) To try to remove the teachers' inconveniences and difficulties and to protect them against improper and unjustified treatment.

(e) To inculcate deeply the idea of self-respect, fearlessness and unity into the teachers' mind.

(f) To work for building of the nation and its progress.

(g) to establish and propagate fraternity among all categories of teachers.

(h) To co-operate in making the pupil a fully civilized citizen.

### Membership

1. Ordinary Member: Any teacher or mistress of the primary and middle schools, recognized by Government may be its ordinary member by contributing 31 paise only as membership fee and by accepting the rules of this Sangh.

2. Any Educationist who has served continually at least for five years as a teacher in any school recognized by Government and who has not taken or does not take active part in any political party may be a member on the approval of the Working Committee of the Zila Shikshak Sangh.

Total members upto March 1964 - 60,000.

### Activities

At the State level, it is the only organisation of primary teachers teaching in classes I to VII. Its units have been established at circle, thana, sub-division, and district level. In Patna, the State Headquarters, the 'Sangh' has its own building costing about Rs.70,000. It has its own press and its fortnightly paper "RASHTRA NIRMLTA" is being published regularly for the last 16 years.

Every year in the annual conference about ten thousand teachers attend.

The Sangh is doing good work in teacher welfare in every respect. Much is still to be done regarding raising the teachers' status and about their in-service training.

BIHAR SECONDARY SCHOOL TEACHERS' ASSOCIATION

Name and Address : Bihar Secondary School  
Teachers' Association,  
Jamal Road, Patna-1.  
(Bihar State)

Office Bearers: President

Shri Jagdish Sharma, M.L.C.

Vice-Presidents

Shri Brinda Prasad Roy, M.L.C.

Shri Madhusudan Choudhary

General Secretary

Shri Chandeshwar Prasad Singh

Treasurer

Shri Anoop Rai

Aims and Objects

(a) To advance the cause, and improve the system of secondary education in all its branches.

(b) To secure and maintain an effective voice in the shaping of the policy of Secondary Education in the State and to have a proper share in its administrative control.

(c) To improve the professional qualifications of teachers of Secondary schools.

(d) To ensure for teachers of Secondary Schools  
(i) security of tenure of service, (ii) adequate salaries and emoluments, (iii) protection against unjust treatment by their employers and (iv) any other conditions conducive to their financial and

social welfare in keeping with the values and dignity of their service.

(e) To obtain for all teachers their rightful place in the social economy of the country and to encourage them to extend the sphere of their nation building activities beyond the restricted academic one.

(f) To foster a spirit of brotherhood among teachers of all grades and classes.

(g) To promote the diffusion of useful knowledge in general.

#### Membership

Membership fee is Re.1/- per teacher per year.

More than 15,000 members have been enrolled.

#### Activities

Working for improving the scales of pay of teachers.

Working for attaining proper security of service for non-Government Secondary teachers.

Insisting on the Government/Departmental rules for ensuring service conditions being properly enforced so that teachers may work under secure conditions.

DELHI SCHOOL TEACHERS' ASSOCIATION

Name and Address: Delhi School Teachers'  
Association,  
C/o Shri Mahavir Jain  
Higher Secondary School,  
Nai Sarak, Delhi-6.

Office Bearers: President

Shri Harish Chander,  
4/20, West Patel Nagar,  
New Delhi.

General Secretary

Shri L.R. Sharma,  
C/o Shri Mahavir Jain  
Higher Secondary School,  
Nai Sarak, Delhi

Treasurer

Shri Kailash Chand Sharma,  
C/o Marwari Higher Secondary  
School,  
Nai Sarak, Delhi.

Aims and Objects

(a) To promote the cause of education and advance the welfare of school children.

(b) To bring together all sections of school teachers for better understanding of educational problems and closer association among them.

(c) To strive to improve the status of teachers.

(d) To organise get-togethers of teachers, educational tours and gatherings and seminars.

### MEMBERSHIP

All teachers of local body and Aided Schools (including Heads) in the Union Territory of Delhi - comprising about 18,000 - are its members.

Subscription :- Rs.2/- annually and Rs.16/- for life membership.

### ACTIVITIES

Since its inception in 1943 it has been the spearhead of a teachers' movement for better deal to the profession in the country. In 1947 it launched a mass struggle to bring parity among teachers of Government and aided and local body schools in every respect. It was a very peaceful and successful struggle. It has been finding representation on the University Senate, Municipal Corporation, the Delhi and Central Board of Secondary Education, and working groups of plans in education. It published a monthly journal called "Delhi Shikshak" which it is trying to revive. It sponsored the "Know your country" tours and took hundred of students and teachers to every part of the country. It has in hand a Housing Scheme for teachers. Its manifold recommendations and suggestions brought into being the institution of awards for teachers, the Sucheta Kriplani Report, and the National Foundation for Teachers' Welfare. It was one of the hosts

to WCOTF during its session at New Delhi. It brought into existence the All India Secondary Teachers' Federation. It has its affiliations as a State unit with the AIFEA, AISTF and AIPTF. It has always been in the forefront of every movement for better education to children, promotion and safe-guarding of the interests of teachers all over the country and as such its opinions carry weight with official and non-official agencies in the field of education

The association was started in 1943 and recognised by the Delhi Education Department and the Ministry of Education, Government of India, New Delhi.

Some of the past office bearers and members of the Working Committee are National Award holders and occupy positions of great responsibility in the Education Department of Government and the local bodies.

From next year it is proposed to introduce greater democratic decentralisation in the association by making every school a basic unit in place of the present zonal system.

GOVERNMENT SCHOOL TEACHERS' ASSOCIATION

NAME AND ADDRESS:

Government School Teachers'  
Association (Regd.), Delhi  
L/8A, Malvia Nagar,  
New Delhi - 17.

OFFICE BEARERS

Acting President

Shri D.D. Uniyal

Junior Vice-President

Shri O. Paul

General Secretary

Shri S.N. Bhanot

Joint Secretaries

Shri M.S. Gouri

Shri J.D. Gupta

Auditor

Shri R.S. Bhargava

Treasurer

Shri P.D. Sachdeva

AIMS AND OBJECTS

- (a) To safeguard the interests of all the Government school teachers of Delhi.
- (b) To provide the public with quality teaching.
- (c) To adhere to their own professional code.
- (d) To maintain the health of the National Mind.
- (e) To organise seminars and workshops on the problem of teachers and education.



MEMBERSHIP

3821. Fee: 50 paise per annum.

ACTIVITIES

1. The Association devotes sufficient time to conduct seminars and workshops on current educational and teaching problems.
2. Welfare activities - provides help to the needy teachers.
3. Conducts educational gatherings.
4. Organises educational tours and cultural programmes.
5. Holds conference/general meeting at least twice a year.
6. It keeps its members well-informed through monthly news letters.

This Association was affiliated with the all India Federation of Educational Associations in 1964.

DELHI UNIVERSITY TEACHERS' ASSOCIATION

NAME AND ADDRESS: Delhi University Teachers'  
Association,  
Delhi.

President

Dr. R.C. Majumdar,  
Professor, Department of Physics,  
Delhi University,  
Delhi.

Vice-President

Dr. Sarup Singh,  
Professor of English,  
Delhi University,  
Delhi.

