

**PROBLEMS OF WORKING WOMEN IN THE
UNORGANISED SECTOR- A CASE STUDY WITH
SPECIAL REFERANCE TO THE WOMEN TEACHERS
WORKING IN UNAIDED SCHOOLS IN THE RURAL
AREAS OF KOZHIKODE DISTRICT**

UGC MINOR RESEARCH PROJECT REPORT

SUBMITTED BY

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INTRODUCTION

Education is an important form of human capital that improves productivity, health and nutrition of the people of a country, and slows down the population growth. Education is a corner stone of economic growth and social development, that it would improve the level of living and knowledge of the people and that it would encourage modern attitudes.

Education is a fundamental human right. it is the key to sustainable development and peace and stability within and among countries ,and an indispensable means for effective participation in the societies, and economies of the 21st century, which are witnessing rapid globalization .while traditionally education has meant children in schools, it is equally important address the learning needs of adults. Combining these two components of learning continuum, most countries around the world have enlarged the scope of educational planning to include basic, or school education and adult literacy under the rubric of “Education for all”

The educational scenario in Kerala is far advanced than other states of India. The Kerala model of development owes its attributed success to the achievements in the area of education and health. Most of the changes and development in the field of education has occurred since independence .the state had pursued a liberal higher education policy from 1956 through mid eighties in terms of quantitative expansion and access to higher education .today it boasts other states in terms of high literacy rate of 90.86% as against 65.38% in the national level.

Schools and colleges in Kerala are run either by the government, private trusts and individuals. The schools in Kerala are affiliated to Indian Certificate of Secondary Education (ICSE), The Central Board for Secondary Education (CBSE) and the Kerala State Education Board.

Now day’s private unaided schools are more prevalent in high schools, where they constitute 13.12%of the total high schools in the state. However , there is a sharp increase in the private aided schools in Kerala in all the 3 sections .it destruction in the year 2008 was 1428 private aided high schools ,1870 private aided upper primary schools and 3992 private aided lower primary schools.

In the case of teachers, there are 176126 teachers including TTI teachers, out of this 31.3% are government sections, 60.72% in private aided sector and 7.98% in unaided sector. In these 3 sectors women dominated men by 7.4% in 2007.

Data compiled by the education department has revealed that women school teachers outnumber their male as per records for current academic year 2011-12, the total number of teachers in schools of all types is 430072 of this 234719 are women and the rest 195353 are men, the difference is 393366. This shows that the women are in a majority in unaided schools in the state.

OBJECTIVES

- To analyze the trends and growth of unaided schools in Kerala
- To compare the status of teachers working in aided /government schools and unaided schools
- To analyze the problems of lady teachers in unaided schools

Methodology:

The study made use of primary data, secondary data, questionnaires and interviews for data collection. The population of the present study is the Government School teachers and Unaided Private School teachers. As the number of teachers was quite large a smaller sample was selected.

By multi stage random sampling, 10 CBSE and 5 government schools were selected for data collection. Considering the growth of lady teachers in unaided schools, 30 unaided school teachers and 20 government school teachers are selected from each of these 10 unaided school and 5 government school. Thus a total of 50 teachers were included in the High schools category.

The data obtained from the sample are scrutinized and only those found complete and correct were accepted. The results were subjected to analysis using Descriptive method, table graph and pie diagram.

Need and Significance of the Study:

The achievements of Kerala in social development and quality of life have helped the state record a human development index comparable to the developed countries of the World. Nobel

laureate Amartya Sen (Sen, 1999) has attributed Kerala's achievements largely to the higher priority given to education for a long time compared to the other Indian states. This is because Kerala society has given so much importance to education and the endeavors to improve the quality of education. The role of teachers in improving the standard of education in this highly literate state has been uniformly acknowledged. Yet the wide disparity between the service and working conditions of government and private unaided school teachers remain alarming. As such the main thrust of this study is to highlight the fact that the job security and social standing born out of the decent salary and perks assured to the government school teachers were way beyond the reach of private unaided school teachers. The major grievance of the private school teachers, therefore, is that there is a wide disparity in the salary and perks which their government school counterparts enjoy, making them feel less secure and self-assured. This is a serious problem which the government of the state should address promptly, lest it should affect the morale of the private school teachers whose contribution to the realm of school education is no less vital.

The statistics given below would give the contention greater clarity: Between the years 2002-03 to 2005-06, against 386 new unaided schools only 6 new government schools and 8 new aided schools were started. (Kerala, 2006). While in the academic year 2003-04 there were only 8187 teachers in unaided schools of Kerala out of a total of 1,73,807 teachers (in government, aided and private unaided schools together) in the academic year 2005-06 the number of teachers in private unaided schools increased to 31,398. (Politics of education, 2005). In this context the present study has great relevance and significance. The study analyses the growth of lady teachers in unaided schools of Kerala State. It is hoped that the outcome of the research will provide valid insights to the policy framers and the echelons of private management institutions on the hardships and frustration of the teachers in unaided private management schools.

