CULPRITS OF TRAINED TEACHERS LAPSE INTO UNPROGRESSIVE AND TRADITIONAL METHODS AND SUGGESTED REMEDIES.

Trained teachers are generally accused of relapsing into unprogressive and traditional methods of teaching within a short period of qualifying for a diploma or degree in Teaching. This criticism may rightly be applied to many trained teachers, who quickly forget what they learnt at the training college, and instead of inspiring, with their own idealism, the old fashioned teachers in the schools which absorb them on their teaching staffs, they allow themselves to be overcome by the lethargy and listlessness which prevail in them. Their teaching soon becomes lifeless and stereotyped. They are thus unconsciously guilty of a double wrong: (a) they fail to stimulate learning and thus keep the level of achievement of their pupils low, and (b) by failing to inspire their pupils with respect for themselves and their calling, they indirectly discourage them from adopting teaching as a profession.

The following factors contribute to this: -

I) Even in progressive countries, much less in India, men and women of high ability are not attracted to the profession, which is generally 'the dumping ground of all the unemployed and incompetent people'. "The teaching profession", said a witness who appeared before Mr. Stanley's Committee, London, in 1936, "...... will never be long cultivated by the enterprising ......", and that "candidates for the profession were too often drawn from the ranks of the failures in other walks of life". Scientific investigations carried out abroad also show, that among the journalists, artists, physicians, lawyers, ministers and engineers, teachers came at the bottom in intellect, scholarship and other qualities.
security of tenure, (c) the work required of its practitioners should be highly interesting in itself, (d) the human relationships involved should be stimulating and potentially cordial, (e) the work should permit freedom of thought and action, and (f) it should afford opportunities for distinction, public recognition, and for enjoying a good social status.

Since the teaching profession in India does not offer wealth, social status or other attractions, most persons fall back upon it as a last resort. They do not pursue it because of a sense of vocation, consequently they do not enjoy doing their professional work. Only that individual can enjoy teaching, in spite of the absence of the above mentioned guarantees, who is a born teacher, and who, like the learned teachers of the India of olden times, teaches, not because he wants teaching to minister to his physical comfort and to his hunger for social recognition, side by side with intellectual self-satisfaction, but because he finds in teaching self-realisation and self-fulfilment.

(2) There are no arrangements for vocational guidance at different stages of education, whereby the right type of young men and women, possessing adequate scholarship and suited by temperament or ideals to the work of teaching, might be guided into the teaching profession. It is, therefore, not at all surprising that we have so many misfits, not only in the teaching profession, but also in other professions and occupations. Misfits are bad enough for any profession, but their presence in the teaching profession is particularly serious, inasmuch as teachers who are misfits continue, throughout their life, crushing the intellects and murdering the souls of the young people entrusted to their care.

Therefore, the work of occupational analysis on the one hand, and of vocational guidance on the other, should be taken seriously in hand. Schools and allied institutions should arrange for adequate vocational guidance at suitable stages. Teachers and others who command the love and respect of the young people should, in informal talks, set forth the values of teaching line, enhancing the relatively attractive features and deprecating and correcting, in fact and appearance, the relatively unattractive features. A machinery should exist to discourage all those, who, in spite of their inclinations towards teaching, show no promise of becoming good teachers.

(3) There exists, as a rule, no system of pre-training selection of teachers, with the result that the majority of the students admitted to training colleges possess a low standard of attainment. Although some of the training institutions select candidates on the result of a competitive examination and interview, experience shows that almost all those who apply for admission get in. The social nature of the teachers' work, and its direct influence upon society, however, make it imperative that only persons of high ability and outstanding personal qualities should be admitted. Therefore, enforcement of more rigorous requirements for admission to teacher training institutions is essential, as also the use of more objective technique of selection on a country-wide scale.

(4) The training normally given to the young trainees provides neither adequate nor appropriate cultural and professional experience. A smattering of half a dozen subjects acquired in eight or nine months can only equip the majority of them with catchwords and fine phrases, or at best with 'tricks of the trade', without making of them superior teachers. The right kind of professional training cannot be successfully given in the environment furnished
adequate knowledge of the principles of education or a good command of teaching techniques.

