

## CHAPTER III

### TEACHING AS A PROFESSION

#### THE TEACHER - HIS QUALITIES AND DUTIES

The most important and pressing problem in the field of education is the supply of right type of teachers. The realisation of the objectives of education depends finally upon the quality of the teacher. Sir Ronald Gould while addressing the opening session of the sixth assembly of the World Confederation of the Organisations of the Teaching Profession observed that " the impact of the mind on mind and character on character counts for so much that the most important element in the educational service, after the child himself, is the teacher. "<sup>1</sup>

All progressive countries are well aware of this fact and are therefore keenly interested in improving the quality of their teaching personnel by providing them better training and superior amenities. Efforts are being made in all the countries to make the profession

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1. Sir Ronald Gould, " Quality in the Teaching Profession " Teacher Education (A.I.C.S.E., Delhi), Vol.1: 8, August 1957, PP.19-24.

attractive to the intelligent and talented people by increasing the scales of pay and providing better working conditions. There has been a growing realisation all over the world in recent times, that education suffers and ultimately the nation suffers, if right type of persons are not drawn into teaching profession. Quality of teachers is closely related to the standards of education and so the highest priority in any scheme of educational reconstruction is to be paid to the improvement of the teaching personnel.

Buildings and furniture are important for any school. Equally important are books, syllabi, teaching aids and teaching methods. But no other aspect of education is so very significant as the teacher for the development of pupils.

Teacher is of paramount importance in a national system of education. It is the teachers, who select, employ and interpret books, maps, films and other aids of instruction. Above all it is they, who, day in and day out, year in and year out, influence by their contact and behaviour, nations future generation.

It is a very important point that the persons who are going to be charged with the task of educating the

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2. G.S.Thakur, Causes of Dissatisfaction among teachers (Bilaspur: E.S.C., Govt. Post Graduate Training College, 1965), P.5.

country's children should be persons of deserving merit and character.<sup>3</sup>

Teachers are responsible for the instruction and guidance of all the children whose knowledge, attitudes, beliefs and opinions determine the future social order. The children are the most precious material of all the belongings of any parent. It is therefore quite natural that every parent desires that his children be entrusted only to the care of the efficient and competent teachers for their wholesome growth and development.

Dr. L.M.Chamberlain makes it clear when he states,

the extent to which the school realizes its potentialities for the wholesome growth and social development of the individual depends largely upon the training and competency of the instructional personnel.<sup>4</sup>

The selection and preparation of teachers is, therefore, a significant factor in the educational planning and administration of any country. It is also important that the persons who want to enter teaching as their life's career should understand the qualities required by the profession and satisfy themselves at the outset as to the  
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3. D'Souza and Chatterjee, Training for Teachers in India and England (Calcutta: Orient Longman's Private Ltd., 1956) pp.11.

4. L.M.Chamberlain and L.W.Kinderd, The Teacher and School Organisation (New York: Prantice Hall Inc., 1950) P.115.

possession of those qualities.

The Commission on Teacher Education in America<sup>5</sup> after making several studies on the essential qualities of the teacher, suggested the following as important for teachers in the modern schools.

- i. Respect for Personality
- ii. Community-mindedness
- iii. Rational behaviour
- iv. Skill in co-operation
- v. Increasing knowledge
- vi. Skill in mediating knowledge
- vii. Social understanding and behaviour
- viii. Friendliness with children
- ix. Good Citizenship in the school and outside
- x. Skill in evaluation of pupils' work
- xi. Faith in the worth of teaching

Each one of these eleven characteristics is as important as the other in enabling the teacher to discharge his professional functions conscientiously.

Prof. Samuel Mathai<sup>6</sup> while participating in a symposium on " the teacher we need in India today ", organised by the Union Ministry of Education, observed that there are four kinds of teachers.

- i. The Teacher who is not remembered at all
  - ii. The Teacher who is remembered and hated
  - iii. The Teacher who is remembered and forgiven
  - iv. The Teacher who is remembered and loved
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5. Ibid. PP. 130-132.

6. Government of India, Ministry of Education  
 " The Teacher we need in India today "  
 (Symposium) 1956, P.11.

He says that the fourth category is scarce as no one who has been a teacher dares to hope that there might be this kind of teacher. In the present day conditions, when many issues connected with our National Life depend on the attitudes and interests of our boys and girls in the schools, we should not spare any effort in securing the services of teachers with quality and calibre. We cannot afford to have the kind of teachers referred to in the first three categories and our aim should be to secure the teachers satisfying quality referred to in category four.

Dr. Amarnath Jha has rightly pointed out that the educators should be inspired with the greatness of their vocation and they should be persons of high character who could attract the affection of the pupils and the respect of the society.<sup>7</sup>

Every teacher should possess certain minimum requirements of physical, intellectual, social and emotional qualities which are essential for teaching profession. Prof. S.N.Mukerji emphasises that every one cannot become a teacher unless he possesses certain

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7. Govt. of India, Ministry of Information and Broadcasting. Future of Education in India, 1956, P.114.

essential qualities. He elucidates the idea when he quotes C.M.Joad that "teaching is not everybody's cup of tea." <sup>8</sup> After a thorough analysis of all the studies made on the subject, Prof. Mukerji states that the success of a teacher depends on the following factors.

- i. Teacher's Personal equipment
- ii. Professional equipment
- iii. Cultural back ground and academic equipment
- iv. Physical equipment
- v. Mental equipment
- vi. Emotional stability
- vii. Social equipment <sup>9</sup>

There are indeed very few teachers possessing all these qualities. The profession in our country is not able to attract talented and resourceful people. Investigations made in other countries also reveal that teaching profession generally attracts candidates of mediocre abilities. "Probably most people do not as yet regard teaching in the same light as they do law or medicine. They ascribe some what less professional stature to teachers than they do to engineers or chemists or dentists or pharmacists or architects." <sup>10</sup>

8. S.N.Mukerjee, Secondary School Administration (Baroda: Acharya Book Depot., 1963) P.106.

9. Ibid. PP.106-107

10. A.J.Huggit and T.M.Stinnett, loc. cit., P.8.

There are many studies which indicate that the students in Teacher's Colleges are much lower in ability than the students in Engineering and other professional colleges. It is not desirable that the students of our training colleges who are the future teachers should rank lower in mental ability.