Primary education system in India

The Indian government lays emphasis on primary education up to the age of fourteen years, referred to as elementary education in India. The Indian government has also banned child labour in order to ensure that the children do not enter unsafe working conditions. However, both free education and the ban on child labour are difficult to enforce due to economic disparity and social conditions. 80% of all recognized schools at the elementary stage are government run or supported, making it the largest provider of education in the country.

However, due to a shortage of resources and lack of political will, this system suffers from massive gaps including high pupil to teacher ratios, shortage of infrastructure and poor levels of teacher training. Figures released by the Indian government in 2011 show that there were 5,816,673 elementary school teachers in India. As of March 2012 there were 2,127,000 secondary school teachers in India. Education has also been made free¹ for children for 6 to 14 years of age or up to class VIII under the Right of Children to Free and Compulsory Education Act 2009.

There have been several efforts to enhance quality made by the government. The District Education Revitalization Programme (DERP) was launched in 1994 with an aim to universalize primary education in India by reforming and vitalizing the existing primary education system. 85% of the DERP was funded by the central government and the remaining 15 percent was funded by the states. The DERP, which had opened 160000 new schools including 84000 alternative education schools delivering alternative education to approximately 3.5 million children, was also supported by UNICEF and other international programmes.

This primary education scheme has also shown a high Gross Enrollment Ratio of 93–95% for the last three years in some states.^[20] Significant improvement in staffing and enrollment of girls has also been made as a part of this scheme.^[20] The current scheme for universalization of Education for All is the Sarva Shiksha Abhiyan which is one of the largest education initiatives in the world. Enrollment has been enhanced, but the levels of quality remain low.

Private education

In India, due to the British influence, a *public school* implies a non-governmental, historically elite educational institution, often modeled on British public schools which are in certain cases governmental. There are privately owned and managed schools, many of whom have the appellation "Public" attached to them, e.g. the Delhi Public Schools, or Frank Anthony Public Schools. Most middle-class families send their children to such schools, which might be in their own city or distant boarding school such as Rajkumar College, Rajkot, the oldest public school in India. The medium of education is English, but Hindi and/or the state's official language is also taught as a compulsory subject. Preschool education is mostly limited to organised neighbourhood nursery schools with some organised chains.

According to current estimates, 80% of all schools are government schools^[16] making the government the major provider of education. However, because of poor quality of public education, 27% of Indian children are privately educated.^[21] With more than 50% children enrolling in private schools in urban areas, the balance has already tilted towards private schooling in cities; even in rural areas, nearly 20% of the children in 2004-5 were enrolled in private schools.^[22] According to some research, private schools often provide superior results at a multiple of the unit cost of government schools.^{[23][24][25]} However, others have suggested that private schools fail to provide education to the poorest families, a selective being only a fifth of the schools and have in the past ignored Court orders for their regulation.

In their favour, it has been pointed out that private schools cover the entire curriculum and offer extra-curricular activities such as science fairs, general knowledge, sports, music and drama.^[21] The pupil teacher ratios are much better in private schools (1:31 to 1:37 for government schools) and more teachers in private schools are female. There is some disagreement over which system has better educated teachers. According to the latest DISE survey, the percentage of untrained teachers (parateachers) is 54.91% in private, compared to 44.88% in government schools and only 2.32% teachers in unaided schools receive inservice training compared to 43.44% for government schools. The competition in the school market is intense, yet most schools make profit.^[21] However, the number of private schools in India is still low - the share of private institutions is 7% (with upper primary being 21% and secondary 32% - *source : fortress team research*). Even the poorest often go to private schools despite the fact that government schools are free. A study found that 65% of schoolchildren in Hyderabad's slums

Public expenditure on education in India

During the Financial Year 2011-12, the Central Government of India has allocated Rs 38,957 crores for the Department of School Education and Literacy which is the main department dealing with primary education in India. Within this allocation, major share of Rs 21,000 crores is for the flagship programme 'Sarva Siksha Abhiyan'. However, budgetary allocation of Rs 21,000 crores is considered very low in view of the officially appointed Anil Bordia Committee recommendation of Rs 35,659 for the year 2011-12. This higher allocation was required to implement the recent legislation 'Right of Children to Free and Compulsory Education Act, 2009'. In recent times, several major announcements were made for developing the poor state of affairs in education sector in India, the most notable ones being the National Common Minimum Programme (NCMP) of the United Progressive Alliance (UPA) government. The announcements are; (a) To progressively increase expenditure on education to around 6 percent of GDP. (b) To support this increase in expenditure on education, and to increase the quality of education, there would be an imposition of an education cess over all central government taxes. (c) To ensure that no one is denied of education due to economic backwardness and poverty. (d) To make right to education a fundamental right for all children in the age group 6–14 years. (e) To universalize education through its flagship programmes such as Sarva Siksha Abhiyan and Mid Day Meal.