The training should be not only more comprehensive in both theory and practice, which should supplement each other, but it should particularly emphasise the formation of right ideals and attitudes. The Education Department, in coordination with the training colleges, should require each outgoing trainee "to follow for the next two years a course of part-time study, (settled on tutorial advice by T.C. staff and formally approved in outline by the Deppt.), related to his previous attainments, his aptitudes and the opportunities open to him". Moreover, facilities should be provided for trained teachers to return to college after a few years' of active service for a period of re-training or further study, and during this period adequate maintenance allowances should be paid to them and their families. (2)

(5) The prevalent haphazard methods of the appointment of a teacher to his first post too often gives him a wrong start. Even those few teachers, who, immediately after completing their courses of training, enter the profession full of high hopes and ideals and equipped with progressive techniques, soon have their enthusiasm damped by the cramping atmosphere in which they have to work. One of their greatest assets is perhaps their idealism and enthusiasm coupled with a desire to learn by experimenting. They start with the hope that their relations with the 'heads' and older colleagues might prove the biggest formative influence as regards their attitudes towards professional problems. But they find themselves faced with conditions too difficult for them, as for instance: -(i) they may be required to teach
subjects in which they have not specialised, or which provide insufficient scope for the development of individual interest; (ii) they may be confronted all too soon with the management of large classes and with the wise treatment of difficult individuals; or they may have to face various other discouraging situations arising out of (iii) difficult and unfavourable conditions of work, inadequate building, equipment etc., (iv) the unfavourable social background of the school, (v) insufficient leisure during the early days of teaching life, (vi) financial difficulties and responsibilities of the newly created home life, and (vii) the unsympathetic attitude of head teachers and older members of the staff. 

The practice of promoting teachers to the posts of headmasters in Government High Schools just a few years before their retirement has gone a long way towards producing the existing deterioration of work and standards in our schools. In the case of these persons length of experience proves a bane rather than a boon. All their enthusiasm, spirit of adventure and professional keenness is extinguished by the time they are appointed headmasters. With no idealism and no enthusiasm left in them, they fail to inspire, guide and help the young teachers entrusted to their charge.

It is, therefore, very important that every teacher should be fixed up in the place best suited to him, and should be required to teach subjects he can best teach. He should be allowed sufficient freedom to initiate things. The headmaster of his school should take him in hand and start him on the right lines. The young teacher requires for: 


(5) For methods of selection & appointment of Teachers in,
this most important period of his career, a school where his enthusiasm is not damped, but is stimulated by contact with persons who are sympathetic, who are not old to receive fresh impressions, and who have the will and the time to devote to his supervision and guidance.

(6) In medicine, engineering and law, an intermediate stage known as an 'apprenticeship' is interposed between the culmination of training and the beginning of full-dress practice of the profession, in order that right habits, attitudes and skills may be developed and costly mistakes prevented. There appears to be no reason why such a period of apprenticeship, or of 'probationary practice' as it is popularly called in foreign countries, should not be prescribed for teachers to help them 'find their feet' in school. Also 'effective guidance, supervision, sympathy and tact to the unobtrusive initiation of teachers in probationary period' (6) is very necessary. For this a scheme of co-operation between Education Authority, Inspectors, Headmasters and Training College staff should be evolved.

During this period it should be made easy for teachers to change their schools if conditions are unfavourable to their satisfactory progress. The degree or diploma issued to them by the Training Authority should be finally endorsed on the successful completion of the probationary period. The arrangement explained in the general prospectus issued by the Scottish Committee for the Training of Teachers suggests a good scheme of work. "On successful and satisfactory completion of a course of training for the Teacher's Certificate students receive (from the Training Authority) a Training Record stating their attainments in the various subjects, and (from the Scottish Education Department) a pro-

Probation Certificate (the latter confers during probation the status of Certificated Teacher), they are regarded as being in probation for complete two years of actual service in schools under the inspection of the Department. On the successful completion of the probationary service, the Department will grant the Teachers' Certificate, which is to be regarded as the final recognition of the holder as a Certificated Teacher. (7)