The only solution to solve this problem is to make the profession more attractive so as to make it compete on equal terms with other important professions. At present our teacher education institutions are not having suitable aptitude and attitude tests for use at the time of selecting candidates. If efforts are made by the National Council of Educational Research and Training and other Research bodies in this direction, it would be possible for our Training Colleges to institute appropriate procedures for selecting candidates possessing the required abilities and aptitudes. Dr. V.K.R.V.Rao states:

Given the best accommodation, equipment and other facilities, if the teacher is of poor quality or indifferent to his work or is using inefficient teaching methods, the educational system is bound to be inefficient. Conversely, even with shortcomings in accommodation, equipment and other facilities, if the teacher is of good quality or is dedicated to his work or using the right teaching methods, the educational system is certain to gain in efficiency. 11

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11. V.K.R.V.Rao, Education and Human Resource Development (Bombay: Allied Publishers Ltd., 1965) P.146.

Hence the quality and dedication on the part of the teacher are essential to maximise the results from any educational system. These two qualities take shape out of the teacher's aptitude and attitude.

If we make a close observation of the teacher's functions, we come to the conclusion that teaching is not one job but comprises of many jobs, besides classroom instruction. The teacher has to function in the following roles in the present set up.

- i. A director of pupil's learning
- ii. A counsellor of students
- iii. A member of a group of professional workers
- iv. A citizen participating in several community activities
- v. A leader in the community development programmes

The functions four and five mentioned above have assumed much importance in the State of Andhra Pradesh with the introduction of Community Development Projects under the new set up of " Panchayat Raj ".

Numerous studies have been made in America to find out the desirable traits in the teacher. In one study made by Prof. Witty and reported in the Encyclopedia of Educational Research, the following qualities are found to be the positive traits in the teachers.

- i. Co-operative and Democratic attitude
- ii. Kindliness and consideration of the individual
- iii. Patience
- iv. Wide interests
- v. Good appearance and pleasing manners
- vi. Fairness and impartiality
- vii. Sense of humour
- viii. Good disposition and consistent behaviour
- ix. Interest in pupil's problems
- x. Flexibility
- xi. Proficiency in teaching<sup>12</sup>

The following have been found out as the negative traits.

- i. Bad temper and intolerance
- ii. Unreasonable in demands
- iii. Inclined to have favourites
- iv. Tendency to be gloomy and unfriendly
- v. Sarcastic and inclined to use ridicule
- vi. Unattractive in appearance
- vii. Impatient and inflexible
- viii. Tendency to talk excessively
- ix. Over bearing and conceited
- x. Lacking sense of humour

There have been many more studies made by experts in the field of Teacher Education like Charters, Barr and Emans on the qualities of good teachers. The following are some of the aspects found to be important for teacher competency and teacher success.

- i. Teaching aptitudes
- ii. Resourcefulness
- iii. Intelligence
- iv. Emotional stability
- v. Buoyancy
- vi. Co-operativeness
- vii. Reliability<sup>13</sup>

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12. W.S. Monroe ed., Encyclopedia of Educational Research, Loc. cit. P.1448.

13. Ibid. PP.1449-1450.

Comprehensive compilation of the above characteristics and other important traits along with the frequency of mention of correlation under different studies viz., Student teacher ratings, Inservice ratings, College grades and consensus of judges was prepared by Dr. A.S. Barr<sup>14</sup> in an exhaustive manner. Although many studies have added materially to the understanding of desirable abilities, traits and qualities of teachers, efforts are yet to be made as suggested by Dr. A.S. Barr towards identifying those teacher abilities, traits and qualities which make for high level of effectiveness for different purposes, persons and situations.<sup>15</sup>

Considerable number of studies have since been made in America and other advanced countries to assess the aptitudes and attitudes of teacher. Minnesota Teacher Attitude Test is an important inventory in this direction to trace out people's attitudes towards teaching profession. If tests of this kind are standardized in our country it would be possible to administer them in our Teacher Training Institutions for selecting suitable candidates to the teaching profession.

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14. A.S. Barr, et.al. The Measurement and Prediction of Teacher Efficiency (Madison: Dembar Publications Inc., 1948) PP.81.

15. Encyclopedia of Educational Research, op. cit. P.1454.

In the present set up, the teacher is not an old time ' Director of School Studies '. He has to assume the role of dynamic educational leadership. As suggested by Prof. Mackenzie, " improving of instructional leadership is one of the important problems faced by every city, country and state school system as leadership education has not received attention comparable to classroom supervision and course of study development."<sup>16</sup>

The success of education depends on the quality of the teaching staff and the qualities required of a successful and competent teacher are many as detailed on the preceding pages. But only a few teachers can be expected to possess all the qualities. The lists only set the goals towards which a teacher should strive. The more a teacher possesses these qualities, the more effectively he can discharge his obligations to the school and community.

It is not possible to instil all the desirable qualities into the teachers all of a sudden. Even a powerful legislation cannot achieve this miracle as much depends only on the Teacher's attitude. But considerable

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16. G.N.Mackenzie and S.M.Corey, Instructional Leadership (New York: Bureau of Publications, Teachers College, Columbia University, 1954) P.74.

improvement can be expected on the part of the teacher towards the realization of the educational objectives if the teacher evinces keen interest in his job and adopts the zeal for work and loyalty to the profession.

There has been increasing recognition that good education is an investment not only for the individual, but also for the country. " In this competitive world of today, no country can flourish unless its people are educated, as uneducated masses are a drain on the economy of a country " as observed by Shri M.N.Kapur.<sup>17</sup>

But it is not only uneducated but also ill-educated, who will be a drain on the country's economy and security. If the State and Society can realize the importance of teaching profession in the direction, they will be able to serve the cause of education in an effective manner by adopting all the measures necessary to improve the quality and competency of the teaching personnel.

#### TEACHING AS A PROFESSION

Teachers constitute the largest group in any country at any time. According to 1950 census in the United States of America, the total number of teachers approxi-  
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17. M.N.Kapur, ' Teacher ' Welfare in a Welfare Society ' The Teacher Today and Tomorrow (New Delhi: Govt. of India, Ministry of Education, 1966) P.39.

mate almost one third of all the professional workers put together. In India teachers constitute larger than any other professional group.