Secretary

Shri U.S. Mathur,  
Department of English,  
Hans Raj College,  
Delhi

Treasurer

Shri K.K. Andley

Joint Secretary

Mrs. Khanna

AIMS AND OBJECTS

(a) To help to promote the academic efficiency of University Departments, Colleges and other institutions recognised by the University for the purpose of conducting research, giving post-graduate instruction or guidance.

(b) To promote studies and discussions of the several subjects in the University curricula, the

method and period of teaching, the mode of examinations; and express considered opinion on all matters affecting academic institutions, teaching or teachers' life and work.

(c) To promote the professional solidarity of University Teachers, and of the teaching fraternity as a whole.

(d) To adopt every means for improving the teachers' social status and economic security, including due provision for their housing and health and that of the members of their families.

(e) To advocate, secure, maintain and safeguard the rights and liberties of teachers and help the teachers to fulfil their academic obligations.

(f) To suggest, initiate and work for suitable legislation affecting educational policy, organization and administration, and the rights and responsibilities of teachers.

(g) To organise and administer, and/or help in the administration of social security for teachers, including Insurance Schemes, or Provident Fund, Unemployment Benefit, Old Age Pension, Accident or Invalidity Benefits.

(h) To organise cooperatives for the benefit of members.

#### MEMBERSHIP

Membership Fee:	Rs.3/- per annum
No. of members:	450

ACTIVITIES IN BRIEF

Helped to press the need for D.A., and this has been sanctioned with retrospective effect. It has formulated its views to the questionnaire of the Education Commission. Contributed to the formulation of policies of the University Planning Unit of the Planning Commission. Worked for the encouragement of research in colleges, and in general to the implementation of the objects of this Association.

GUJARAT RAJYA MADHYAMIK SHIKSHAK SANGH MAHAMANDAL

NAME AND ADDRESS

Gujarat Rajya Madhyamik Shikshak  
Sangh Mahamandal,  
1206/2, Opp: Jivan Pole,  
Sankadi Sheri,  
Ahmedabad - 1 (Gujarat)

OFFICE BEARERS

President

Shri Thekoralal Shripatray Thekore

Vice-Presidents

Shri Chunibhai Ganeshdas Patel

Shri Chimanlal Dajibhai Talati.

Secretaries

Shri Dalsukhbhai Mangaldas Shah

Shri Ratilal Muljibhai Dave

Treasurer

Shri Natverlal Keshavlal Desai

AIMS AND OBJECTS

(a) To achieve all-sided prosperity and  
development of Secondary Education and schools.

(b) To create a strong and effective Union of  
Secondary teachers by inculcating spirit of fraternity  
among secondary teachers.

(c) To increase and protect economic,  
professional and social interests, rights and status  
of secondary teachers.

MEMBERSHIP

Membership fee is Rs.25/- for every 50 primary members of an affiliated association.

Total number of the members at present is nearly 7000.

ACTIVITIES

Besides the aims and objectives mentioned above, the Mahamandal will undertake the following other activities :-

1. Will form and help the forming of associations in areas under the territorial jurisdiction (of the Gujarat State) and affiliate them under the rules for affiliation.
2. Will guide the affiliated associations and co-ordinate their activities.
3. Will organize Seminars, Refreshers' courses, debates, training classes, lectures, study circles, educational tours, exhibitions, conferences, and assemblies to help the professional growth of secondary teachers.
4. Will organise necessary elections to send representatives in pursuance of the electoral rights given to secondary teachers.
5. Will remain in touch with secondary education, secondary teachers, and economic, social and administrative matters regarding schools by passing

resolutions, issuing statements, sending deputations to State and Central Governments, their departments, universities and examination boards for achieving its aims and objects.

6. Will remain in proper contact with guardians', pupils' and headmasters' associations, and other educational bodies.

Most of these activities are carried on through our unit associations.

Publication of our news bulletin "MADHYAMIK SHIKSHAK" is done by this Federation directly.

ALL JAMMU, KASHMIR & LADAKH TEACHERS' FEDERATION

NAME AND ADDRESS:

All Jammu Kashmir & Ladakh  
Teachers' Federation,  
32, Jawahar Nagar,  
Srinagar (Kashmir)

OFFICE BEARERS

President

Shri Ghulam Rasool Azad

Vice-President

Shri Mirza Ghulam Mohd Bage

Secretaries

Shri D.N. Nadim

Shri Shiv Ram Sharma

Publicity Secretary

Shri J.N. Sadu

AIMS AND OBJECTS

(a) To create closer liaison and co-ordinate the activities of the Teachers Organisations in the three units of the State.

(b) To defend the rights of the teachers of the State and uphold their genuine demands voiced by the respective organisations from time to time.

(c) To start the branches of the organisation, where they do not exist.

(d) To eschew the separatist tendencies among the teachers.

(e) To devise all means to raise the mental, economic and social level of the teacher.



(f) To foster and strengthen fraternal relations of the teachers of the State with the teachers outside the State.

(g) To support, help and enhance all efforts that are directed to prepare and to introduce progressive schemes of education suited to social and economic conditions of the State from time to time.

#### MEMBERSHIP AND STRUCTURE

The Federation is composed of two councils viz. (1) Executive Council, (2) General Council. The Tehsil units at the time of electing delegates for the Provincial organisation also elect the delegates for the general council of federation in the ratio of 1 : 40 of the registered members. Ten per cent of the seats of the total strength of the General Council is kept reserved for the Frontier districts, such as Ladakh, Kargil, Uri and Poonch. The General Council meets once a year to elect its executive council of 21 members including seven office bearers. The Executive Council meets at least twice a year in any of the three provincial units. The membership fee is Re. 1/- which is realized by the Tehsil Units in April every year and is divided as follows by the Tehsil Committees:

<u>Primary Unit</u>	<u>Tehsil Unit</u>	<u>Provincial Unit</u>	<u>Parent Body</u>
00.12 nP	00.32 nP	00.44 nP	00.12 nP

151

The delegation fee is Rs. 3.00 which is realized at the time of the election of the delegates by the Central Organisation. The fee for General Council members is Rs. 5/- annually, which includes his delegation fee.

The Federation is affiliated to the A.I.F.E.A. and through it to the World Confederation of Organisations of the Teaching Profession.

The provincial units are functioning from 1942. The parent body has come into being in the year 1965. The Provincial Organisations have been recognised by the State Government in the year 1943 by a Government order. The Federation has a total strength of 5459 registered members in the three provinces of the State. The Federation is a recognised and registered body.

It has provincial units at Jammu & Kashmir and Ladakh. Every provincial unit is further divided into district, tehsil and primary units. The Federation has got two headquarters - summer and winter - located at Srinagar and Jammu. The Summer headquarter functions from 1st May to 31st October and stands at 32, Jawahar Nagar, Srinagar, Kashmir. The winter headquarter functions from 1st November to 30th April and stands at the office of the Provincial Teachers Association, Jammu.

#### Activities

1. To hold educational conferences and conventions at provincial, district and tehsil level.
2. To hold seminars and symposiums from time to time.

3. To establish study circles in colleges, high and higher secondary schools, where papers are read on educational topics.
4. To concentrate the views of the teachers regarding the problems of examination, syllabus, text books and vocational bias.
5. To explore all the possibilities that can rightly channelise the enthusiasm of the youth of the State for a healthy and happy civic life.
6. To devise practical ways for bringing youth of Jammu, Kashmir and Ladakh more closer to one another and to widen the mental perspective of the youth and the teacher for a broader understanding as regards the world peace and brotherhood among nations of the world.