However, even after five years of implementation of NCMP, not much progress has been seen on this front. Although the country targeted towards devoting 6% share of the GDP towards the educational sector, the performance has definitely fallen short of expectations. Expenditure on education has steadily risen from 0.64% of GDP in 1951-52 to 2.31% in 1970-71 and thereafter reached the peak of 4.26% in 2000-01. However, it declined to 3.49% in 2004-05. There is a definite need to step up again. As a proportion of total government expenditure, it has declined from around 11.1 per cent in 2000–2001 to around 9.98 per cent during UPA rule, even though ideally it should be around 20% of the total budget. A policy brief issued by [Network for Social Accountability (NSA) titled "[NSA Response to Education Sector Interventions in Union Budget: UPA Rule and the Education Sector]^[102] " provides significant revelation to this fact. Due to a declining priority of education in the public policy paradigm in India, there has been an exponential growth in the private expenditure on education also. [As per the available

information, the private out of pocket expenditure by the working class population for the education of their children in India has increased by around 1150 percent or around 12.5 times over the last decade].

Education in kerala

The educational scenario in Kerala is far advanced than other states of India. The Kerala model of development owes its attributed success to the achievements in the area of education and health. Most of the changes and development in the field of education has occurred since independence. The State had pursued a liberal higher education policy from 1956 through mid eighties in terms of quantitative expansion and access to higher education. Today, it boasts other states in terms of high literacy rate of 90.86% as against 65.38% in the national level.

Schools and colleges in Kerala are run either by the government, private trusts and individuals. The schools in Kerala are affiliated to Indian Certificate of Secondary Education (ICSE), the Central Board for Secondary Education (CBSE) and the Kerala State Education Board. The Education Department of the state gives special attention to the primary education. The primary schools in Kerala include private aided, private unaided and government schools. Though both English and Malayalam are offered as medium of instructions by the state run schools, most of the private schools resort to English as their language of teaching. After completing the secondary education that involves 10 years of schooling, students usually enroll in higher secondary education in any one of the three disciplines - Science, Commerce and Humanities. Apart from this there are teacher training institutes, special schools for the differently abled persons and an Anglo Indian High School.

The excellent education system of Kerala attracts students from other nations. The progress in the number of educational institutions in the state is rapid. Presently (2006-07), there are 12644 schools constituting 2790 high schools, 3037 upper primary schools and 6817 lower primary schools respectively. While analyzing the distribution of schools it may be noted that the number of lower primary schools had decreased from 6861 (1980) to 6817 (2006-07). This is due to change in the demographic pattern and the fall in the fertility rate of the state. The private unaided schools are more prevalent in high schools, where they constitute 13.12% of the total

high schools in the state. However, there is a sharp increase in the private aided schools in Kerala in all the 3 sections. Its distribution, in the year 2006-2007 was 1428 private aided high schools, 1870 private aided upper primary schools and 3992 private aided lower primary schools.

The enrolment of students showed a sharp decline over the years due to the steep fall in the rate of growth of population since late 1970s. A decline of 1.97% has been recorded in the enrolments of students in 2007-08 as compared to 2006-07. Enrolment of students in lower primary, upper primary and high schools sections are 31.14%, 31.76% and 31.10% respectively. The drop out ratio is very low in Kerala and it recorded 0.59% at lower primary level, 0.52% at upper primary level and 1.29% at high school level. Wayanad district has the highest drop out ratio (1065%) and Kasargode topped in the upper primary and high schools in this aspect.

Girls outnumber boys in all classes comprising 49.23% of the total students enrolment in schools. Besides, out of the 46998 students studying in vocational higher secondary schools, 51.86% are girls and at the graduate and postgraduate level too girls took the prime position with 67% and 78.2% (2006-2007) respectively. The picture showed that in the university education too girls stood first, which means that the government had laid emphasis on enrolling and retention of girls in normal schooling and non-formal education. Moreover, the government of Kerala is committed to bring about basic change in the status of women through education.

In the case of teachers, there are 1,76,126 teachers including TTI teachers. Out of this 31.3% are in government section, 60.72% in private aided sector and 7.98% in unaided schools. In these three sections women dominate men by 7.4% (2006-07). With regard to polytechnics, there are 43 nos. in the government sector and 6 as private aided polytechnics in the state (2007-2008). The annual intake of students in Government Polytechnics and Private Aided Polytechnics are 8160 and 1500 respectively. Here, girls constitute only a little more than 10% which is same as technical high schools.

The Technical Education system in the State includes courses in Engineering Technology, Management, and Architecture etc. at diploma, degree, postgraduate and research levels. Engineering colleges, Technical High Schools, College of Fine Arts, Polytechnic college, Government Commercial Institute, Government of Tailoring and garment making centre and

industrial schools come under the purview of Technical Education System of the state. National Institute of Technology, Kozhikode having the Deemed University status offers graduate and post graduate courses. Cochin University of science and Technology (CUSAT) is short listed by MHRD, Government of India for up gradation to the status of IEST. Self-financing institutions are also functioning in Technical Education sector in the state.