Many occupational groups do not enjoy professional status. They can command professional status only when they satisfy certain conditions. As Prof. Myron Lieberman points out, " all the occupational groups do not achieve professional status until the members of the groups concerned participate enmasse in the movement to achieve professional status. "<sup>18</sup>

There is no authoritative criteria to distinguish professions from non-professional occupations. Prof. A.M.Carr states:

Nevertheless the term profession clearly stands for something. That something is complex of characteristics. The acknowledged professions exhibit all or most of these features. They stand at the centre and all around them on all sides are grouped vocations exhibiting some but not all of these features.<sup>19</sup>

Although there is no clearcut definition of the term " profession " as differentiated from other occupations, common characteristics present in certain

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18. Myron Lieberman, Education as a Profession (Englewood Cliffs, N.J.: Printice Hall Inc., 1963) P.2.
19. A.M.Carr et. al., The Professions, (Oxford: The Clarendon Press, 1933), P.284.

important professions guided our educationists to chalk out certain important characteristics of a profession. Prof. Lieberman holds that the following are the chief characteristics of any professional group.

- i. A unique, definite and essential social service
- ii. An emphasis upon intellectual techniques in performing its service
- iii. A long period of specialised training
- iv. An emphasis on the service to be rendered rather than on the economic gain to the practitioners
- v. A comprehensive organisation
- vi. A code of ethics. <sup>20</sup>

Judged on the basis of the above criteria, Teaching acquired professional status only recently in our country. Teachers of the ancient times were not fulfilling all the conditions, though they stood better on a few of the characteristics. The teachers of the past were motivated essentially by the idea of service to humanity. They never cared for their economic gains. On the other hand they used to spend all their properties for the sake of their disciples as they had to take up the responsibility of looking after boarding, lodging and other facilities of the students that were staying with them. The teacher was taking complete responsibility for the development of the pupils entrusted to his care and this gives out the reason why the

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20. Myron Lieberman, op. cit. PP.2-3.

students of the old generation were feeling highly indebted to their teachers through out their lives and worshipping the teacher as " Gurur Brahma, Gurur Vishnu, Gurur Devo Maheswara ".

The teacher of those times was never caring for any reward or recognition but doing all the professional service as a matter of legitimate duty towards society. Therefore, the teacher of the ancient times in India was more than fulfilling the characteristics Nos. 1 and 4 as held by Prof. Liberman.

But the evidence as to the fulfilment of other characteristics is not forthcoming. There was no specialised training for teachers in those days. Persons who were well versed in all sciences were deeming it their duty to disseminate their knowledge to others. Even though no special training marked the profession in the past, profound knowledge in all subjects was present in all teachers.

There was no comprehensive organisation of teachers in those days. In fact, there was no need for any such organisation in those times as the teachers had no problems in their occupation. The social set up was so well organised that no special organisation was needed to protect the rights of any one section.

A code of ethics in the sense we understand it now was also not present in those days. The teachers were essentially motivated with the urge for service to humanity and as such, the absence of any such code of ethics did not handicap their professional performance.

### Teacher Preparation

Training for teachers was conspicuous by its absence in ancient times. It was only in the beginnings of 19th century that efforts were made in some countries for the establishment of schools intended for preparation of teachers. The term 'normal school' was used for the schools meant for the preparation of elementary school teachers. In America, the first normal school was established in Lexington, Massachusetts in 1839.<sup>21</sup> The practice of providing professional preparation for high school teachers did not begin till about 1850 in America.

The practice of imparting systematic training to teachers in our country is only of recent origin. No attention was paid for teacher training by the British Government in India until the publication of Wood's Despatch in 1854. This Despatch referred to the dearth

21. A.J.Huggett and T.M.Stinnett, loc. cit. P.6.

of teachers in the country and recommended the establishment of teacher training institutions in all the provinces.

The first institution to train secondary teachers in our country was the Government Normal School at Madras opened in 1856 and later called as the Teachers' College, Saidapet, Madras.<sup>22</sup> The first teacher training institution ( Normal School ) in the State of Andhra Pradesh was started at Rajahmundry in 1888. The beginnings of these professional schools were modest but they gained prestige in course of time and ultimately expanded to collegiate levels.

The foundations for professional preparation were laid only in the middle of 19th century in our country as seen above. By the beginning of 20th century, the programme gained momentum and there was steady growth in the number of institutions for teacher preparation as evident from the Table VI on page 89. The training provided to the teachers in these institutions contributed significantly towards their professional status.

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22. D'Souza and Chatterjee, Training for Teachers in India and England, loc. cit.

TABLE VI<sup>23</sup>GROWTH OF TEACHER EDUCATION IN INDIA  
IN THE TWO DECADES AFTER INDEPENDENCE.

UNIT	1950-51	1955-56	1960-61	1965-66
1.	2.	3.	4.	5.
Teachers Training Colleges (Second- ary Teachers)	53	107	216	250
Enrollment	5,781	14,280	19,500	26,000
Teacher Training Schools (Element- ary School teach- ers)	782	930	1,138	1,300
Enrollment	70,063	90,914	1,22,682	1,60,000

23. V.K.R.V.Rao, Education and Human Resource Development (Bombay: Allied Publishers, 1966), P.202.

EVOLUTION OF TEACHING TO THE PROFESSIONAL STATUS

There are many other factors that play important roles in the evolution of an occupation into professional status. The National Education Association of the Institute on Professional and Public Relations, Washington in its pamphlet "The yard stick of a profession" suggested the following characteristics of a profession.

- i. A profession involves activities essentially intellectual
- ii. A profession commands a body of specialized knowledge
- iii. A profession requires extended professional preparation
- iv. A profession demands continuous in-service growth
- v. A profession affords a life career and permanent membership
- vi. A profession sets up its own standards
- vii. A profession exalts service above personal gain
- viii. A profession has a strong, closely knit professional organisation.<sup>24</sup>

We can analyse the status of teaching in the light of these eight characteristics and decide whether teaching as an occupation has acquired professional status.