KERALA GOVERNMENT PRIMARY TEACHERS' ASSOCIATION

Name and Address:

Kerala Government Primary  
Teachers' Association,  
H.O. Trivandrum

Office Bearers

President

Shri P.K. Nambiar (Calicut)

Vice-President

Shri C.R. Vasudevan (Trichur)

General Secretary

Shri V.V. Joseph (Kundara)

Joint Secretary

Shri V.R. Kochu Pillai (Trivandrum)

Treasurer

Shri N. Madhavan Pillai (Attingal)

Aims and Objects

(a) To strive to promote a higher sense of responsibility among teachers by making them understand that they are the builders of the nation.

(b) To work for the social, cultural and economic progress of its members and raise their standards.

(c) To provide leadership in matters connected with primary education in the State of Kerala.

(d) To help Government with suggestions on syllabi, textbooks and similar academic and educational matters.

(e) To work for the creation and development of the virtues of co-operation, fraternal affection, truthfulness, dutifulness, etc., among members and

the pupils left to their care.

(f) To conduct educational conferences and seminars for professional progress and organise excursion parties and study tours for the teachers.

(g) To establish and run libraries and co-operative societies etc., and to publish journals, newspapers, bulletins, periodicals, etc.

(h) To undertake studies concerned with educational planning.

(i) To encourage parents associations and convene joint meetings of parents and teachers.

(j) To organise dramatic and arts club etc.

#### Membership

Annual membership fee is Rs. 2/- per head.

Total membership at present is 24311 (twenty four thousand and three hundred and eleven).

The Association functions throughout the State with twentyfour district committees in all educational districts of Kerala and 144 sub-district committees and 1227 units.

#### Activities:

1. The Association has been in existence for a long period and it has established its hold on the teachers in their achievements and their aims.
2. The Association gives leadership in matters connected with primary education in the State.
3. The Association is trying to secure social, economic, and educational facilities for teachers and raise their standards.

4. The Association is giving suggestions to the Government on syllabi, textbooks and similar academic and educational matters.

5. The Association has conducted seminars and study tours. But it is getting no financial help from the State or Central Government.

6. The Association is conducting co-operative societies in some of the districts in Kerala.

The Association is publishing an educational monthly 'ACHARYAN'. It reaches most of the schools in the State on the 16th of every month. It has organised dramatic and arts clubs in some of the districts in the State. The Association always places before the Department and the Government the problems confronting the teachers in the State. It gives financial help to the dependants of teachers who died in harness.

The Association is going to introduce a system of awards to the teachers for the recognition of their merit and also merit scholarships to pupils.

KERALA AIDED PRIMARY TEACHERS ' UNION

NAME AND ADDRESS: The Kerala Aided Primary Teachers'  
Union, Central Office,  
M.G. Road,  
Ernakulum -6 (Kerala State)

OFFICE BEARERS: President:

Shri C.C. Nair

Vice-President:

Shri A.K.Kunhunni

General Secretary

Shri K.O. John

Treasurer

Shri N.C. Chacko

Joint Secretaries

Shri K.V. Kunhi Kannan Nair

Shri Sukumaran Unni

AIMS AND OBJECTS

(a) To promote economic, cultural and service interests of the Kerala Aided Primary Teachers.

(b) To protect the interests and privileges of aided primary teachers in the State and to work out programmes to achieve them; to publish literature for the educational improvement of the members, bring out magazines and other books therefor; to conduct seminars and refresher courses, run training centres, cultural centres, etc., and to establish co-operative societies to achieve these objectives.

(c) To work for the uplift of teachers, to improve their qualifications and to work in cooperation with other organisations of teachers.

MEMBERSHIP

In 1964 the number of members was 28,215. It is increasing every year. Subscription: Rs. 2/- per annum.

ACTIVITIES

Educational conferences are conducted at sub-district, district and regional levels. It conducts seminars, study circles and study tour programmes. It publishes a magazine -"Adhyapakan". After a very long and hard straggle, the Union has finally succeeded in getting 'Parity' established for the aided teachers to that of Government teachers in matters relating to pay and allowances, retirement benefits, fee concessions to children and medical aid.



THE KERALA PRIVATE SECONDARY TEACHERS' ASSOCIATION

NAME AND ADDRESS: The Kerala Private Secondary  
Teachers' Association,  
P.O.Kottayam, Kerala

OFFICE BEARERS

President

Shri Chirakkal T.Balakrishnan  
Nair

Vice-Presidents

Shri P.C. John

Shri K.A. George

General Secretary

Shri C.George Thomas

Joint Secretaries

Shri K.V. Mathew

Shri O.R.Raman

Treasurer

Shri G.Balagopalan Nair

AIMS AND OBJECTS

(a) To improve the professional unity of  
teachers by organising them in the Association.

(b) To bring about improvement in the service  
conditions, professional efficiency and social  
well-being of members.

MEMBERSHIP

Open for headmasters and teachers employed in  
private secondary schools, private training schools  
and private/upper primary schools in Kerala. Retired  
teachers may continue as members but they cannot  
hold any office.

SUBSCRIPTION

Admission	Rs. 1/-
Annual	Rs. 3/- for graduates
Annual	Rs. 2/- for under-graduates
Life Membership fee	Rs. 25/-
Total number of members 11,298	

ACTIVITIES

(a) It made representations to the authorities to improve service conditions.

(b) It had to launch 4 major struggles in 1950, 1955, 1960 and 1965.

(c) A Committee is working to conduct common examinations in schools.

FUTURE

Now that its major demands have been satisfied, it keenly desires to concentrate on academic activities useful to teachers, students and parents.

THE KERALA PRIVATE SECONDARY SCHOOL HEADMASTERS'  
ASSOCIATION

NAME AND ADDRESS: The Kerala Private Secondary  
School Headmasters' Association  
St. Michael High School Bldgs.,  
Pravithana, P.O.Kerala State

OFFICE BEARERS

President:

Rev. Dr. C.T. Kottaram

Vice-President

Shri M.H.Sankaranarayanan

General Secretary

Shri P.M.Cherian Tharakan

Treasurer

Shri Paul Thomas

RECOGNITION

The Association is recognised by the Government  
of Kerala

AIMS AND OBJECTS

(a) To promote a sense of unity and solidarity  
among the Headmasters of Private Secondary Schools  
and to make them play their role as educators by  
contributing their share to the growth and development  
of education in the State.

(b) To study the day to day problems of education,  
particularly those connected with educational legis-  
lation, reorganisation, course of studies and curriculum  
etc. and express its views and opinions on such matters

(c) To do all that is possible to see that sound instruction is imparted and efficient discipline and a high moral tone are maintained in all schools.

(d) To cooperate in every way with the Department and the Managements of Private Schools in their endeavour to promote sound education in the State.

(e) With a view to the attainment of the above aims and objectives, to hold, on the initiative of the Association, conferences and seminars for study and discussions and make necessary representations to the authorities.

(f) To safeguard by all constitutional means the legitimate professional rights, privileges and interests of the members.

(g) To cooperate with other teachers' organisations of the State in all their lawful activities and help them by all constitutional means to safeguard the professional interests of teachers.

(h) To enlist the cooperation of the public in the field of education.

