

CHAPTER I

THE TEACHING PROFESSION AND ITS IMPORTANCE

"Why is a man born in this world"?

A man does not know why he is born in this world. The more he thinks quietly to answer the question the more difficult he finds it. Astronauts Alan Shepard and Yuri Gagarin undertook the hardest job, to-day in the world, went into the space, and tried to explore its mysteries but none of them has been able to answer this question. If, everybody is to answer this question, perhaps there will be as many answers as there are men and women on the face of this globe. Philosophers and great thinkers in the world have struggled from times immemorial to explore this truth but they have failed. In recent years, scientists amaze us by their inventions one after another with gradually increasing superiority in quality. But they, too, are not able to answer this apparently simple question. Leaders of the world to-day struggle for peace but they will not attain so pious an objective, as long as man does not realise what the chief purpose of life is.

Whatever be the purpose of the evolution of mankind on the earth, it is true that a humanbeing is born with certain innate propensities. One of such important innate

propensities is "self-preservation". A humanbeing, thus, requires somethings to preserve himself. This results in certain basic needs, important among such basic needs, at the start, being food, shelter and clothing. A man naturally could not realise these basic needs single handed. Or in other words, for his survival he needed some one else. He had to live in a group. This resulted in the formation of groups. In the long run the groups developed into a society. Day by day the social structure became more and more complex and as the growth of human civilisation continued the present day social structure has ultimately evolved.

With the advancement of science, human civilisation developed more and more. To-day a man is not contented with the fulfilment of basic needs only. His desire to have more amenities of life is ever expanding. The human needs to-day have no bounds. With the increase in needs, to fulfil them, the man is required to be more attached to the society; he has to be more social and cooperative and he has to work both for himself, and for the society.

As stated earlier, a humanbeing is born with certain innate propensities. Each innate propensity is accompanied by a particular behaviour. Each type of instinctive behaviour may not be approved by the society. A man's behaviour in a society must be socially approved. A man should be socialised. For this he needs some sort of education.

Human instincts are plastic. They can be moulded in a desired pattern. The instinctive behaviour, thus, can be modified in the desired form. In short the human being is educable; he needs education also. He should be given proper education. Education also should be considered a basic need in the modern human life. Our Prime Minister Mr. Nehru once said that to provide a measure of equality of opportunity to the people and "to introduce an element of modernity in our lives", it was essential that education should be spread to all in the country.¹

With such rapid industrialization of the important countries in the world and everexpanding economic growth, man is becoming more and more materialistic. Over materialism has brought with it many evils in the dark cavities of human minds. This has created a grave situation in the world of to-day. Man has lost his peace of mind. The world is on the precincts of a big global war. This situation necessitates the stressing of the importance of spiritual values also.

The Committee on Religious and Moral Instruction appointed by the Government of India in August last to make a study of the question of religious and moral instruction in educational institutions in the country has emphasized in its report that it is most desirable that provision should be made for the teaching of moral and spiritual values in educational institutions in the country.²

1 "Times of India" dated 19th January, 1961.

2 "Times of India" dated 29th January, 1960.

The Vice-President, Dr. S.Radhakrishnan, has called upon teachers to devote attention to the spiritual development of the younger generation "for man without spiritual consciousness is no better than a savage."¹

Thus education, in a broad sense, is undoubtedly one of the basic needs of humanbeings in the world of to-day. Many other things can be added to the list of basic requirements of persons living in the present world. The following quotation from "A Draft Outline" of the country's "Third Five Year Plan" will give a clear idea of the basic needs of a man of to-day. It says,

.....the Plan seeks to provide basic necessities to all citizens more especially, food, supply of drinking water, clothing, elementary education, health and sanitation, housing and, progressively also work for all.²

The present author would like to add "Electricity" to the list. Electricity is so interwoven with a man's life that it has become a basic necessity to-day to live a comfortable life.

In the present structure of the society, then, basic needs of a man are also varied. A man has to work to satisfy these needs. He has to do some creative work. Creative activity on the part of a man to attain all that he wants is, therefore, a basic need again. All men should work. They should work in cooperation and in a planned way to easily

1 "Times of India" dated 13th April, 1961.

2 "A Draft Outline" - Third Five Year Plan, Government of India, Planning Commission, p. 7.

fulfil their needs.