A profession involves intellectual activities

Teaching satisfies this criterion beyond any doubt. Teaching involves activities which are essentially

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24. A.J.Huggett and T.M.Stinnett, op. cit. P.9

intellectual in nature. The work of the teacher relates to the preparation of all other professional workers. Teaching is therefore referred to as the "mother of professions". In the words of Shri Hitendra Desai, Chief Minister of Gujarat, "the teacher shapes the destiny of the nation through the education of young minds."<sup>25</sup> The task of teaching in this direction is thoroughly intellectual.

#### Commanding a body of specialized knowledge

At present teaching has developed into a significant body of specialized knowledge. The knowledge of pedagogy has grown so enormously in recent times, that separate departments have been established for this subject in almost all the universities in the country. The research studies made in many of our universities and large number of books published on this subject from time to time stand as a striking evidence to prove that teaching profession is now controlled by an extensive body of scientific knowledge.

#### Professional preparation

Preparation for any profession is done by undergoing a course of study prescribed either by the State  
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25. The Teacher To-day and Tomorrow, loc. cit.  
P.20.

or the university, whereas preparation for non-professional occupation is secured through practical experience or apprenticeship or both. All high school teachers are either degree holders or Matriculates with one or two years of teachers' training after completing their general education. The Training Colleges and the Departments of Education in the Universities offer one year teacher training to graduates and post-graduates to prepare them for secondary school teaching and the Training Schools impart two years training to the holders of S.S.L.C. or its equivalent qualification to prepare them as primary school teachers. The four Regional Colleges of Education established in different parts of our country and the university of Kurushetra are now conducting four years integrated teacher training course.

Apart from the pre-service training given to the teachers of all categories, attempts are now made by the Department of Field Services (N.C.E.R.T.) and the State Institutes of Education, to give in-service training to the teachers by organising seminars, work-shops and summer schools.

#### Affording a life career and permanent membership

More and more people now-a-days take to teaching as their life's careers because of two reasons.

i. Tremendous increase in the number of educational institutions in the last two decades in our country.

The number of secondary schools which was just about 7,000 in 1950 rose to 25,000 in the year 1965 giving more and more opportunities to the people for securing life time jobs.

ii. Increase in the scales of pay.

The scales of pay are better at present although by no means adequate, than the scales of the past. Many people are attracted to the teaching profession during recent times because of increase in the scales of pay. But this point is perhaps the weakest one in the claims of teaching to the professional rank as there are many who leave this profession every year in favour of more remunerative jobs. But their number is undoubtedly low when compared to the number of teachers that take to this occupation and remain as permanent members.

Dissatisfaction in the profession is one among many reasons that cause some teachers leave the profession. The leaving rate fluctuates from year to year and from one institution to the other. Improved working conditions would increase job satisfaction and thereby increase the holding power of any profession.

### Setting up of standards

In our country, we are still making a start in formulating standards for different professions. The standards of teachers are mostly governed by the State laws and regulations.

In America, the National Education Association set up ' the National Commission on Teacher Education and professional Standards '. The standards which the Commission seeks to raise relate to selection, preparation, certification, salary, employment and welfare policies of teachers. Messrs. Huggett and Stinnett hold:

Great progress has been made in the elevation of professional standards since the Commission was formed and it may be said that teaching is at long last beginning to have the dominant role in setting up the standards for its members, as is true of the other respected professions. <sup>26</sup>

### Service above personal gain

Teaching has been recognised universally as a true profession in the sense that the teachers are motivated basically by their desire to serve society rather than to earn a few chips. The profession has taken up the responsibility of preparing the future citizens. So teaching is undoubtedly an occupation with social service as one of its important objectives.

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26. A.J.Huggett and T.M.Stinnett, op. cit. P.20

### Having a strong professional organization

All recognised professions of the world have strong professional organisations. In one way, the teaching profession in our country meets this criterion fully but fails in another way. There are strong teachers organisations in each one of the States in our country. But the defect is that they are not closely knit together. In this respect we have to learn much from the practices in United States of America and United Kingdom where there are strong country wide teachers' organisations.

The National Education Association of America and the National Union of Teachers of England and Wales are very powerful representative bodies of the teaching profession. They present united professional front whenever there is need to voice the opinion of teachers. They have very good membership background representing a high percentage of the total strength of the profession in the country and this gives them a unique status and strength and compels recognition of their existence by authorities.

The N.E.A. of America has one million individual members, 61 State associations and 8275 local associations on its membership roll. It has office in Washington DC. in a nine storied building with nearly one thousand full time workers working all through the year. The National Union of Teachers in England has 2,49,000 individual members and 700 country and

local associations. Its Head-office is located at Hamilton House in London with 240 full time workers working all through the year in various departments.<sup>27</sup>

In our country, All India Federation of Educational Associations is a powerful body of teachers' organisations and associations. There are 56 associations affiliated to this organisation in 1965 with a total membership of 4,50,000. The membership is too small when compared to the total number of teachers in our country. It is hoped that the Federation will soon have a vigorous campaign to enroll all the teachers' associations existing in the country.

In respect of most of the criteria discussed above, teaching satisfies the characteristics required of a profession more than adequately. In respect of a few other criteria of professional status, teaching, however, has some deficiencies which will no doubt be corrected in a short period with concerted efforts on the part of our professional leaders. On the whole, we can conclude that teaching as an occupation has acquired the status of a profession as in the case of any other profession like Physicians and Lawyers.

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27. M.A.Srinivasa Iyengar, 'Our Long road to Professional Status', Indian Education (A.I.F.E.A.) September '66, P.40.

IMPROVEMENT OF TEACHING PERSONNEL

It has been universally accepted that any improvement in the system of education can be achieved only through improving the teacher - his personal qualities, his educational qualifications, his professional training and the status he occupies in the school as well as in the community. The reputation of the school and its influence on the development and character of pupils depends on the teachers working in it. All the Educational Committees appointed by the Government from time to time have therefore strongly emphasised the need to improve the conditions of the teaching personnel.

The Hartog Committee which was appointed in the year 1929 to review the position of education in the country observed that the conditions of teachers were far from satisfactory. The Committee held that the best persons cannot be attracted to the profession so long as the general conditions remained unsatisfactory and " only too frequently the teachers have no heart in their work, and in no province is the pay of the teacher sufficient to give him the status which his work demands." 28

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28. Report of the Secondary Education Commission,  
loc. cit. P.15.