(i) To organise, coordinate and guide the District Units.

#### MEMBERSHIP

(i) Membership is open to Headmasters of all Private Secondary Schools in Kerala.

(ii) There are two classes of members- ordinary members and life members. Ordinary membership fee is Rs. 5/- per annum; Life membership fee is Rs. 25/-

There are 715 ordinary members on rolls on the last day of July 1965.

### ACTIVITIES

The Association is a federation of District Units - Headmasters' Associations in the Educational Districts in Kerala. There are 3 Educational Regions and 17 Educational Districts in the State.

Educational conferences, seminars and study circles are conducted on district, regional and State levels. State Conventions are also held.

The Central Managing Committee meets from time to time to discuss various academic and administrative problems confronting secondary schools. Representations are made to the Department of Education and the Government on all important problems.

The Association conducts a Common Examination Scheme. During the school year 1965-66 there are 325 high schools participating in the scheme. Membership in the scheme is not compulsory for the members of the Association. Scheme of work is prepared, question papers are set under the auspices of an Examination Board, the question papers are despatched to all member schools from the Centre for

all the quarterly and annual examinations. After every examination members of the scheme meet at important centres to review the question papers of the examination and to suggest means of improvement. The scheme was started only three years ago. It is now becoming more and more popular. Government schools also are not admitted into the scheme.

The President sends circular letters to all member schools periodically. For the present this is like a news bulletin. There is an idea to start a journal for teachers when financial position is favourable.

The Association is doing all that is possible to help the Headmasters in all their difficulties and to maintain their status and honour.

THE PROVINCIAL FEDERATION OF SECONDARY SCHOOL  
TEACHERS' ASSOCIATION, MADHYA PRADESH

NAME AND ADDRESS: The Provincial Federation of  
Secondary School Teachers' Asso-  
ciation, c/o R.T. Municipal  
Higher Secondary School,  
Raipur (Madhya Pradesh)

OFFICE BEARERS: President  
Dr. W.M. Athale  
General Secretary  
Shri B. Singh  
Treasurer  
Shri B.L. Dube

AIMS & OBJECTS

It has seventeen aims and objectives for the  
all round welfare activities of Secondary Teachers  
in Madhya Pradesh.

MEMBERSHIP

No. of Units 63 at District and Tehsil level.  
Total membership: Regular - 2,500.  
Associate members - 600.

Subscription: 25 paise per year per member.

ACTIVITIES

1. Annual Conference held every year.
2. Regional Conferences.
3. District Conferences.
4. Seminars in vacations.

It has been continuously striving to get the  
rights of teachers recognized and has partly succeeded.

It feels that the Government must recognise and assist the Teachers' Organisation for active and effective progress in Secondary Education.

This organisation was founded in 1946.



SOUTH INDIA TEACHERS' UNION

NAME AND ADDRESS: The South India Teachers' Union,  
2, Thiruvengadam Street,  
Robertsonpet,  
Rajah Annamalaiapuram,  
Madras - 28

Phone: 71993

OFFICE BEARERS:

President

Shri A.K. Sitharaman

Vice-Presidents

Shri V. Anbhniswami

Shri V. Perumal

Shri D. Sebastain

Shri A.V. Thirumalaiswami

General Secretary

Shri T.S. Rajagopalan

Joint Secretaries

Shri V.S. Saravenan

Shri R. Rajamanickam

Treasurer

Shri L. Mariapragasam

Journal Secretary

Shri C. Ranganatha Aiyangar

AIMS AND OBJECTS

(a) The promotion of corporate feelings among  
the members.

(b) The advancement of education in the State.

(c) The improvement of educational methods and research.

(d) The safe-guarding and betterment of the status, pay and prospects of teachers.

MEMBERSHIP

The annual subscription for:

(a) Teachers in Elementary School is Re 1/-

(b) Teachers in other schools: Rs. 2/- (for graduate)  
Rs 1/- (for non-graduate)

(c) Retired teachers: Re 1/-

(d) Non-teachers Rs 5/- per member

Also it affiliates the District Teachers' Guild and the affiliation fee ranges from Rs. 75/- to Rs. 250/- depending upon number of members of the particular field. Number of members: 15,000.

ACTIVITIES

It has a permanent body of its own known as Working Committee to study the developments in the field of education. It holds Seminars and Conferences at regular intervals. The Union seeks to bring the humblest teacher in the remotest corner into touch with the latest developments in education going on in and out of India. It runs two journals "South India Teacher" and "Balakalvi". It has also started an educational Research Council and a Benevolent Fund for the relief of teachers.

The S.I.T.U. was founded by the Madras Teachers Guild in the year 1908 as a provincial organization.

THE ASSOCIATION OF UNIVERSITY TEACHERS (MADRAS STATE)

NAME AND ADDRESS: The Association of University  
Teachers (Madras State)  
C/o Law College,  
Madras-1.

OFFICE BEARERS: President  
Shri A. Palaniswami  
Secretary  
Mrs. Anna George  
Treasurer  
Shri P. Natarajan

(It has 15 Vice-Presidents also)

AIMS AND OBJECTS

- (a) To promote a corporate feeling among its members.
- (b) To secure for them fair conditions of life and work.
- (c) To establish contacts with University organisations with similar aims.
- (d) To arrange for travel and study abroad.
- (e) To promote higher education and research.

MEMBERSHIP

It is open for College and University Teachers in Madras State. The annual subscription of each member is Rs. 2/- and that of life membership is Rs. 25/-. The total number of members is 295.

ACTIVITIES

Annual Conference is a noteworthy activity of the Association. The last Conference (year 1963) was the 11th one and was inaugurated by Dr. D.S. Kothari.

Various Seminars have been organised and distinguished speakers have been invited to lecture and discuss the matters pertaining to higher education.

It was established in 1946.

VIDARBHA FEDERATION OF SECONDARY SCHOOL TEACHERS'  
ASSOCIATION, NAGPUR

NAME AND ADDRESS:

Vidarbha Federation of Secondary  
School Teachers' Associations,  
Dahake Plots,  
Ambazari Road, Dharampeth,  
Nagpur.

OFFICE BEARERS:

President

Shri V.K. Deshpande, Headmaster,  
Bharat Vidyalaya,  
Hingenghat.

Vice-Presidents

Shri R. Shekdar, High School,  
Pandharkawda

Shri D.A. Dabhadkar,  
near Rly. Station,  
Murtizapur.

Shri V.V. Bhat,  
Ramdaspath, Akola

Shri R.B. Vaidya,  
New English High School,  
Mahal, Nagpur.

Shri S.S. Watkhedde,  
Lok Tilak Vidyalaya,  
Tumsar.

General Secretary

Shri D.H. Sahasrabuddhe, M.L.C.  
Dahake Plots,  
Ambazari Road,  
Dharampeth, Nagpur.

Joint Secretaries

Shri M.N. Anjekar,  
Khandekar's Bungalow,  
Dentoli, Nagpur.

Shri P.H. Deodhar,  
Ambapeth, Amravati.

Treasurer

Shri L.K. Durshalwar,  
Tilak Vidyalaya,  
Chanda.

BRIEF ACCOUNT OF ACTIVITIES

The organisation has been continuously active and has therefore been able to command the trust of all secondary school teachers in the region.