Currently, there are 7 Universities in Kerala excluding two deemed universities, which constituted 2.7 per cent of 297 universities in the country. In 2002, there were 1.61 lakh students in Arts and Science Colleges, excluding those in unaided colleges. Of which, 4 Universities namely Kerala, Mahatma Gandhi, Calicut and Kannur Universities are offering various courses and are general in nature. Cochin University of Science and Technology (CUSAT), Sree Sankaracharya University of Sanskrit and Kerala Agriculture University are the other 3 Universities functioning in the state. Sree Sankaracharya University of Sanskrit and Kannur University are the recently formed Universities, established in 1993 and 1995 respectively. Universities in Kerala have now shifted the emphasis from conventional courses to professional and technical job oriented courses while giving sanction to new courses.

Literacy

Kerala with its rich culture of respecting womanhood had given due value to her rights and needs boosting her self esteem. In spite of its varied traditions, all have offered more scope and place for women than they experienced elsewhere in India.

While reviewing the history of Kerala, we could see her transformation into the forefront of the society as gradual but a cautious one. Yet, she was not aloof from the errands of rearing children and household chores. Still, she seems pleasing and gratifying the needs of the family and maintains an inimitable status of her own apart from the counterparts and women of other states. We pride ourselves on being the state with the highest literacy rate among women, a state where female to male ratio is higher, suggesting that there are fewer numbers of selective abortion or female infanticide. The Kerala evidence suggests that literate men have literate sons, but literate women have literate families.

As per the norms of National Literacy Mission, a literacy rate above 90 % shall be treated as complete literacy. On this basis, Kerala (90.86%) was declared a 'Fully Literate State', on April 18th, 1991. 87.86 per cent of women in the state are literate which is extremely higher (33.7) than the national literacy rate of women. The break-up of male and female literacy rates are 94.2 and 87.86 per cent respectively. It seems that more than three-fourth percent of the total population are literate and there exists not much discrepancy between male and female population. The female literacy rate was growing at 1.69 per cent (1991-2001) as against the male literacy growth rate of 0.58 per cent in the state of Kerala. Some states are still lagging behind the level attained by Kerala in 1951.

Male - female gap in literacy rate in Kerala has been declining at higher rate. For instance, in 1951, male-female literacy gap was 21.9 per cent and in 2001 it is only 6.3 per cent . At all India level the gap is 21.7 per cent in 2001.

Female Literacy Rate - Kerala, India (1951-2001)

Year	Kerala Literacy (%)	-Female Male- gap (%)	India -Female Literacy Male- gap (%)
1951	36.43	21.92	7.93
1961	45.56	19.33	12.95
1971	62.53	14.6	18.69
1981	65.73	9.53	29.76
1991	86.17	7.45	39.29
2001	87.86	6.34	54.16

Source: Census of India

District-wise data showed that 'Kottayam' district ranks first both in male and female literacy rates and it is the first town in India to have achieved 100% literacy (a remarkable feat achieved as early as in 1989). The lowest literacy rate was found in Palakkad district in both sexes. It is to be noted that the female literacy rate in the district is lesser than male by 10 per cent. It is not a matter of great concern as the district lags behind in most aspects of development, compared to the State average.

With regard to scheduled castes population the distribution was 88.1% (males) and 77.6% (females) and that of scheduled tribes it was 70.8 percent and 58.1 per cent only.

Literacy Rate of different districts of Kerala

Districts	Literacy (%)	
	Male	Female
Kasaragod	90.84	79.8
Kannur	96.38	89.57
Wayanad	90.28	80.80
Kozhikode	96.30	88.86
Malappuram	91.46	85.96
Palakkad	89.73	79.31
Thrissur	95.47	89.94
Ernakulam	95.95	90.96
Idukki	92.11	85.04

Kottayam	97.41	94.45
Alappuzha	96.42	91.14
Pathanamthitta	96.62	93.71
Kollam	94.63	88.60
Thiruvananthapuram	92.68	86.26
Kerala	94.20	87.86

Source: Census of India,2001

Statistics showed that the female literacy levels in Kerala are improving over time. These literacy levels are highly correlated with the health status of the population. Kerala has the lowest infant mortality rates and the highest life expectancies of all the states. The pace of progress in the female literacy rate from 36.43 percent (1951) to 87.86 per cent (2001) was remarkable and reasonably a good indicator of development in the society.

Women's literacy in Kerala with insignificant gender and spatial disparities has been cited as a principal mover of many of the positive demographic indicators of the state. These indicators had resulted in the enhanced health status of women in Kerala. Female literacy and education are crucial determinants of child survival, general health and hygiene.

Major Issues in education sector

The low quality of education at all levels and in all types of institutions is a major issue of concern. Providing adequate

Opportunities for higher education particularly in technical subjects have become another major issue from the mid eighties. It was this concern, in the context of high demand for job oriented courses and the massive exodus of students to other states in search of such courses that has led to the starting of self financing educational institutions on a large scale in the State. The capacity, (or the lack of it,) of the State to finance education and alternate modes of financing became

important issues in the discussions on education in the nineties. An allied issue, of access and equity also came to the centre stage.