All Committees and Commissions appointed one after another made similar observations. But something substantial still remains to be done to remove the present discontentment and frustration among teachers and make teaching really a nation building activity. The urgency of this need has been adequately realised by the Education Commission 1964-66, and hence it recommended that,

Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective.<sup>29</sup>

The Commission feels that the provision of adequate remuneration, opportunities for professional advancement and favourable conditions of service and work are the major programmes for improving the conditions of teaching personnel. Accordingly, National Scales of Pay and general principles for revision of salaries were suggested by the Commission. As economic conditions tell upon the efficiency of teachers in no small measure, a mechanical formula to relate salaries to the movement in cost of living was also suggested.

#### Conditions of work

The provision of stimulating conditions of work is very important in every profession. The working conditions

29. Report of the Education Commission 1964-66, loc. cit., P.46.

in schools should be conducive for teachers to function at their highest level of efficiency. Provision for adequate teaching aids, library and laboratory are essential requirements in this regard. The teacher-pupil ratio should give scope for individual attention in the classrooms. Adequate freedom to teachers in the use of teaching methods and techniques is also an important factor.

In a progressive educational system, the teacher should have the freedom to follow the methods that he feels suitable to his pupils. In our schools, teachers do not enjoy sufficient freedom in this direction. The Government and management interfere in all details. This interference is not conducive to the educational development of pupils. The teacher should have the freedom to change the syllabus and methods, if necessary, so as to make them fitting to the pupils and their environment. The conditions in some of the western countries allow this freedom in abundant measure. Prof. Griffiths points out:

In Britain, the State and the local education authorities lay down only the most general lines. The responsibility of deciding the syllabus, the time-table and other details of the lessons rests with the head of each school and the individual teacher." 30

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30. V.L.Griffiths, " Teachers freedom and responsibility in deciding syllabus. ", Journal of Education and Psychology, April 1956

In Great Britain the need for freedom in teaching methods has been well recognised because of the teachings of great philosophers like Locke and J.S.Mill. It is too late for us to realise this need and provide the necessary academic freedom, as the teachers will be at their best only when they enjoy the freedom to select the material and methods suited to their pupils.

#### Methods of Recruitment

Recruitment of person into teaching profession has two phases. One is selecting candidates into teacher training institutions for pre-service training and the other is selecting trained personnel for service in schools under several managements. Both these stages are of crucial importance in the improvement of teaching profession.

There is no uniform method for admission of candidates into our teacher training institutions. In the absence of any such method and standardised tests to find out the interests and aptitudes of the candidates, age old, crude methods are employed for selecting candidates into the training schools and training colleges. The only criterion followed in all these institutions is the 'merit' of the candidates in the qualifying examinations, which is nothing but the 'marks' scored in certain tests.

The reliability of these scores is questioned by almost all our educational leaders but still no better criterion is available to us.

In some institutions the service rendered by the candidates as untrained teachers is given weightage by adding some more marks to the marks scored in the qualifying examination. This weightage is allowed irrespective of the capacity in which the candidate worked - whether he worked as a Drawing Master or a Mathematics Assistant. In what way the authorities are justified in equating the service of a drawing teacher and a mathematics assistant and in what way the experience gained as an untrained music teacher or a physical education teacher would improve one's competency in teaching academic subjects chosen by him in the Training College remain mysterious.

In some of the training institutions under private managements, no regular procedure is followed for selection of candidates except the consideration given to the influence that a candidate could exert on the members of the ' Selections Boards '. Because of all these crude methods followed in the selection of candidates for teacher preparation, suitable candidates are often not selected.

Another defect is in the attitude of the candidates towards teaching profession. In most of the cases, the candidates with low scores only think of joining teacher training course whereas the rest look to more lucrative courses like Medicine and Engineering. Many of the candidates that join teacher training do so reluctantly. The decision of joining teacher training is taken in many cases, not by the candidates themselves, but by their parents and other elders on their behalf. The inevitable consequence of all these evils is the preparation of unwilling and incompetent teachers. This situation can be corrected to a large extent by introducing " Guidance " in our schools and colleges and also starting an organization like " Future Teachers " as existing in America in all our secondary schools. The Government can remedy the situation to some extent by offering attractive stipends and also by treating the candidates on probation during training period. Rev. Dn.P.George says:

Very often recruitment of teachers has been confused with selection of teachers. This confusion is because of inability to distinguish the two aspects. Quantitative aspect is related to the question of recruitment and qualitative aspect is related to the question of selection.<sup>31</sup>

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31. Rev. Dn. P.George, " Recruitment of Teachers ", Educational India, October 1964, P.125.

### Selection of Teachers

Selection of trained teaching personnel and their appointment in schools under the management of different agencies is not at present done on rational lines. In private schools, there is no regular procedure and it varies from one management to the other. Many schools still appoint a large number of untrained teachers and do not make any efforts either to depute them for training or to appoint trained teachers on permanent basis.

In the case of Government schools, the Andhra Pradesh Public Service Commission selects teachers in the higher categories and Director of Public Instruction in the lower categories. The Secondary Education Commission suggested that in all privately managed institutions, there should be a small selection committee entrusted with the responsibility of selecting the staff with the Head-Master as an ex-officio member. To regulate the procedure adopted in the Local Boards, the Commission observed:

We also recommend that, in schools maintained by local boards or municipalities, a similar policy should be adopted and either the Public Service Commission of the State or a body constituted on similar lines should be entrusted with the task of selecting teachers.<sup>32</sup>

In spite of all these clear suggestions, the old methods of selection are continued both in private

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32. Report of Secondary Education Commission, loc. cit. P.164.

managements and local boards. The selections in many cases take place not on the basis of merit of the candidates but on other considerations like influence, recommendations and favours based on communal and parochial feelings. In many of the privately managed institutions, the relatives of the managing committee members and persons belonging to a particular caste or community are given preference whereas in the case of many of the local boards, the political considerations and party affiliations determine selections.