Some of its achievements are:

- (a) increase of D.A. to Rs. 30/- from 1.4.1947,
- (b) parity in the scale of pay of teachers with similar qualifications working under different managements,
- (c) better security of service of teachers under private management,
- (d) setting up candidates for membership of Legislative Council from Teachers Constituency and working for the betterment of the Teaching profession in the Legislature.
- (e) Successful organisation of Seminars. The Federation hopes to strengthen this activity.

BOMBAY STATE FEDERATION OF SECONDARY TEACHERS'  
ASSOCIATIONS

NAME AND ADDRESS: The Bombay State Federation  
of Secondary Teachers' Asso-  
ciations, 7, Bhimrao Wadi,  
Thakurdwara, Bombay-2.

OFFICE BEARERS:

President

Shri J.G. Bhaye

Vice-President

Shri G.R. Kelkar

Treasurer

Shri H.K. Nayak

General Secretary

Shri P.S. Redkar

AIMS AND OBJECTS

To this Federation are affiliated city and district Secondary Teachers Organisations. The general aim is to improve the quality of teachers and to redress the difficulties and handicaps under which teachers are functioning.

MEMBERSHIP

140 member-associations with total membership of 11,000 Secondary Teachers.

Subscription: Rs. 10/- per annum.

ACTIVITIES

To hold Conferences, to deal with cases of injustice and victimization of teachers, and to hold social gatherings.

At the moment the Association is busy with criticizing and making some suggestions on some items of the Revised Grant-in-aid Code.

It publishes its annual report regularly.



MAHARASHTRA STATE FEDERATION OF HEADMASTERS'  
ASSOCIATIONS

NAME AND ADDRESS: The Maharashtra State  
Federation of Headmasters'  
Associations,  
C/o M.E.S. Girls High School,  
1453, Sadashiv Peth,  
Poona-2.

Phone: 56920

OFFICE BEARERS

President

Shri B.N. Kulkarni

Vice-Presidents

Shri P.L. Karambelkar

Shri B.D. Sahasrabudhe

General Secretary

Shri H.A. Umbranikar

Joint Secretary

Shri V.D. Mahadik

Treasurer

Shri N.C. Joshi

Editor (Maharashtra Edu-  
cational Journal)

Shri G.A. Sohoni

AIMS AND OBJECTS

(a) To undertake all possible activities for  
the promotion of education in the State.

(b) To encourage the formation of new Head-  
masters' Associations.

(c) To take steps to secure adequate representa-  
tion on the Regional Universities, the S.S.C.E.

Board, and other bodies which are mainly concerned with educational policies.

(d) To organise, from time to time, Conferences, Refresher Courses, etc. of Heads and Teachers of Recognised Secondary Schools in the State.

(e) To publish educational material.

(f) To set up Information Bureau for the benefit of affiliated associations and their members.

(g) To promote and safeguard interest and status of Headmasters, Teachers and other employees of recognised schools.

#### MEMBERSHIP

Open for properly constituted Associations of Headmasters in the State of Maharashtra.

#### Subscription:

Admission Fee . Rs. 10/-

Annual Fee . Rs. 5/-

#### ACTIVITIES

1. Organising annual conferences.
2. Leading deputations, submitting memoranda and representations on various educational problems.
3. Organising Seminars and Workshops.

The Federation is trying to bring Vidharbha and Marathawada Federations together and to form one Federation for all the 26 districts in the State.

The Constitution was adopted in 1960.

MYSORE STATE EDUCATION FEDERATION

NAME AND ADDRESS: Mysore State Education Federation  
Bangalore - 4

OFFICE BEARERS:

President

Shri T. Vasudevaiya

Vice-Presidents

Shri Syed Basheer Ahemed

Shri T.V. Thimme Gowda

Shri G.P. Shivaram

Shri V.R. Naidu

General Secretary

Shri B.G. Narendra Singh

Treasurer

Shri T.V. Ananthachari

AIMS AND OBJECTS

- (a) To develop esprit de corps among the members of the teaching profession.
- (b) To secure improvement in education in all grades and branches.
- (c) To promote the well-being of the profession.
- (d) To enlist the sympathy and co-operation of the parents and the public.

ACTIVITIES

A few of the activities undertaken by the Federation from time to time are:

1. The establishment of a Bureau of Educational Research by the Government of Mysore is the result of the idea sponsored by the Federation.

2. After repeated representations by the Federation in this connection the Government kindly agreed to allow trained teachers to appear privately for S.S.L.C. examination and many teachers availed themselves of the opportunity and got the benefit of the grade.

3. The Federation as early as 1954 had foreseen the inclusion of the basic type and craft education in the syllabus.

4. The importance to be given to manual labour and social service was first suggested by this body. A questionnaire was prepared and answers obtained from nearly 600 associations and members within and outside the State. But this had to be given up as the Government could not sanction any grant.

5. The Federation is represented on various educational bodies viz., State Advisory Board of Education, Secondary Education Board, Teacher Training Board, Primary Education Board, etc.

6. Research and Planning Section of the Federation carried on research and made proposals for carrying such research on:

- i) Evolving criteria for assignment for a Basic School.
- ii) Investigation into personality problems including Voltage factors with special reference to depressed classes.

iii) Investigation into the attainment of basic school children as compared to that of General School Children.

iv) Study of the writing in lower primary schools and evolving criteria for improvement were submitted.

7. The All India Council for Secondary Education entrusted the work of conducting four Ten-Day Subject-Teachers Seminars to the Federation. These were conducted satisfactorily.

8. Every year the Federation sends delegates to the All India Educational Conferences and has five members on the Council of the A.I.F.E.A.

9. The Federation is registered under the Societies Act of 1904.

10. Two Sub-Committees were constituted to consider the Draft Syllabus for Primary and Higher Secondary and M.P.H. Schools, published by the Department. Suggestions were submitted which received due consideration.

11. In 1950, the Mysore State Education Federation Co-operative Bank, was started for the benefit of the members of the Federation. This is showing good progress and the Government have made this an authorised agency to sell food grains etc.

12. The Federation has played its part in getting Triple Benefit Scheme to the aided school teachers,

Government scales of pay to teachers of Municipal High Schools, raising the age of retirement of teachers to 58, sending proposals regarding revision of pay scales to the committees set up by the Government, revising allowance to part-time teachers and family allowance to teachers under training etc.

Most of the Teachers' Associations in the State are affiliated to the Federation. A large number of individual members have also enrolled as members of the Federation.

13. District level Seminars on Compulsory Education and a Science Teaching Seminar in Primary Schools was conducted during 1963-64.

14. A Workshop on the teaching of General Science in Primary Schools was conducted in 1963.

15. The Government of Mysore have granted a site in Bangalore for the Federation Building. The foundation stone of this building was laid by Shri M.C. Chagla, Union Minister for Education.

16. The Mysore State Educational Conferences under the auspices of the Federation were held in 1962 at Bangalore and in 1964 at Tumkur.