(7) Teachers require constructive and sympathetic supervision and inspection not only during their early years of work, but throughout their teaching career. But the existing system is far from satisfactory. For instance, in U.P., the District Inspector of Schools, the supreme executive and inspecting officer of education in a district, is also the Secretary of the District Education Committee. (8) This dualism, with the conflict inherent in it, takes up much of his time and energy. He is apt to become introverted and has little or no time for those broad social and cultural contacts and for self-study, which are necessary for enlightened supervision. There should be more inspectors and it should be made possible for them to inspect more frequently than at present, and much of their inspection should be done without previous notice. The Inspectors should also familiarise themselves with the physical conditions under which the teacher works in and out of school. K.G. Siyidain deplores the great disparity between the social and financial status of ordinary teachers and inspectors, and is of opinion that so long as the disparity persisted it was futile to expect that they would be able to meet on terms of social or even intellectual equality with teachers and to give them real guidance. (9)

(8) Department of Education, U.P.: One Year of Educational Progress, 1943-44, p.49.
(9) K.G. Siyidain: Presidential Address at the Khothi Fellowship Conference, 1945.
To introduce variety, and to give each an idea of the
difficulties of the other, it would be a good plan if
inspectors are occasionally brought to schools to do teaching
work, and if teachers are relieved of their work for short
periods and required to work as inspectors. (10) The training
institutions should adopt the 'follow-up' system in close
co-operation with the inspectorate. This will also keep
standards up.

(8) Although the nation can derive the utmost value
out of its educational programme only if teachers take up
their work in the spirit of a vocation, yet material condition
can not be ignored as a factor in determining its attractiveness,
and in preventing teachers from becoming apathetic and
incompetent. (II) That the economic status of the teacher in
India is lamentably low goes without saying. It is shown by
salaries schedules for 1944 operating in certain provinces of
India. (Refer to Appendix B, p. 39.) Very little improvements
in this direction have since been made. In Government institu-
tions, however, teachers have been given the scale of pay
recommended by the Pay Commission. The scales of pay given
in Part II of the same Appendix, should reveal how the
emoluments of our teachers compare with those of teachers in
certain foreign countries, e.g., England, America, and U.S.A.

The teaching profession does not does not compete
on equal terms with other professions, not only in India, but
in other countries as well. According to certain studies on
earnings of occupational groups in the U.S.A., for example,
compiled by the N.B.A., and the U.S. Bureau of Labour Statistics,
teachers stand tenth as shown in the following list of profes-
sions and occupations in descending order of emoluments:

(10) Nuffield College Education Sub-Committee : The Teach-
ing Profession Today and Tomorrow. Statement of May, 1944. p. 34.

comment on the I.A.A.A. pamphlet entitled 'Assistant Masters
Salary'. 
Consulting engineers, lawyers, physicians, dentists, ministers, employees of Class I railroads, other city employees, federal employees, employees in all manufacturing industries, teachers in public schools, all manufacturing wage earners, and cotton textile wage earners.\(^{12}\) The following figures give comparative salaries in 1941\(^{12}\)

Salaried physician \(\ldots\) \(\text{\$3,495}\). Independent physician \(\ldots\) \(\text{\$5,047}\). Lawyers in independent practice \(\ldots\) \(\text{\$4,797}\). Lawyers employed on salary basis \(\ldots\) \(\text{\$4,035}\). Professional worker in the employ of Federal Government \(\ldots\) \(\text{\$4,150}\). Teachers \(\ldots\) \(\text{\$1,470}\). (The latter two had an average of \(\text{\$3,580}\) and \(\text{\$1,800}\) respectively in 1944-45)\(^{14}\)

It is difficult to say where the Indian teacher will stand, if similar studies are made here. Any-way if our schools are to attract their due proportion of the best intellects of the nation and to retain them as happy, contented and vigorously functioning practitioners of their profession, they must be given scales of salaries which compare favourably with those in other professions recruiting persons of comparable attainments and level of intelligence.

Here provision of adequate salary will not be enough. To make them happy, contented and self-respecting, they should be provided with amenities similar to those which teachers enjoy in foreign countries, like Russia, U.S.A., etc., e.g., free residence, free medical attention, free education for children, free life insurance, facilities for pursuing higher studies free of charge, fifty-fifty provident fund, children's allowance, provision of fair price shops etc.. The scales of pay and amenities allowed to

\(^{12}\) The Punjab Educational Journal, Volume XXVIII, 1944.