The investigator during the course of his field work had an opportunity to come across many cases, where considerations other than academic, acted predominately in the selection of teachers. In one school under the management of Class I Municipality, the Head-master reported that a Secondary Grade Teacher was appointed in a B.Ed. vacancy although there were many graduate trained teachers available, because of the only consideration that the candidate helped the Municipal Chairman in securing large number of votes from his community.

The Education Commission under the Chairmanship of Dr. D.S.Kothari investigated the question of recruitment of teachers and recommended the constitution of 'District School Boards' which will remain in-charge

of all school education and will also recruit teachers required for the schools under local boards. The Commission also clearly pronounced the methods of their formation and procedure.

" Every post to be filled should be adequately advertized and interview should be held by a selection committee duly constituted by the managing committee and having in it one or more experts, depending upon the importance of the post. A report on the applications received and interviews held and final selections made should be submitted to the Department for approval." 33

As the private managements and local boards are required to have selection committees in which a representative of the State Department of Education also finds place, the procedure will set right the existing evils if adopted properly.

Selection of teachers being the crucial stage, many evils in the profession may be eliminated if sound procedures are adopted both for recruiting right type of people to the training institutions and also for selecting suitable candidates to hold different posts in the schools under different managements.

### Teachers and their Qualifications

It has been stated in the second chapter that there are three kinds of schools in the field of secondary education.  
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33. Report of the Education Commission - 1964-66, loc. cit. pp. 56-57.

These schools employ teachers possessing the qualifications suited to the classes taught. The bulk of teachers working in middle schools or upper primary schools are Secondary Grade teachers, whereas in High and Higher Secondary Schools, the majority are B.Ed. teachers.

#### Secondary Grade Teachers

Teachers holding T.S.L.C. (Training School Leaving Certificate) of Secondary Grade are called Secondary Grade Teachers. The Secondary Grade Training is of two years duration and it is given either in Basic or Non-Basic methods. The minimum educational qualification required for admission into the teachers' training of this grade is S.S.L.C. or H.S.C. or Matriculation. S.S.L.C. is issued at the end of eleven years of study in a high school. Similar qualification in Telangana region is called H.S.C. Matriculation examination which is equivalent to S.S.L.C. is conducted by the three universities in the State.

#### B.Ed. Teachers

Graduation in Arts, Sciences or Commerce is the minimum educational qualification required for admission into B.Ed. course. The course in the Training Colleges is of one year duration and prepares candidates for taking B.Ed. Degree examination. It is available at present in ten

Training Colleges in the State both under Government and Private managements. The College of Education attached to Osmania University also prepares candidates for B.Ed. Degree. This course was formerly called as B.T. and L.T. and all the three universities in the State have now adopted the title B.Ed. for graduate teacher training.

#### Up-graded Assistants

So far as High Schools are concerned, the graduates with a degree in education are appointed as teachers to handle the higher classes. But several high schools in the State have been upgraded into Higher Secondary and Multipurpose schools and diversified courses have been introduced in them in accordance with the recommendations made by the Secondary Education Commission. Higher academic qualifications have been prescribed for teachers handling XI and XII classes in Higher Secondary Schools and these teachers are designated as Upgraded Assistants. They hold Masters' Degree or Honours Degree in the subjects they handle and also a Degree in Education.

Some of the senior teachers who are deputed for short certificate course in their subjects conducted by the universities of the State are also called Upgraded Assistants and they also handle the above mentioned classes.

### Language Teachers

Graduate teachers with the language concerned as a special subject in their training course or Oriental Degree holders with Pandits' or Secondary Grade Training are appointed to teach language ( Telugu in the case of most of the schools and other languages in the case of schools in bilingual areas) in higher classes. They are designated as Grade I Pandits and are paid the scales of pay applicable to the B.Ed. Teachers. Teachers with S.S.L.C. or H.S.C. qualification and pandits training (Munishi training in the case of Urdu) are appointed as Grade II language pandits to teach the lower classes.

### Hindi Pandits

S.S.L.C. or H.S.C. is the general educational qualification required for teaching high school classes and VIII class is the minimum general educational qualification required to teach middle school classes. These teachers possess academic qualifications in Hindi like ' Visarad ' or ' Praveen ' and teachers' training diploma like ' Pracharak ' ' Sikshak ' or 'Pandit ' issued by different recognised examination boards. If they have undergone Secondary Grade Teachers' training or Higher Elementary Grade training in respect of high schools and middle schools respectively there is no need for them to undergo Hindi Pandit's Training Course.

### Physical Education Teachers

For Physical Education Teachers of Grade I, pass in Intermediate or P.U.C. or XII Class is the minimum educational qualification required besides Government Teachers' certificate in Physical Education of Higher Grade.

S.S.L.C. or H.S.C. and Government Teachers' Certificate in Physical education of the lower grade are the required qualifications for grade II teachers.

### Craft teachers

The teachers handling high school classes are required to have general education of S.S.L.C. standard and possess a certificate in the concerned craft after successful completion of the training course. Weaving, Woodwork, Tailoring and Book-binding are the popular crafts available in the secondary schools of the State. Other crafts available are Rattan work, Horti-culture Engraving, Textile Printing, Woolen Carpet Weaving, Rope making, Mat-making, Hosiery, Leather Craft and toy-making.

### Drawing Teachers

Drawing teachers are required to possess Higher grade technical examination certificate in free-hand outline and model drawing or its equivalent and Lower Grade Technical

teachers' certificate in Drawing.<sup>34</sup>

### Training Facilities

The quality of the teacher just as any other professional worker depends to a large extent on the training received by him during the period of his professional preparation. Prof. Harbison holds:

The building of modern nations depends upon the development of people and the organisation of human activity. Capital, natural resources, foreign aid and international trade, of course, play important roles in economic growth, but none is more important than man-power.<sup>35</sup>

So the training given to the teacher, to prepare the man-power necessary in the field of education is far more important than many other factors.

The teacher training institutions functioning in the State may be classified into three categories.