17. The Federation is publishing a journal monthly.

THE MYSORE STATE AIDED HIGH SCHOOL TEACHERS'  
ASSOCIATION (REGD)

NAME AND ADDRESS: The Mysore State Aided High  
School Teachers' Association  
(Regd),  
184, Ramavilas, Agrahar,  
Mysore - 1

OFFICE BEARERS: President

Sri J.S. Raghavachar

Vice-Presidents

Sri K. Rajagopal

Sri N. Lakshminarasimhaiah

Hon. Secretaries

Sri M.N. Thirumalachar

Sri C. Ramachandra Rao

Hon. Treasurer

Sri M.K. Narasimhamurthy

AIMS AND OBJECTS

(a) To promote co-operation and social and cultural contact among teachers of all aided High Schools in the State;

(b) to provide a meeting place with facilities for the exchange of views of the members (of the Association) and others who are interested in education;

(c) to provide facilities for communication and co-operation with similar or allied associations in India or outside;

(d) to arrange conferences, exhibitions, demonstrations, lectures, excursions and social service

camps connected with education;

(e) to establish, equip and maintain a suitable experimental laboratory, library and reading room;

(f) to maintain an employment exchange;

(g) to collect and circulate information and statistics relating to education;

(h) to publish the Association Journal, leaflets and books that may be deemed fit;

(i) to protect and safeguard the interests of the members and to do everything necessary or expedient by negotiations between the members, and school managements or the Government and obtain special acts or other concessions;

(j) to enter into any arrangement with the Central Government, Mysore Government, or any other Government, municipalities, District Boards, or any other public or private bodies that may promote all or any of the objects of the Association;

(k) to represent officially the view of members on any matter affecting or likely to affect education, to the Government of India, Local Government or any public or private body and to take other legal action.

#### ACTIVITIES

1. Conduct of revision classes for the benefit of S.S.L.C. Public Examinations.



2. Presentation of a memorandum to Honourable Minister of Education, Mysore State and other offices of the Education Department, regarding the special problems concerning Teachers in aided High Schools.
3. Social get together to honour teachers helping in our classes.
4. Addresses on education subjects by:
  - (a) Prof. M.D. Devadasan, Regional College of Education, Mysore
  - (b) Dr. M. Buch, Deputy Director, NCERT, New Delhi

PROPOSED ACTIVITIES

- (a) Film show and talk on "Guidance in Secondary Schools".
- (b) Meeting the Minister for Education and other officers to discuss problems of teachers in Aided High Schools.
- (c) Sending delegates to the All India Secondary Education Conference 1965 at Patna.
- (d) Arranging a symposium on current Educational problems.
- (e) Annual Social get-together.
- (f) Planning a News letter for Teachers.

ORISSA SECONDARY SCHOOL TEACHERS' ASSOCIATION

NAME AND ADDRESS: The Orissa Secondary School  
Teachers' Association,  
P.O. Berhampur (Ganjam Dist.)  
Orissa State

Telegram Education

Phone 268

OFFICE BEARERS

President

Shri D.S. Patnaik

Vice-President

Shri K.K. Das

Secretary

Shri Bhagaban Misra

Secretary-Treasurer

Shri R.N. Padhi

(and 16 others)

AIMS AND OBJECTS

(a) To improve the present system of secondary Education in all its branches by all legitimate means.

(b) To have an effective voice in the shaping of the Secondary Education of Orissa.

(c) To improve the professional qualifications and social status of its members.

(d) To improve the financial conditions of the members of the Association.

(e) To foster a spirit of brotherhood amongst all teachers.

Note: (The word 'non-Govt.' has been dropped from the name of the Association).

### MEMBERSHIP

Membership is open for secondary schools as Institutions and for an individual teacher also. The enrolment fee for an Institution is Rs. 2/- and Re 1/- for an individual teacher. The monthly subscription is Rs. 1.50 for both kinds of memberships:

Total number of memberships:

High schools	:	700
Middle Schools	:	2000
Total number of members	:	15000

### ACTIVITIES

This Association is affiliated to the All-India Secondary Teachers' Federation and also to the All India Federation of Educational Associations. It has district associations affiliated to it. Under the district, there are school teachers association which is the nucleus of the organisation. Every year they have Annual Conferences at District and State levels.

The Constitution was passed in 1954.

PUNJAB EDUCATION ASSOCIATION

NAME AND ADDRESS: Punjab Education Association,  
C/o State College of Education, Patiala

OFFICE BEARERS: President:

Prof. D.C. Sharma, M.A., M.P.,  
19, Windsor Place, New Delhi

Vice-President

Dr. Bhai Jodh Singh  
Ex-Vice-Chancellor,  
Panjabi University,  
Daya Niwas, Solan (H.P.)

General Secretary & Treasurer

Shri V.S. Mathur, Principal,  
State College of Education, Patiala

AIMS & OBJECTS

- (a) To provide a common forum for teachers belonging to various categories in the State.
- (b) To provide facilities in the shape of occasional brochures, bulletins, etc.
- (c) To arrange Conferences, Seminars, etc. for teachers.

MEMBERSHIP

Membership fee is Rs. 5/- per year. (Only individual members). Total number of members are 1,097 including those in arrears.

It was inaugurated in the year 1957 by Dr. K.L. Shrimali.

Recognised by the State Government and the Education Department and Universities for the purpose of grants.

ACTIVITIES

1. Six annual conferences have already been held.
2. Two brochures have been produced by the Association.

RAJASTHAN SHIKSHAK SANGH

NAME AND ADDRESS: Rajasthan Shikshak Sangh,  
Rajasthan Madhyamik Vidyalaya  
Residency,  
C-Scheme  
Jaipur (Rajasthan State)

OFFICE BEARERS:

President  
Shri Ayodhya Prasadji Gaur

Vice-Presidents  
Shri Narayan Chaturvedi  
Shri Ram Gopal Katara

General Secretary  
Shri Vishan Singh Shekhawat

Joint Secretary  
Shri Jaidev Pathak

Treasurer  
Shri Hanuman Prasad Sharma

WORK PROGRAMME

- (a) To organise research work, experiments, exhibitions and lectures.
- (b) To publish papers/periodicals pertaining to educational matters.
- (c) To organise "Education Weeks" and Seminars.
- (d) To develop contacts with educationists and others interested in education.
- (e) To plan for the publication of useful educational literature.
- (f) To carry on similar other activities for achieving the above objectives.

MEMBERSHIP

The annual membership fee is Rs 1/- only. The total number of members is approximately 15,000.

The Sangh is a Registered body recognised by the Government and was established in 1952.

THE RAJASTHAN UNIVERSITY AND COLLEGE  
TEACHERS' ASSOCIATION

NAME AND ADDRESS:

The Rajasthan University and  
College Teachers' Association,  
c/o Shri L.R. Sharma,  
Govt. College, KOTA

OFFICE BEARERS:

President

Shri R. S. Kapur  
Principal,  
Government College,  
Ajmer.

General Secretary

Shri L.R. Sharma,  
Lecturer in English,  
Government College,  
KOTA

AIMS AND OBJECTS

(a) To provide a forum for discussion and  
deliberation on the main problems of University  
Education in Rajasthan.

(b) To bring the University and college teachers  
into closer contact with one another.

(c) To try to secure satisfactory conditions  
of service for the University and college teachers  
and promote their welfare.

(d) To co-operate with other organisations with  
kindred objects.

MEMBERSHIP

Annual membership fee is Rs. 3/- per member

Total members in 1964-65 - 745

ACTIVITIES

Ever since its inception, the Association has been  
making sincere and concerted efforts to achieve the

above objects and it has achieved good success.

It has brought together 600 university and college teachers. At the annual conferences the Association has organized symposia on 16 subjects. By incessant efforts the Association has brought an improvement in the service conditions of university and college teachers.