Different persons have to work in different fields to satisfy even one need. For example for satisfying the need of clothing some persons have to grow cotton, i.e. they have to work in the agricultural field, some have to work in a ginning factory, some in a textile mill, some will take to selling the cloth and some will stitch the clothes and so on. It is thus imperative for men to work in various fields separately to fulfil their different needs. The slogan, "no work, no bread" indicates that it is incumbent upon all persons to work. A number of occupations have thus come into being centering round a particular need. To satisfy all needs thousands of occupations have been evolved centering round different needs. For gauging occupational rank according to the prestige which is generally accorded to workers in the various fields, Beckman¹ has used a scale of five grades.:

- I Unskilled Manual occupations.
- II Semiskilled occupations.
- III (a) Skilled Manual occupations.
(b) Skilled White-collar occupations.
- IV (a) Sub-professional occupations.
(b) Business occupations.
(c) Minor Supervisory occupations.
- V (a) Professional (Linguistic) occupations.

1 Beckman, R. O., "A New Scale for Gauging Occupational Rank", Personnel Journal, 1934, 13: pp. 225-233.

(b) Professional (Scientific) occupations.

(c) Managerial and Executive occupations.

The most important professions among the many ones are:

- (1) Physicians and Veterinarians
- (2) Dentists (3) Trained nurses
- (4) Technical engineers
- (5) Draftsmen and designers (6) Architects
- (7) Chemists and metallurgists
- (8) Teachers (9) Musicians and music-teachers
- (10) Artists and art teachers
- (11) Authors (12) Librarians
- (13) Lawyers (14) Actors etc.

As discussed earlier in this chapter, the teaching profession, arising out of the importance of Education as a spiritual need of life, is one of the most essential professions in the world.

The educational requirement of a child differs with the different stages of development. Dr. Ernest Jones¹ has pointed out that human development takes place in four well-defined stages: infancy, upto the age of five; late childhood, upto the age of twelve; adolescence, upto the age of eighteen; and, finally, maturity. Education should be given to a humanbeing to suit these four different stages of development.

1 Ross, J.S., "Groundwork of Educational Psychology", George G. Harrap & Co.Ltd., London, 1936, p. 139.

The adjustment of educational stages with the various stages of human development is made more or less generally in the following manner.:

- (1) Pre-primary education is the first stage of education of a child.
- (2) The second stage is the primary or elementary education.
- (3) The third stage is of secondary education.
- (4) The last stage is the University education.

The stage of secondary education closely corresponds to the adolescent stage of human development.

The adolescent no longer exhibits the stability that marked his later childhood, but loses his bearings and finds himself in a strange world, where his old habits and pursuits seem devoid of value and meaning. He is badly adjusted physically and mentally, being clumsy and awkward in bearing, moody and intractable in manner. Living under the delusion that he is the focus of every one's attention, he is extremely self-conscious and given to blushing. In a word, like the infant, he has to begin again the work of adapting himself to his environment.¹

These characteristics of an adolescent suggest that he is in a great need of sympathetic treatment and that he requires constant help from elderly people to solve his manifold problems arising out of these peculiar characteristics

1 Ross, J. S., Op.Cit., pp. 146-147.

of the stage. To this extent the stage of secondary education is a very crucial and important one. And naturally this adds to the responsibilities of the secondary schools and the secondary school teachers. A changing social order also has a greater impact upon secondary education.

The dynamic character of contemporary civilization has accentuated the problem of adapting secondary school programmes to the needs of youth. Education to-day operates in the vortex of powerful constructive and destructive forces. Youth face a world of unparalleled stresses and strains. Largely since the beginning of the twentieth century, scientific discoveries and technological advance have altered not only the material aspects of civilization but also the entire cultural system. Changes have occurred so rapidly that the peoples of the world have been challenged as never before by the complexity of the problems confronted. In large measure they have been unprepared for the decisions they have been called upon to make. In this same half-century the world has suffered from two terrible wars and is faced with still more dangerous situation. It is not surprising that the resultant strain upon the entire fabric of life has been greatly increased. The needs of youth have been significantly modified by these changes, and the distinctive characteristics of the present civilization have an important bearing on the problem of the secondary-school programme in relation to the youth of this generation.¹

Thus, the changing nature of society places a

1 Henry, N.B. (Editor), "The Fifty-Second Yearbook of the National Society for the study of Education", Part I. "Adapting the Secondary-School Programme to the Needs of Youth". The University of Chicago Press, Chicago, 1953, p.11,

responsibility upon educators to study the changes and plan an educational programme that will keep the schools in step with the expressed or implicit wishes of the people of the supporting community.

LITERACY IN INDIA

According to the 1951 census, the total population of India was 35,68,79,394 and the literacy was 16.61 per cent.¹ The corresponding tentative figures for 1961 census are 438 millions and 23 per cent.

The following table reveals the position of secondary education in India from 1950-51 to 1957-58. The whole table is adapted from "India-1960".