\(^{14}\) ...ligelow: 'The Future of Teacher Education'. Teachers
teachers of the same grade should be uniform in all schools, Government or aided. This uniformity should be an essential condition of Government grant and recognition.

(9). In the absence of professional security, and with the fear of arbitrary dismissal or destitution upon retirement shadowing the teacher's career, it is impossible for him to have the mental alertness, the poise, and the sympathetic interest in the problems of children, which are vital conditions of efficiency. The most important argument in favour of security of tenure is not only the protection of teachers from unfair treatment resulting from selfish interests, prejudices or political expediency, but it is an essential determinant of effective teaching and of personal dignity in the profession. Without security of tenure it is not possible to attract and to retain in the profession those whose abilities and personal traits best qualify them for teaching. Security of tenure includes reasonable provision for sick and other leave, sound practices with respect to transfer, credit, loans, pensions and gratuity, maintenance of the widow and the children of the deceased teacher, etc.

The principles laid down in the appendices 7 and 8 relating to the tenure of services of teachers and headmasters in the main body of the U.P. Educational Code, should be incorporated on a nation-wide scale, and section 10 should be so amended as to make it impossible for any management to terminate teachers' services merely on paying them two or three months' salary. The Committee appointed by the U.P. Government of India, to consider the question of Training, Recruitment and Conditions of Service of Teachers, recommended that where teachers are transferred from one school to another, either in the same area or in different areas, the period which they have spent in service in a recognised school should be taken into account in determining
their salaries in the new school or area. They should have a right of appeal to the Education Department in all cases of disagreement between the management and the teachers, as the Bellore District Teachers Guild emphasised while answering the questionnaire on Basic Education.

There can be no gainsaying the fact that the school-master always commanded respect and wielded prestige in the past, both in fact and fiction. In fiction he has figured as a character. In fact he has been important as a creator, a nation builder and a guide. Even now 'teaching is a noble profession' says the man in the street, but his admiration stops with words, instead of proving its genuineness in some tangible form. The reason can be traced to the uprooting of a system of education based upon the traditional code of ethics of the East, to the divorce of religion from education. The low economic status also spells social inferiority which they feel with all the sensitiveness that belongs to educated and professional men. Many of the defects in the attitudes of teachers are attributable to the influence of this social inferiority complex. It is pity that the man who labours for the elevation of his fellows, who deals with the human intellect and who is entrusted to cut and polish the most precious jewel in creation is a mere social non-entity.

It is tragic that teachers have lost faith in themselves and in their profession, and that they are overcome by pessimism and a sense of discouragement and frustration. Worse still they have come to rely upon persons outside


(16). See Goldsmith's 'Deserted Village', Scott's 'Donnie', Sampson', Shakespeare's 'Love's Labour Lost' and Tom Hood's
the teaching profession for effecting improvements in education and in the status and emoluments of their community. It is unhealthy for a teacher to be perpetually conscious of his low social status. Such consciousness not only makes him listless and indifferent to his work, but fills him with bitter hatred and provokes a keen sense of social injustice and resentment. Until society awakens to a realisation of the value of a teacher as a social worker and of education as an agency of social reconstruction, teachers should not sit idle and waste time in self-pity. They should, by a practical demonstration of their competence to mould the intellect and character of the young generation, convince society of the great possibilities of their work. They should work like teachers of old with faith in themselves and in the ultimate value of their work, for as Bernard Shaw says, "this is the true joy in life the being used for a purpose recognised by yourself as a mighty one". This consciousness alone of being dedicated to a great objective can fill them with missionary spirit and save them from falling into the rut.

(II) The teaching profession has received a stepmotherly treatment at the hands of the Indian Government also. Teachers in this country have generally been conspicuous by their absence in the honours lists, while "in France there are village school-masters who wear the Legion of Honour", and in France a number of teachers were given, in 1943, for instance, state honours for great services in the sphere of communist training and teaching of children, for continual educational work and for active participation in the social life of the community. The Soviet people have expressed their esteem for teachers by electing a large number of


(18) Beatrice King: 'Teachers in U.S....', reprinted from...
pedagogues to high State organs e.g., the Supreme Soviet of the U.S.S.R., the regional, city, district and village Soviets of working people's deputies. Here in India, on the other hand, teachers are regimented with respect to their political views. Their rights as citizens are not respected, and safeguarded, and they are not free to contest elections to legislatures and other important bodies or to serve any political body, or public body.