THE TRIPURA (NON-GOVERNMENT) SCHOOL  
TEACHERS' ASSOCIATION

NAME AND ADDRESS: The Tripura (Non-Government)  
School Teachers Association,  
Netaji Subhash Vidyaniketan,  
Agartala, Tripura

OFFICE BEARERS:

President  
Shri D. C. Dutta

Vice-President  
Shri S. C. Bhowmik

Secretary  
Shri U. K. Saha

Assistant Secretary  
Shri M. Chakrabarti

Treasurer  
Shri S. K. Kavyatirtha

CONSTITUTION

It is an autonomous body affiliated to the A. B. T. A.  
(All Bengal Teachers Association).

MEMBERSHIP

Open for Primary and Secondary teachers as  
ordinary members and others as associate members.

SUBSCRIPTION:

75 paise annually out of which 25 paise  
are payable to A. B. T. A.

ACTIVITIES

- (a) Teachers' welfare; removing the disparity  
between Government and non-government teachers.
- (b) Students' welfare - working for the better-  
ment of students, specially backward and tribal  
class students.



UTTAR PRADESH MADHYAMIK SHIKSHAK SANGH

NAME AND ADDRESS: Uttar Pradesh Madhyamik Shikshak Sangh  
(U.P. Secondary Teachers' Association),  
c/o D.A.V. College,  
Lucknow.

OFFICE BEARERS: President

Shri Harihar Pandey

Vice-Presidents

Shri Vidya Sagar Dikshit, M.L.C.  
Shri Vijai Krishna Jaiswal  
Shrimati Sarla Bajpai

Secretary

Shri Maheshwar Pandey

Joint Secretary

Shri Murli Manohar Dutt.

Treasurer

Shri Madan Mohan Lal Gupta

AIMS AND OBJECTS

(a) To co-ordinate education and its policies to suit the need of present Indian Society.

(b) To promote national integration and unity in diversity of cultures in the different parts of the country.

(c) To assure an honoured place to the teachers and teaching in society.

(d) To disseminate knowledge of useful researches and projects to raise the tone and morale of the Society.

(e) To bridge the gulf between education and society and to promote understanding on international basis.

MEMBERSHIP

Rs. 1.50 per member per annum with an admission fee of 0.50 paise from new members only.

Total members - 29,655 (Twenty-nine thousand six hundred and fifty five)

The present association i.e. U.P. Madhyamik Shikshak Sangh got its new form in 1956 after the amalgamation of U.P.A.T.A. (Founded in 1946) and U.P.S.E.A. (Founded in 1932).

The Association is a registered body.

Registration No. . 2292-1-7528.

ACTIVITIES

The association publishes a monthly magazine 'Shikshak'. The Editor is Shri H.N. Singh, M.L.C., Principal, T.D. College, Jaunpur.

There are different committees and sub-Committees at different levels to safeguard the interests of teachers and other employees of privately managed aided institutions.

Participation in conferences and seminars.

To apprise the authorities and the Government of the latest developments concerning the problems of education, educators and the educand.

Proposals to establish libraries and reading rooms after the names of great teachers and leaders -- Radhakrishnan Library and Reading Room at Lucknow and Nehru Memorial at Allahabad and Lucknow.

BENGAL WOMENS' EDUCATION LEAGUE

NAME AND ADDRESS: Bengal Womens' Education League,  
402, Jodhpur Park,  
Calcutta - 31

OFFICE BEARERS:

Patron

Smt. Suniti Bala Gupta

President

Smt. Santi Dutt.

Vice-Presidents

Smt. Abala Bhattacharya,

Smt. Mira Halder.

Hon. Joint Secretaries

Smt. Aruna Bose

Smt. Sadhana Guha

Hon. Treasurer

Smt. Karuna Lee,

AIMS AND OBJECTS

To work for the improvement of Womens' education.

MEMBERSHIP

Individual members: 100

Associate Member-Schools 60

Subscription: Rs. 3/- per annum for individual member

Rs. 8/- per annum for associate member-school.

ACTIVITIES

To quote late Dr. H. C. Mookherji, Governor of West Bengal, "The League has already done excellent work in furthering the cause of women's education in Bengal by organising refresher courses for teachers and contributing in various ways towards the expansion and improvement of the education of girls in Primary, Secondary and University stages. During the last few years, the League has been playing its part in the sphere of social education also".

The League was founded in the year 1927 at the Y.W.C.A., Calcutta. The year of activity commences in the month of February with the annual conference. In 1949, the League responded to the appeal made by the Government of West Bengal to serve the cause of removing illiteracy from the State. "Sumita Ghose Prize" and similar prizes are awarded to the outstanding women teachers and girl students.

ALL BENGAL PRIMARY TEACHERS' ASSOCIATION

NAME AND ADDRESS: . All Bengal Primary Teachers'  
Association,  
89, Mahatma Gandhi Road,  
Calcutta - 7.

Phone: 34 - 3580

OFFICE-BEARERS:

President

Sri Amiyobhushan Chakravarty

Vice-Presidents

Prof. Nirmalya Bagchi, M.L.C.

Dr. Hiren Chatterjee

Prof. Biswanath Chakravarty

Sri Manmatha Nath Adhikary

Sri Kamala Kanta Mahato

General Secretary

Sri Susil Deb Das

Secretaries

Sri Panchanan Mondal

Sri Haranath Chandra

Sri Debabrata Bhattacharjee

Sri Debi Banerjee

Asst. Secretaries

Sri Mala Saha Roy

Sri Sourish Sarker

Sri Gour Bhusan Biswas

Sr. Mohd. Abu Tayab.

Treasurer

Sri Saroj Dutta

### AIMS AND OBJECTS

(a) Expansion and development of education in general and specially primary education throughout the State.

(b) Arrangements of educational symposium, seminars and exhibitions, to publish educational books and journals, to establish libraries and teachers' training centres.

(c) Safeguard of professional rights and securities including social security and betterment of teachers' status.

(d) Extension of social and financial co-operation among the members.

(e) Establishment of Teachers' Co-operative and Credit Societies.

### MEMBERSHIP

There are two categories of members, i. e.

(a) General and (b) Associate Member.

Any teacher of any category of primary school can be a general member. Any other class of teacher i. e. secondary or college or university or any educationist who is associated with the foundation or day to day work of the association or any primary teacher, retrenched from service can be its associate member.

In both cases the membership fee is Rs. 1/- per annum.

Total membership in 1964 - 20,000

DETAILS

1. This association is affiliated to the A.I.F.
2. It publishes a monthly organ titled "Paschim Banga Prathamik Siksha Samachar". In the month of September, 1965, the organ completed its 5th year of publication. Present number of monthly circulation is 1,000. Annual subscription is Rs.3.50.
3. It has its district, thana and union units. These units look after the day-to-day problems of the teachers of its locality. All the lower units and the central organisation hold annual conferences. The last (14th) annual State Conference was held in Purulia on 29th and 30th May, 1965.
4. The Association was founded in 1937 and the latest Constitution has been adopted in 1962.
5. On 17th and 18th February 1965, the Association held 24 hours' Stay in Strike before State Assembly and on 31st March, 1965, it observed an all-out token cease-work of teachers throughout the State to protest against the negligence of State Government to the primary education and primary teachers. The Association led many deputations and submitted memorandum to the State Ministry.