- i. Primary teacher training institutions
- ii. Secondary teacher training institutions
- iii. Graduate teacher training institutions

The first and second categories are called Training Schools of Elementary and Secondary grade respectively

34. Andhra Pradesh Gazette - Supplement to Part I dated 26-5-1966 (Govt. of Andhra Pradesh, Hyderabad) PP.42-49.

35. Frederick Harbison and Charles A. Myres, Education, Man Power and Economic Growth (New York: Mc. Graw-Hill Book Company, 1964) P.V.

and the institutions coming under third category are called Training Colleges or Departments of Education (University). These institutions prepare teachers for Primary Schools, Upper Primary or Middle Schools and High and Higher Secondary Schools respectively.

It is evident that teaching in lower classes requires as much preparation as teaching in higher classes. In fact, handling of Primary and Upper Primary classes demand more preparation. This might be the reason for having two years training course for primary and secondary teachers and one year only for graduate teachers.

The foundation for good teaching is laid in the training institutions. But very often the teachers complain that all the training they received has been "useless" as they cannot utilise it in practice under the present conditions. Prof. Saiyidain observes:

One common complaint is that the training given is not related closely enough to the actual conditions of school work and when trained teachers pass out of their portals (often having a long sigh of relief!), they are not able to translate their educational theories and principles into practice. <sup>36</sup>

No one can completely deny the allegation that there is so much gap between theory and its practice. This diverse

36. K.G.Saiyidain, Problems of Educational Reconstruction (Bombay: Asia Publishing House, 1950) P.312.

of theory from practice is one of the most serious defects of the present teacher training programmes and unless this is remedied, the effectiveness of teacher training will remain only questionable. The gulf between theory and practice can be bridged to a large extent if every teacher training institution takes a strong decision that it would spare no effort in fulfilling the objectives of 'Teacher Education'. It is essential, in this connection that training institutions should place before them the clear cut objectives of 'Teacher Education' and adopt the procedures necessary to realize these objectives.

No system of education can be really effective unless the objectives are clearly formulated at the outset and the activities organised accordingly. The importance of having definite objectives in front of us before starting any kind of educational activity cannot be over-emphasised. The new concept of "evaluation" has been attempted in some of the educational institutions to check up the realization of the objectives from time to time.

Prof. Benjamin S. Bloom classified several educational goals in his "Taxonomy of Educational Objectives". He holds that the taxonomy helps us to gain a perspective of several behaviours.<sup>37</sup>

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37. B.S. Bloom ed. Taxonomy of Educational Objectives, (New York: Longmans, Green and Co., Inc. 1959) P.2.

The concept of ' evaluation ' is relatively new to the field of education in our country. The term is used to include appraisal of the school programmes, curriculum and instructional materials, appraisal of teachers and also of pupils. In fact evaluation is only the comprehensive concept of measurement or assessment. The emphasis in the traditional systems of measurement is on subject matter achievement whereas the new approach emphasises the personality changes and objectives of an educational programme. Messrs. Green, Jorgenson and Gerberich define the purpose of evaluation as " the measuring of a comprehensive range of objectives of modern school curriculum rather than limited subject matter achievement." 38

The following are some of the important objectives of " Teacher Education " pertaining to the growth of the teacher trainees, as prepared and followed in the Government Training College, Nellore\* under the leadership of Sri T.R.Deenadayal, Principal.

- i. Realising the aims and objectives that the nation has placed before itself for securing democratic socialism in the country.

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38. H.A.Greene, A.V.Jorgenson and J.R.Gerberich, Measurement and Evaluation in the Secondary School (New York: Longmans, Green & Co., 1954)P.218.

\* Taken from the Evaluation Criteria adopted in the Government Training College, Nellore (A.P.).

- ii. Learning to help pupils in their attempts to make effective adjustment to life in the classroom and society.
- iii. Learning to find out the difficulties in pupils, analysing their nature, determining their causes and taking remedial measures.

To realise the above objectives the following procedures are adopted respectively.

- i. Formulating " aims " and " objectives " with reference to the lectures delivered during the course.
- ii. Utilising opportunities for such adjustment during practice-teaching, internship and activity programmes.
- iii. Organising an effective guidance programme with the help of the guidance counsellor.

The realisation of the objectives may be watched through suitable evaluative criteria like tests, questionnaires, case studies and pupil profiles.

### Practical Training

The practice-teaching of teacher trainees is not receiving necessary attention under the present conditions. In fact, this part of the teacher preparation programmes plays predominant role in making the future teacher effective in his functions. The pupil-teacher's interest in teaching should be stimulated by planned visits to schools in the neighbourhood, discussions with teachers and good amount of practice under proper guidance.

The practical training should not consist of only teaching practice, observation and criticism as done at present but also include activities such as construction and administration of achievement and aptitude tests, organisation of supervised study, conduct of co-curricular activities and maintenance of cumulative and other records.

The Kothari Commission realised the need for drastic changes in the teacher preparation programmes and hence made the following suggestions.

- i. An attempt should be made to develop the student-teachers' maturity through contacts, experience, study and discussion.
- ii. Time should be found out to orientate students' attitudes to the significance and possibilities of the profession.
- iii. A number of new techniques and methods such as radio, television and films in class room teaching, programmed instruction and language laboratories should be introduced to them, first in their own learning programmes and later on in their teaching practice.<sup>39</sup>

In the existing practice, the student-teachers are required to give a specified number of lessons during Teaching Practice periods and also during " Block practice " which is organised on " Internship " lines in some of the institutions. Better results can be obtained

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39. Report of the Education Commission 1964-66,  
loc. cit. PP.73-74

by adopting " Internship " practice in all the institutions as this would help the teacher candidate becoming an actual member of the teaching staff of the institution to which he has been interned. In this new capacity he can participate not only in teaching of certain subjects but also in all the programmes of the school including maintenance of records, organisation of curricular and co-curricular activities and participation in staff meetings. This would help the teacher under training to identify himself as one of the staff members of the school and to take active interest in the total programme of the institution instead of passively observing some items of work as a visitor from an outside institution.

#### TEACHERS ROLE IN EDUCATIONAL RECONSTRUCTION

The teacher plays the central role in any programme designed to bring about a successful educational reconstruction. At every educational conference and from every public platform we hear eloquent pleas for revitalising the system of education. These pleas for " Reconstruction " gain loud applause from every section of society, but very little has been actually done towards its realisation. The obvious reason is that much of the reconstruction in the field of education depends not on the platform speakers but on the class-room teachers. Any improvement of education finally rests upon the role, the teachers play in the profession. To think of any educational reform

without thinking of the teacher would be enacting 'Hamlet' without the Prince of Denmark.