ANALYSIS

No of students in government and private unaided schools

no of students	Private unaided schools	Government schools
minimum	300	256
maximum	3800	2880
average	1347	951

Regarding the strength of students among the surveyed schools maximum no of students in private unaided school is 3800 and in government it is 2880.the minimum no of students is 300 in private unaided schools and 256 in government schools.the average strength in private unaided schools is 1347 students and in government it is 951.

Percentage of student's attendance

Percentage of students attendance	Private schools	Government schools
minimum	92	90
maximum	96	95.4

As regards student attendance in both sectors, the maximum attendance was 96% and the minimum attendance was 92%. While 90%government schools hold minimum attendance of 92%among the private unaided schools the corresponding figure was 92%.similarly while

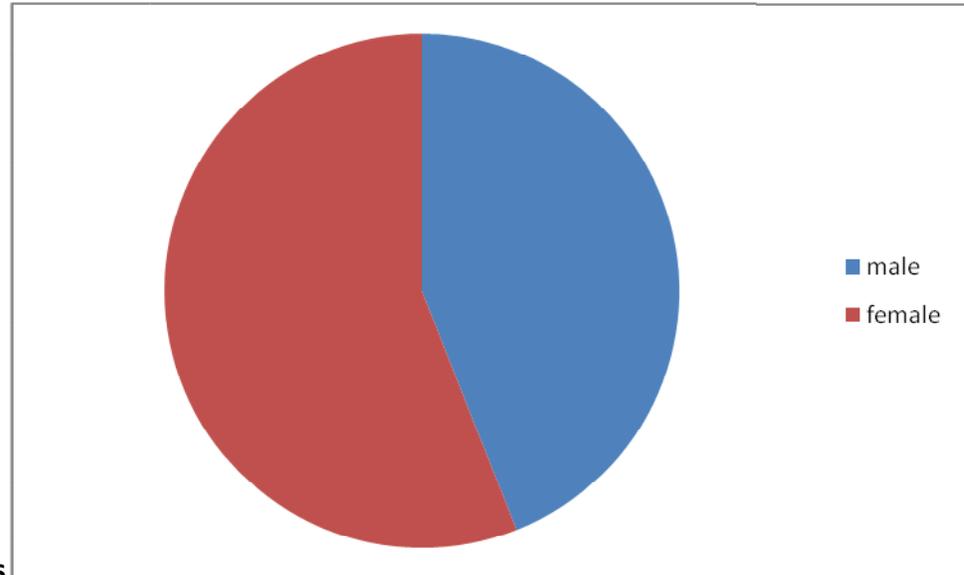
95.4% government schools had maximum attendance of 96% in the private unaided schools it was 96%.so there was not much difference between government schools and private unaided schools in terms of student attendance, through the private unaided schools are slightly better.

No of teachers

No of teachers	Private response	Government response
minimum	13	13
maximum	200	95
average	63	36

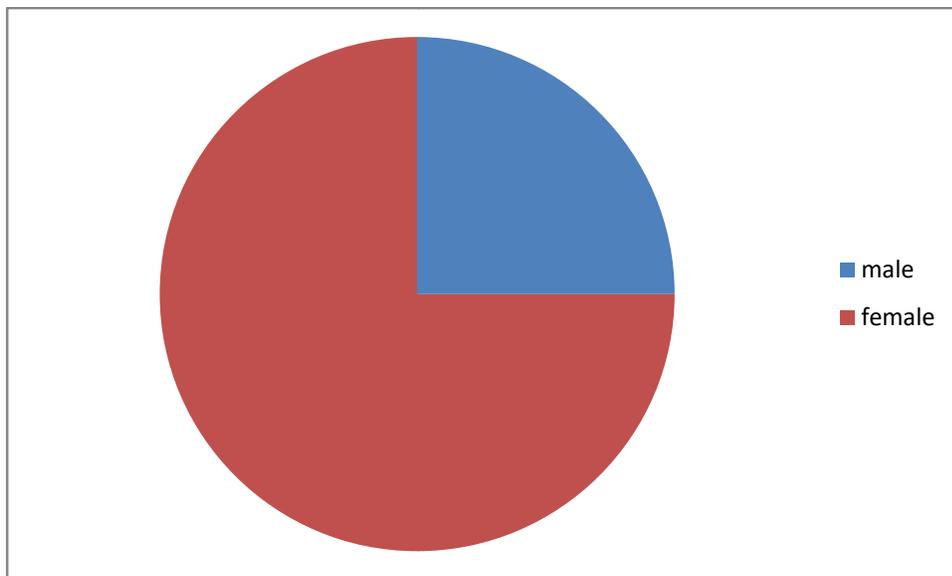
As for no of teachers in a school among the surveyed schools, the maximum no of teachers in private unaided schools is 200 and in government it is 95 and the minimum no of teachers is 13 in both government and private unaided schools on an average there are 63 teachers in private unaided schools and in government it is 36.the split up on the no of teachers yielded in the above table leaves the private unaided schools in better light in compared to government schools.