ALL BENGAL TEACHERS' ASSOCIATION

NAME AND ADDRESS:

All Bengal Teachers' Association  
15, Bankim Chatterjee Street,  
Calcutta-12

Phone: 34 - 4581

Gram: ABETEACHER

OFFICE BEARERS:

President

Shri Satya Priya Roy

Vice-Presidents

Shri A.B. Bhattacharyya

Shri R.K. Deb

Shri B. Das

Shri S.M. Sastri

Shri H.P. Chakrabarty

Treasurer

Shri A.R. Roy

Editor (Teacher Journal)

Shri A.N. Lahiry

Joint Editor

Shri S. Sen

General Secretary

Smt. Anila Debi

Assistant General Secretaries

Shri N.C. Gupta

Shri G.P. Roy

AIMS AND OBJECTS

- (a) To advance the cause of education in general  
and of secondary education in particular.



- (b) to carry out educational experiments and research
- (c) To foster a spirit of brother-hood and intellectual co-operation among the members of the profession.
- (d) To maintain the traditional dignity and moral standard of the profession.
- (e) To promote and safeguard the professional interests of the teachers of Secondary Schools.
- (f) To secure for the profession its legitimate place in various spheres of national life.
- (g) To secure adequate representation of secondary school teachers in the University, the Board of Secondary Education and other controlling bodies.

#### MEMBERSHIP

It has three classes of members - Ordinary Associate and Honorary. It is open for Secondary School Teachers and Librarians etc. Ordinary members are the schools which pay an annual subscription of Rs.6/- for the Teachers' Journal and at least two-thirds of the members of the staff of which pay an annual individual subscription of 50 nP. Total number of members is 24,000.

#### ACTIVITIES

Runs a Teachers' Benefit Fund for helping disabled or retired teachers or helpless families of deceased teachers spending annually about Rs.12,000/-; runs an Eye Clinic and a Library; issues a monthly "The Teachers' Journal"; fights for the security of service of teachers and spends about Rs.4,000/- per year for legal defence; holds seminars and symposia; produces models of textbooks and puts efforts to see education better shaped.

This Association was founded in 1921.

WEST BENGAL TEACHERS' ASSOCIATION

NAME AND ADDRESS:

The West Bengal Teachers'  
Association,  
83, Tamer Lane,  
Calcutta-9.

President

Shri A.K. Sen

Working President

Shri Bomandas Mandal

General Secretary

Shri B.N. Bhattacharjya

Secretary

Shri Santosh Kumar Mukherjee

Treasurer and Editor

Shri A.B. Singha

AIMS AND OBJECTS

Aims at the all round improvement of education and consequently of the educators who are virtually the directors in the field of education in the interest of the Society and the State. It emphasizes the co-ordination of education at all stages. It believes in constitutional methods of achieving its objects.

MEMBERSHIP

Ordinary: Any teacher of any Secondary School -  
Subscription 50 paise per year.

Associate: A person who has served as teacher for two years, or those who take active interest in Secondary Education - subscription 50 paise per year.

Honorary: Distinguished persons in the field.

Journal Fee - Rs.6/- per annum.

Total No. of members - 11,560.

ACTIVITIES

It issues a monthly paper "SHIKSHA SHIKSHAK".

It has representatives in the Board of Secondary Education.

Other Activities are very similar to those of all such Teachers' Associations.

It is recognised by the Government of West Bengal.

WEST BENGAL DESH KALYAN PRIMARY TEACHERS' ASSOCIATION

NAME AND ADDRESS:

West Bengal Deshkalyan Primary  
Teachers' Association,  
4A, Raja Lane,  
Calcutta-9

President

Prof. Dilip Kumar Chakrabarti  
8E, Chandra Mandal Lane,  
Calcutta-26

General Secretary

Prof. Hirmalkanti Mallik Chaudhuri  
4A, Raja Lane,  
Calcutta-9.

AIMS & OBJECTS

To organise the Primary teachers in the State for:

- (a) an all round improvement of education in general and primary education in particular;
- (b) improving the condition of primary teachers in the State;
- (c) improving the salary scales of primary teachers;
- (d) securing ideal service conditions for primary teachers in the State;
- (e) securing better participation of teachers in the formulation of policy and administration at the primary level;
- (f) organizing social work by primary teachers particularly in the rural areas in order to make the primary teachers generally useful to the whole community.

MAIN ACTIVITIES

- (a) Submitted memoranda to and waited in deputations on different authorities;
- (b) Submitted a memorandum to the Education Commission.
- (c) Continuing movement for the improvement of the salary scales of primary teachers and mobilising public opinion on the point.

WEST BENGAL HEADMASTERS' ASSOCIATION

NAME AND ADDRESS: The West Bengal Headmasters'  
Association,  
10-B, Shayamacharan De Street,  
Calcutta-12.

OFFICE BEARERS

President

Dr. Srikumar Banerjee,  
31, Southern Avenue,  
Calcutta-29.

Working President:

Shri Dharam Mohan Mukerji

Hony. Secretary

Shri Bishnubrata Bhattacharya

Treasurer

Shri Anil Mohan Roy

Editor

Shri Mohit Kumar Banerji

AIM AND OBJECTS

There are five aims and objects designed to promote the cause of education and to improve the status and dignity of the profession.

MEMBERSHIP: 1,298

Subscription: Rs.3/- annually

Rs.5/- for the journal

ACTIVITIES

1. Welfare activities for the members.
2. Publishes a periodical "Bulletin of the W.B.H.A."
3. The Association has recently published a handbook of Information for the administration and management of high and higher secondary schools of the State. This is unique in itself.
4. Deliberations to see Indian educational system better shaped.

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WEST BENGAL COLLEGE AND UNIVERSITY  
TEACHERS' ASSOCIATION

NAME AND ADDRESS:

West Bengal College and University  
Teachers' Association,  
89, Mahatma Gandhi Road,  
Calcutta-7.

OFFICE BEARERS:

President

Dr. Manindramohan Chakravarti

Vice-Presidents

Dr. Santi Kumar Das Gupta

Principal, Amiya Bhusan  
Chakravarti.

Treasurer

Prof. Raj Kumar Chakravarti

General Secretary

Prof. Sibaprasad Sinha

AIMS AND OBJECTS

(a) To study all problems of education in general and Collegiate and University education in particular, with a view to establish in the country under democratic control and final responsibility of the Government, through autonomous bodies, a system of universal education conducive to the highest cultural development of the people.

(b) To secure an effective organisation of college and university teachers in WestBengal, so that they may render better service to the country, individually and collectively, in the selected sphere of their life-work.

(c) To promote the interests of its members, and to safeguard their rights and privileges.

(d) To publish journals, books, bulletins and to undertake other educational publications.

(e) To co-operate with other organisations with kindred objects.

(f) To do all that may assist in, conduce to, or be necessary for the fulfilment of the above mentioned objects, and for the interests of the Association.

#### MEMBERSHIP

The membership fee is Rs.2/- (likely to be enhanced from the next Session).

Total membership - 4,137 members - the total number of college and university teachers in West Bengal being slightly over 5000.

#### ACTIVITIES

Submitting memoranda, brochures on educational problems, holding conventions of teachers on academic matters. Organising public opinion and conducting movements for improvement the service conditions of college teachers; conducting movements to protect the rights of teachers; exhorting teachers to discharge their obligations to students in particular and society in general.