No political body in this country has thought of providing to the teacher the same measure of relief as to the farmer, and the same degree of protection as to the Labourer. No one ever demanded a Charter of Rights for Teachers, ensuring their freedom of speech, and their right of self determination in their own sphere.

The press has also done nothing to raise or to even recognize and enhance the status of the teacher, as is clear from the negligible space the teacher and education in general occupies in the columns of the daily dailies etc.

The Government or a body recognized by it should maintain a register of teachers as is done by the Teachers' Registration Council of England. Teachers should also create an organisation which should be national in character like the National Union of Teachers, London, and the Government of India should recognize it as the representative body of teachers as a class. The public at large should at least strive to pass from an attitude of pessimism and distrust to an attitude of optimism and faith in the integrity and competence of teachers.

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(21). Cf. The Times Educational Supplement, Aug. 21, 1945. Writing about means of encouraging breadth of outlook in teachers, Mr. Herbert Morrison, Secretary for Home Affairs, suggested to the Local Authorities and managers of schools to enable teachers to play a greater part in local life by sitting on public
The liberation of education from the cramping influence of tradition and from domination by non-educational interests is highly desirable so that teachers may have their say, so far denied to them, in the formulation of educational policies. In American and European universities, Vice-Chancellors or Fellows of Universities are, as a rule, appointed from amongst persons who are either well-known scholars or are actively engaged in the profession of teaching. In India, on the contrary, members of profession other than teaching, either because they have achieved success in their special lines of work, or merely because their political alignments are right, manage to get appointed to high posts involving direction and control of education, or on important Government committees. Teachers have no facilities for participation in the formulation of educational policies. They are seldom represented on Managing Bodies, Examination Boards, or even Text-Book or Curriculum Committees. These are in the hands of university teachers or other vested interests.

The entire educational machinery needs to be carefully integrated. School-masters as well as university teachers, directors of education, and inspectors of schools should all contribute to the preparation of an educational policy and plan embracing all aspects and grades of education. "If teachers participate in planning and policy-making for the entire school as well as their own classes and fields of specialization, teachers are sure to develop a feeling of responsibility and the inner urge of professional improvement."

(22) The All-India Federation of Teachers' Association, at its Second Conference, held at Calcutta, on Dec. 29, 1938, approved of the principles underlying the organisation and working of the Teachers' Registration Council, England.

(18) It is necessary to provide the means of breaking the monotony resulting from the routine character of much school teaching which, at present, tends to destroy the teachers' zeal and interest in their daily work. Vacation courses arranged with this object in view will afford teachers opportunities of reflecting on their experience, of evaluating it, and of correcting their views under the guidance of some friendly tutor, who could discuss with them their difficulties, professional and personal, and suggest possible remedies.

Universities and training institutions have, from time to time, done something to organise such courses, but the number of these courses has been small. They should become a regular and planned feature not only of the universities and training institutions, but also of education departments, local bodies and teachers' associations. What are spoken of as lecture and refresher courses should also become a more recognised institution. There is no reason why, with a certain amount of planning, every teacher within, say, a district should not have the advantage of such a course at least once in five years. The attendance of inspectors at such courses, as generally occurs in certain European countries, would increase their attractiveness, and the award of a certificate would be both useful and stimulating. Not only...
should refresher and other short term courses be organised with the object of enabling teachers-in-service, who have got out of touch with progressive educational theory and practice, to keep up their knowledge and techniques, but they should also be granted a year or half a year to have every five or seven years to give them a chance of qualifying in subjects not offered by them in the course of their previous training.

There exists no medium for the interchange of ideas, no device for promoting a professional spirit of corps, and no means of stimulating and guiding educational effort to meet community need. For this reason teachers should be well advised to run their professional journals, similar to those in the west. Audits to insinuation, factual and progressive articles, they may well be used to report research and experiments carried out abroad, and in India by teachers and others.

The Bureau of Education, a part of the Ministry of Education of India, should considerably utilise its field of activities, arrange to publish contributions to teachers on the educational problem of India, and extend its observer cell to cover not only India and other countries, but also provide in the necessary facilities for educationalists to visit and help the available for teachers educational policies and research work. Libraries and correspondence courses (in India and Australia), could be started for teachers. Displaying at the annual educational exhibition, cartoons and films, showing educational films can all be used to advantage to

guide and ensure teachers' continued professional improvement.