Gender wise split of teachers



Government schools

Private unaided schools



A gender wise split up showed the above pie diagrams. government schools had 44.4% male teachers while the private unaided schools had 25%. regarding female teachers while government schools had 55.6% female teachers, private unaided schools had 75%. so we can conclude that while school teaching in general is female dominated .the government schools had a healthier representation of both male and female teachers as opposed to private unaided sector which had a huge majority of female teachers. So there is a growth of lady teachers in unaided schools.

Among the number of male teachers in a school, there were 5 private unaided schools with no male teachers, there were no government schools with no male teachers. Among government schools the minimum no of male teachers was four while in private unaided schools there were quite a few with no male representation.

Experience of teachers in unaided schools

years	Percentage of teachers
0 to 5	54.9%
6 to 10	23.5%
11 to 15	16.7%
16 to 20	3.7%
21 to 25	1.2%
26 to 30	0
31 to 35	0

Regarding experience of teachers the private unaided school has the maximum percentage ranging between 0 to 5 years was 54.9%.there were no teachers who had experience between 25 and 30 years in private unaided schools, similarly there were no teachers with experience between 31 and 35 years in unaided schools.

Qualification of unaided school teachers

qualification	Percentage of teachers
PDC TTC	1.1
BA/B Sc/ B P Ed and TTC	2.1
BA/ B Sc and B Ed	12.8
LLB	1.1
MA/M Sc/M P Ed and B Ed	42.6
M Ed	0

MA M Phil	2.1
MCA	2.1
PhD	0
No B Ed	18.1
Only MA no B Ed	4.3
Only BA no B Ed	6.4
MP Ed no B Ed	1.1
B P Ed no B Ed	2.1
PGDCA	1.1

In terms of qualification 1.1% private school teachers have only PDC and TTC. Among 2.1% have a degree and TTC. Further, 12.8% teachers have a degree and bachelor of education. Besides 1.1% teachers have degree in law. Majority of teachers have a post graduation and B Ed degree it is about 42.6%. There is no private unaided school teachers with M Ed degree. There are 2.1% teachers with M Phil. and 2.1% teachers with MCA Degree. No private school teachers with Ph D. There are 18.1% teachers without B Ed, and there are 4.3% teachers with only master degree and no B Ed. Degree. There are 1.1% with only post graduate diploma in computer application, 2.1% with only bachelor of physical education degree and 1.1% with only master of physical education degree.

TEACHING HOURS IN A WEEK

	Percentage
5 to 20 hours	1.2%
21 to 30 hours	77.8%
Above 30 hours	21.0%
total	100

In terms of teaching hours in a week, 1.2% unaided school teachers teach between 5 and 20 hours, which is the minimum working hour in a week for the teachers in private unaided schools. The weekly working hours of between 21 to 30 hours claim 77.8%. The maximum duration of work in a week, which is above 30 hours is turned in by 21%.

No of days leave in a month

	Percentage
4 days	21.6%
6 days	20.4%
8 days	58.0%
total	100%

Considering the no of days leave in a month,there was 4 days leave in 21.6%private school teachers and6 days leave in 20.4% and 8 days leave in 58%private schools.

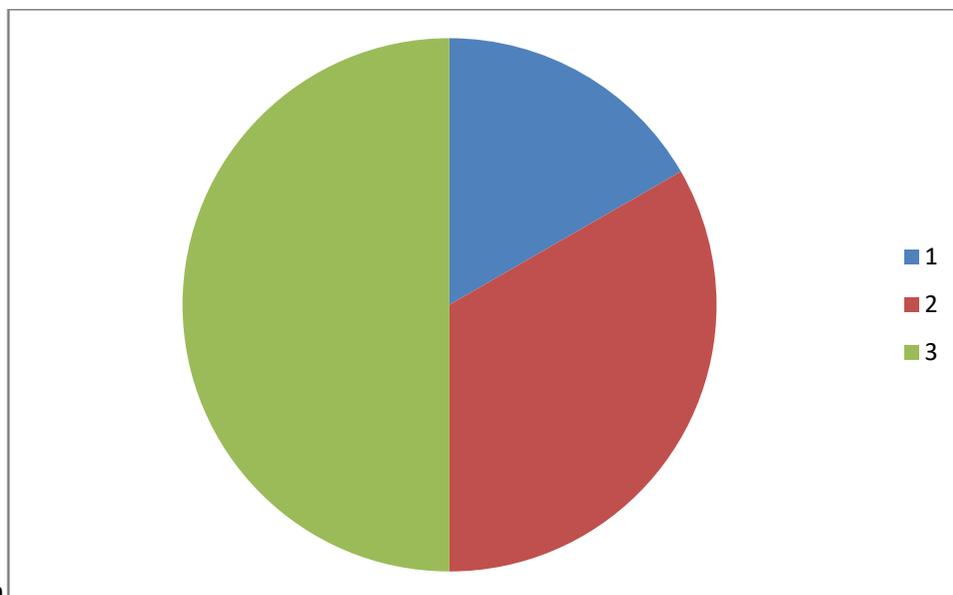
Salary

salary	Percentage of teachers
5000 to 10000	26%
10000 to 15000	48%
15000 to 20000	24%
20000 to 25000	-
25000 to 30000	-
30000 to 40000	-
40000 to 50000	-
50000 to 60000	2%
total	100%

In terms of monthly salary while 26% of private unaided school teachers collect a minimum salary between Rs 5000 and Rs 10000,and 48% teachers receive a minimum salary between Rs10000 and Rs 15000.24% teachers receive salary between Rs 15000 and Rs 20000.none of the teachers got salary between Rs 20000 and Rs 50000.only 2% unaided school teachers receive salary ranging from Rs 50000 to Rs 60000.