Any scheme of educational reorganisation and reconstruction will remain only a dead letter unless it is followed by competent and devoted teaching personnel. Similarly any programme of the school aimed at educational improvement, is doomed to fail in its actual operation unless teachers are interested in it. The quality of the teacher is therefore decisive in the success of any programme aimed at educational reconstruction. Prof. Dent states:

None but the finest and fittest among its people ought to be allowed to engage in the supremely important task of educating the young who constitute the national asset upon which the value of all other assets absolutely depends.<sup>40</sup>

So the schools and colleges should take upon themselves the duty of discovering from among their rolls, the students who possess the qualities suited for teaching profession. Unfortunately there is no co-ordination among our general education institutions and teacher training institutions. As a result of this hiatus, many of the candidates that join teacher training

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40. H.C.Dent, To be a Teacher (London: University of London Press, 1947), P.42.

institutions are not those that are impelled by a sense of vocation, but persons dissipated and frustrated after knocking at the doors of many other professions.

There cannot be any improvement in the quality of education given in our schools, unless we can draw persons devoted and dedicated into the teaching profession. This can be achieved by popularising Guidance and Counseling Services in our schools and colleges.

Continuous education is an important quality for the teacher if he has to discharge his duties in the educational reconstruction. Education being synonymous to growth, a career in education requires a life long preparation. A teacher cannot afford to stop his learning at any stage. He should be able to extend the frontiers of his knowledge from time to time by keeping himself abreast of the latest developments in the world. The importance of this quality needs no over emphasis in these days of " educational explosion ". The advances made in the fields of Science and Technology are so miraculous now-a-days that many of the research findings are becoming out of date by the time they are printed and published. " The process of education " in these days as Prof. Humayun Kabir has rightly pointed out " is not a case of imparting information as water is poured from

one bucket to the other; It is more like the process by which one lamp enables us to light a hundred other lamps ".<sup>41</sup>

In the words of Rabindranath Tagore, a teacher can never truly teach unless he is still learning, just as a lamp cannot light another unless it continues to burn its own flame.

Man is now placed in a new, dynamic relationship towards his environment because of the tremendous progress achieved in all sciences. He has now conquered both space and time and multiplied a hundred fold of the possibilities of his intellectual powers. But there is one danger hidden in all the progress.

While this progress has been going on at an accelerated pace, man's moral and social consciousness which is the special province of education in the widest sense, has lagged behind and he has been tempted again and again to use those powers for destructive and selfish ends - for wars and exploitation, for perpetuating social and economic injustices and satisfying his lust for power and wealth at the expense of weaker and less fortunate individuals and groups.<sup>42</sup>

The teacher has to be cautious of these perils and should develop a life philosophy of social and ethical

41. Humayun Kabir, Education in New India, (London: George Allen & Unwin Ltd., 1959) P.202.

42. K.G.Saiyidain, loc. cit. P.332.

outlook aimed at the welfare of humanity. No attempt to reconstruct education can be successful unless teachers and others give their earnest thought to the " type of society that they desire to evolve and outgrow the paralysing conservatism which takes every thing for granted ".<sup>43</sup> The teacher's role in this changing world is no small in view of the above facts. The social, ethical and economic doctrines that should guide people in their life should be instilled in them with strong foundations by the teacher.

In the new society that we visualize, the school should take the role of a community centre where the functions of the teacher are not limited to instruction to the young but extend to several other aspects of human welfare. The education and the preparation of the teacher should enable him to take up this new role without any reluctance. To help the teacher in the discharge of his new functions, the present aloofness of the school from the outer world should be removed. The teacher by maintaining good relationships with the local community can find appropriate sources of service in the activities like sanitation, village improvement, social service and removal of illiteracy.

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43. Ibid. P.333.

By participating in the community activities aimed at social welfare the teacher can bridge the existing gap between the educated and uneducated which is a serious defect in our social system. This will set the path for the realisation of true socialistic democracy, the avowed ideal of our political philosophy.

The reorganisation of our educational policies in tune to our heritage, culture and values will be possible only when our teachers " set out consciously on a pilgrimage towards social and educational reconstruction ".<sup>44</sup> The teacher we look for this purpose is the one who is entirely dedicated to his profession. He does not look for life of ease but of service and glory. This idea has been summed up by Prof.V.L.Senders when he says that a great teacher is great not because he uses superb tools and clever gimmicks but because he is himself a devoted scholar and a warm, wise human being.<sup>45</sup>

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44. Ibid. P.338.

45. Russell M.Cooper ed., The Two Ends of the Log (Minneapolis: University of Minnesota Press, 1958) P.140.

SUMMARY

If the standards of teaching personnel fail, the education suffers and ultimately the nation suffers. So attempts are being made in the countries all over the world to improve the quality of teachers. The qualities demanded of the teachers are quite exacting as the duties to be performed are of unique nature.

Teachers constitute the largest group in any country at any time. But 'teaching' did not enjoy professional status till recently. The criteria for professional status has been drawn up on the basis of certain important features exhibited by some recognised professions. Teaching profession of the present times has adequately satisfied the criteria set up for professional recognition and has evolved as one of the important professions.

No system of education can rise above its teachers. The improvement of teaching personnel is therefore receiving important consideration all over the world.

The selection of candidates for training courses is an important stage in teacher preparation and so age old methods of recruitment should be replaced by scientific methods of selection. Selection of teachers

to schools under different managements also should be based on suitability and merit rather than on communal and parochial feelings.

The concept of ' evaluation ' to check up the realisation of the objectives of teacher education and ' Internship ' should be introduced in the training institutions so as to make the course purposeful and meaningful.

Existing system of education needs to be reconstructed to make it more fitting to the present democratic set up. But any step towards the reconstruction will remain a dead letter unless accompanied by a team of competent and dedicated teachers. Teacher competencies in this direction can be improved through Guidance Services, Programmes for continuous education and In-service training courses.

The teacher's belief in democratic principles and school-community relationships contribute much to the educational reconstruction. Above all the dedication and devotion of the teacher is the deciding factor of his role in educational renaissance.