Table² No. 1

POSITION OF SECONDARY EDUCATION IN INDIA FROM 1950-51 to 1957-58

Year	Number of schools	Number of students on rolls	Number of teachers	Direct expenditure (in crores of rupees)
1950-51	20884	5232009	212000	30.74
1955-56	32568	8526509	338333	53.02
1956-57	36291	9579164	372180	58.73
1957-58	39134	10249500	396951	66.12

1 'India-1960', p. 14 & p.113.

2 Adapted from "India-1960", p. 115.

It can be seen from the table that the secondary education in the country is spreading rapidly year by year.

According to 'A Draft Outline' - Third Five Year Plan,

The proportion of pupils in the age-group 14-17 receiving secondary education will increase from about 5 per cent before the First Plan (1951-1956) to about 12 per cent by 1960-61 (the end of the Second Plan). By the end of the Third Plan, this proportion is expected to rise to a little over 15 per cent. ¹

LITERACY IN MAHARASHTRA AND GUJARAT

MAHARASHTRA²

Maharashtra's population has gone up by 23.44 per cent during the past ten years. The population in the state, which was 3.2 crores in 1951, has risen to 3.95 crores, according to the 1961 census.

Literacy in Maharashtra has gone up by nine per cent during the past ten years. Nearly 30 per cent of the population in the state is now literate as against 21 per cent in 1951.

GUJARAT^{3 & 4}

According to the 1951 census Gujarat's population

1 "Third Five Year Plan", Op.Cit., p.101.

2 "Times of India", dated 13th March, 1961.

3 Gujarat: Some Facts, p. 3.

4 "Gujarat Samachar" - a Gujarati daily, dated 15th March, 1961.

was 16262135 and that according to the 1961 census it is 20612285. Thus there is a net increase of population by about 27 per cent within a span of ten years.

Literacy in Gujarat in 1951 was 23.2 per cent; this rose to 30.3 per cent in 1961, showing an increase of 7.1 per cent.

Total number of secondary schools in the state during 1959-60 was 801 and that of pupils was 294867. In addition a number of primary schools have secondary classes attached to them.

The number of teachers employed in the secondary schools in Gujarat is 10765.

EDUCATIONAL STANDARDS OF THESE SECONDARY SCHOOLS

Mr. Prem Kirpal,¹ Secretary to the Union Education Ministry, explaining the Third Plan targets for secondary education, said,

.....as far as enrolment of pupils of the age group, 14 to 17, was concerned, it was expected to achieve a target of 15 lakh additional students, perhaps a little more. This would raise the total enrolment in the secondary schools to 45 lakhs and the national figure of enrolment to 15 per cent.

This gives an idea how fast the secondary education

1 "Times of India" dated 11th January, 1961.

is spreading. This has undoubtedly some effect on the educational standards of the schools.

"In educational priorities", Mr. Kirpal¹ said,

Secondary education had suffered neglect and was sandwiched between the claims of primary education for democracy and the claims of University education for quality.

Such a rapid spread of secondary education is certainly desirable for cultural and economic growth of the nation. But the educational standard of these schools is also lowering down because of lack of funds, the difficulty in providing improved and greater accommodation, better equipment and other facilities and above all the shortage of highly trained and qualified teachers.

There is a general cry that the schools do not fulfil even the minimum requirements of the children and that the standard of education is deteriorating. The situation in the secondary schools is not so satisfactory.

CAUSES OF THE FALLING STANDARD OF SECONDARY EDUCATION

Some of the important causes of the falling standard of the secondary education may be the following ones.:

- (1) The teaching profession does not attract a sufficient number of the right type of teachers

1 "Times of India" dated 13th January, 1961.

with the requisite personal qualities and aptitudes and a spirit of devotion to their work.

- (2) A large number of pupils in each class makes it impossible for the teacher to establish close personal contacts with his pupils or to exercise proper educative influence on their minds and character.
- (3) In most cases, a rigid time-table, unsuitable text-books of poor quality and the unduly detailed syllabus prescribed do not give the teachers sufficient opportunity for self-expression or for developing self-reliance and do not create the habit of independent thinking in their pupils.
- (4) Conditions in most of the homes in the country are not favourable to the education of the child. The parents cannot take proper care of their children either because they are illiterate or their stringent economic condition does not permit them to do so.
- (5) The school environment or the social environment is not adequate enough to help the proper educational growth of the child.
- (6) The needs of the child are not fully satisfied. This hinders the physical and mental growth of the child and it affects the magnitude of the

motivation in study as well.

Apart from the other things, if a right selection of the teacher can be made, most of the factors that bring down the standard of education will be reduced to the minimum. The aim of the present investigation is to provide a tool to help right selection of teachers.

In the next chapter, the duties and responsibilities and the qualities of a good teacher are discussed as also his place in the teaching profession.