In-service courses

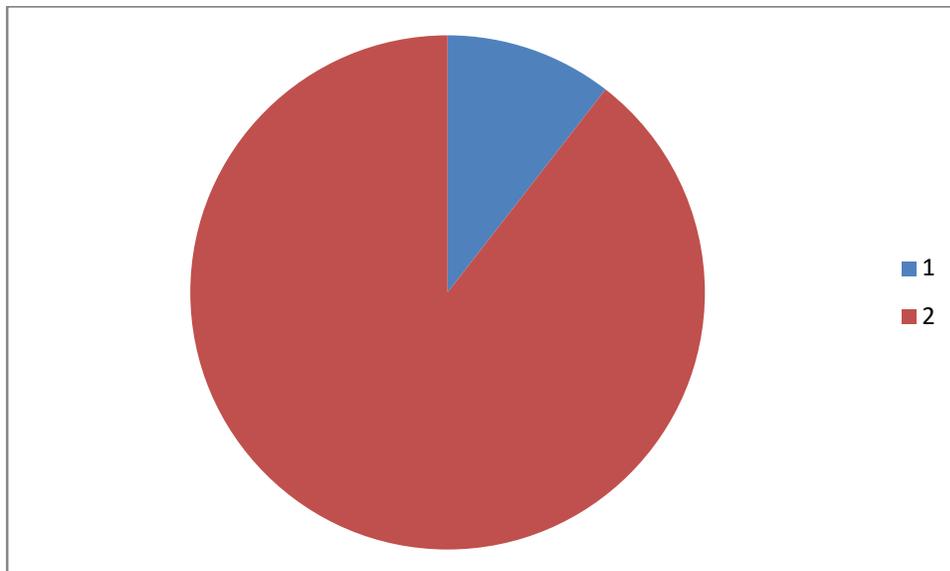
In the case of in-service courses of unaided school teachers about 85% teachers attending in-service courses in their service. about 15% unaided school teachers not attending any in-service courses.



Class test in a month

In terms of conducting class test in private unaided school there is 50% of unaided schools conducting 3 class tests in a month. About 30% unaided schools conducting 2 class tests in a month. About 20% of unaided schools conducting only 1 class test in a month.

Member of school committee



In terms of member of school committees of unaided school teachers about 10% teachers having only 1 membership of school committee, and about 90% of unaided school teachers having 2 membership of school committees.

Problems of teachers working in unaided schools

High work load

		High work load			total
		Yes	No	No opinion	
sector	private	71%	26.5%	2.5%	100%
	government	14.8%	85.2%	-	100%

In relation to high work load of teacher, among private unaided school while 71% replied they had high workload. 26.5% did not complain of high work load. Whereas among the government school teachers 14.8% said they had high workload, 85.2% said they did not find their work load heavy. so in terms of high work load the government school teachers were pleased with themselves as against their private unaided schools counterparts.

Low salary

		Low salary			total
		Yes	no	No opinion	
sector	private	96%	2%	2%	100%
	government	-	100%	-	100%

In relation to low salary of teacher among private unaided schools while 96% replied they got low salary . 2% said their salary was not low and 2% said they had no opinion. among the government school teachers all (100%) teachers felt that their salary was not low. so in terms of salary received the government school teachers were significantly satisfied in comparison to their private unaided school counterparts who were not.

Job satisfaction

		Job satisfaction			total
		Yes	no	No opinion	
sector	Private	88.4%	1.6%	10%	100%
	government	100%	-	-	100%

Job satisfaction among private schools while 88.4% said they had job satisfaction and 10% said they had no opinion. Among government schools 100% had full job satisfaction. so in this vital aspect of providing job satisfaction private schools could not match government schools.

Job insecurity

		Job insecurity		total
		Yes	no	
sector	private	85.2%	14.8%	100%
	government	-	100%	100%

In relation job security of teacher among private unaided schools while 85.2% replied they faced job insecurity and 14.8% did not. among the government school teachers all (100%) teachers enjoyed their security of tenure.

Presence of an association or union for grievance redressal in your institution

		Presence of an association or union for grievance redressal in your institution			total
		Yes	no	5.00	
sector	private	5.6%	93.8%	.6%	100%
	government	100%	-	-	100%

In relation to the presence of unions and associations in their educational institutions while only 5%private unaided school teachers replied in the alternative all (100%) government school teachers replied in the affirmative. so in terms of presence of union and associations in schools there is a significant difference between private unaidedschools and government schools.