Inservice programmes, other than those already discussed in connection with causes of waste, can be summed up as follows:

(i) Certificate of confirmation as a teacher should not be awarded until a teacher has completed (as in Germany) three years' supervised and approved teaching in a recognised school.

(ii) Facilities for taking advanced courses in education by attending evening classes or through correspondence courses should be provided (cf. West Sussex Authority Correspondence Courses).

(iii) Leave of absence with pay and travelling allowances should be granted for attending professional meetings. Such meetings should be held more frequently and teachers should be encouraged to attend them.

(iv) Provision should be made for organising study groups for the purpose of studying instructional problems.

(v) Discussions should be held on educational problems in meetings and through correspondence.

(vi) Students' opinion concerning the quality of instruction given by the staff should be secured.

(vii) Supervisory programmes should be organised and teaching load reduced.

(viii) The use of new-type objective tests should be encouraged as a device for in-service training.

(ix) Rating scale of efficiency may also be employed with advantage as a means of improving teachers.

(x) The institution of mobile training and supervising squads will be very helpful.
lightened so that they may have more leisure.

(xiii) Exchange of teachers and pupils between provinces and dominions and between different types of schools will provide valuable opportunities of sharing and pooling of experience and ideas. (28)

(xiv) The exclusion of unqualified and semi-qualified practitioners from schools will improve the quality of teaching service.

(xv) Promotions to positions of responsibility should be determined not by mere length of service but by efficiency.

(xvi) Adequate clerical assistance should be supplied in all schools to relieve the head-teacher and other members of the staff of soul-killing clerical work of a routine character. Skilled teachers should not be diverted to doing work which could be better done by other people. (29)

(xvii) The grant of extended leave of absence for professional improvement, either by formal study or by travel (as in America) will keep the teachers abreast of latest developments.

(xviii) Further promotions should be based on departmental examinations or on evidence of continued professional interest and growing skill and ability (as in France) (30).


(29). Scottish Schoolmasters Association: Recruitment and Supply of Teachers, 1943 Report. "Just as other professions do, e.g., law, through the Judges of the Court of Session, .... & Medicine, through the General Medical Council, so the teaching profession .... ought to control admission and membership", Page 23.

(30). The Teaching Profession—Today & Tomorrow: A Statement by the Luffield College Education Sub-Committee, May, 1944, p. 35.

(iii) A system of certification and its renewal on the evidence of increased professional ability should be instituted.

(ii) Teachers should be confirmed in permanent service after some years of satisfactory employment and only on passing a professional competitive examination.

(iii) An information bureau should be set up to collect educational publications issued in this country and abroad, to organise a filing system by which information could be made readily available, and to become a centre for the documentation of all matters of interest to teachers and other educationalists.

SUBMIT:

There are many causes of the trained teacher lapses into unproductive methods, viz:

(1) Absence of a proper machinery for vocational guidance and selection of trainees. Long and vain of inadequate scholarship and not suited by temperament or ideals to teaching work, consequently, drift into teaching as a last resort. This is sure in due to unattractive pay and prospects, insecurity of tenure and low social status;

(2) Unsatisfactory courses of professional training;

(3) Haphazard placement;

(4) Inadequate follow-up;

(5) Unsympathetic attitude of heads and other colleagues;

(6) Absence of direct supervision by training college staff, and absence of co-ordination of work and absence of satisfactory supervision by training college staff and inspectorate;

(7) Non-provision of regular refresher and vacation courses for old alumni and absence of adequate professional contacts;

(8) Absence of apprenticeship system and of competitive tests for promotion and confirmation; and

(9) Domination of education by non-educational interests and lack of provision for participation in the formulation of
(1) stiffening of academic standards in universities;
(2) selection for teaching at under-graduate stage;
(3) longer and better professional preparation;
(4) institution of apprenticeship system and of competitive tests for promotion;
(5) scientific placement and adequate follow-up by training college staff, co-ordinated with the inspectorate;
(6) provision of regular refresher courses and sabbatical leave and
(7) provision of participation in planning and policy-making.