FINDINGS AND CONCLUSION

Both government and private unaided school teachers must co-exist for adequately meeting the educational needs of the state. As the findings prove that the allegation of significant disparity in the service and working condition of teachers in government and private unaided Schools in Kerala is true the private unaided school teachers must be given service and working conditions on par with the government school teachers. This is vital for motivating and extracting the best output from the private school teachers. The best services from teachers of both government and private unaided schools only can ensure excellence in School education. Otherwise, it will be a valid reason for the deterioration of educational standard in the state.

The government and the community should Endeavour to create conditions which help motivate and inspire teachers on constructive and creative lines. its urgent to restore the dignity of school teaching as a profession and provide more incentives for qualified teachers and committed teachers.non teaching official duties such as electoral activities should not be allowed to interfere with the teaching process”.

Though the private unaided sector provides considerable employment, all is not well with the condition of its employees. The great number of individuals seeking employment in unaided educational institutions acts much as a reserve army of the employed. Their depressing wages and confounding working conditions impede their professional and creative development and hence of all society.

Where an institution is community or government owned unlike private owned there is more or less equitable power sharing between the different players-teachers, students and managers. The feeling of common ownership enhances a spirit of right consciousness but it was found that at least in some cases there is watering down on the duties.

If a system or educational institution does not interact with its social, political, and economic environment and receive fresh input it will weaken and cease to exist .this is what is happening in government sector as opposed to private sector. Open system needs to interact with the socio economic and political environment to survive.

An organization creates more synergy and accomplishes more when all units in the organization work together, than by themselves alone . The system of education will definitely improve when the unit or sub system of teachers works in tandem with the subsystem of managers, not forgetting the students and their parents. Private managers should also understand the interdependence of subsystems, willing to replace vertical hierarchy bycoordinated team work, better job design, information sharing and the like.

It is the need of the hour that a congenial educational environment be maintained in the state as a whole. Educational development of the state depends on the quality of teachers .if attractive service and working conditions do not prevail it is likely to undermine the motivation of teachers which in turn would affect the development of the state in general and education in particular.

In social and cultural history of Kerala, that a feature of the educational scene in Kerala is the pre dominance of the private sector. Today two third of the schools are run by private agencies.

The service condition provided in some of the private unaided schools do not comply with the conditions laid down by Right of children to free and compulsory education act and Kerala rules. The RTE states that- the salary and allowances and terms of conditions of teachers of schools referred to in sub clause (1) and (2)of clause (n) of section 2, shall be fixed by government from time to time. Provision of ideal service conditions to employees to get the best output is advocated by Herzberg's two factor theory reveals that the work, achievement as well as recognition of the achievement are the primary motivators or satisfiers. Factors having a negative motivation impact are the poor working conditions, low salary, low job security, poor supervisory methods, and the general company management climate.

SUGGESTIONS

-The large income disparity between government and private school teachers should be bridged as private school teachers unlike the government school teachers are employed on a consolidated salary without any allowance. The pay scales of private school teachers should be revised in line with the pay scale of teachers in government and aided educational institutions. A set of rules for payment of dearness allowance , house rent allowance etc. corresponding to the government schools should be implemented.

- It is suggested that the government should take urgent steps to constitute a welfare fund for improving the conditions of the private school teachers on par with that of the government school teachers. This must include provisions for meeting the medical expenses, children's education etc. This is based on the rationale that the private unaided schools like the government schools are contributing to the development of the education in the state.

-The schemes for the welfare of teachers all over India which are being operated by the National Foundation for Teachers' Welfare (NFTW) should be extended to private unaided school teachers also.

-Labour policy highlights of the Kerala government like a unified and consolidated legislation for social security schemes ... for workers in the unorganised sector, social security cards , ...modern medical facilities for workers, rehabilitation packages for displaced workers etc - should be extended to the private unaided school teachers.

-Teachers do not get any protection as per The Factory Act 1948 , The Industrial Disputes Act 1947, The Minimum Wages Act 1948 ,The Shops and Establishments Act 1960 and The Payment of Gratuity Act 1972. In this situation the state government should make necessary amendments in the respective labour laws and extend protection to private teachers . But as this is a cumbersome and slow process a viable alternative would be for the state government to go in for a comprehensive legislation to protect the private school teachers as well.

- The researcher proposes that there should be a Government Bank for Educational Development that provide cheap loans to meet the respective needs of - (a) teachers (b) students and (c) managers.

-So it is suggested that the state government should take urgent steps to constitute a Labour Welfare Fund, either for labourers in general or for private unaided school teachers in particular. This must include provisions for meeting the medical expenses, children's education etc on the lines of the International Labour Organization's (ILO) recently defined mission based on Decent Work Agenda. It must be made mandatory that each management contributes to this Labour Welfare Fund.

- There must be more public accountability and monitoring in the government schools to ensure that school attain optimum efficiency ,extract the best from teachers , stem the negative aspects of students like destruction of school property so that quality of education in the state attains all round improvement.

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