CHAPTER 1
INTRODUCTION
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Change is an inevitable law of nature. What is recurrent today, after undergoing the traumas of time, grows out-dated and often odious. Gleaning through the annals of Indian history one is struck by the system of education that prevailed in the ancient times. The system has registered sharp changes. And there are many factors that account for bringing this change. However, past is linked with present. The same holds true in the case of our educational system. The system has undergone a thorough change, yet the values associated with the system have survived (though to a very negligible extent) in the wake of new sensibilities—educational, economic, social and cultural. As already stated, it is quite fascinating to have a look at our ancient educational system. In fact, the educational system as such, as we perceive today, did not exist at all. There was nothing formal. Today to conceive of something without a concrete or formal or procedural system appears almost unbelievable. But, there were days when the concepts with which we have been so familiar did not exist at all.

Life in all its walks had an indelible bearing of religion in the ancient days. To contend that religion and clerg...
governed the matters from cradle to grave is certainly not a sweeping statement, for social histories attest to it that in the past religion, or in other words the clergy whether Christian or Hindu or Pagan, was the leader in every walk of life. There was nothing possible without their consent. Indian education, like all other activities of life, was tied tenaciously to religion. Since there did not exist a formal system, to ascertain facts or data is a herculean task. Yet, one may from a general idea, as verified by the accounts rendered by social historians, that religious education was imparted along with occasional lessons in temporal affairs by the clergy. Moreover, as per the religious structures, only Brahmins, a notable section of the society were privileged to attain knowledge. This also greatly hindered the spread of education. In the absence of any formal set-up; education was imparted in a casual manner without any attendance, degree and diploma. There were no academic bodies, syllabuses and many other things which have by now become synonyms to education. Inspite of this fact that any system as such did not exist, it had very rich conventions. Those associated with this profession were held in great esteem, they were even idolized. Similarly, students, however small in number almost worshipped their teachers and were ever ready to lay their lives for the teacher. Thus, the feature, which is of
some significance to us today, relates to the fact that this profession was regarded as a noble profession, and there existed an inevitable and laudable teacher-student relationship. Since there were no mercenary motives attached to the profession the relationship rested on selflessness, mutual faith, respect, affection, obedience and understanding. This went a long way in establishing and strengthening healthy ties between the teacher and pupil.

The Mughals after having taken over the cultural life of India failed to initiate or affect any thorough change in the educational set-up. The only remarkable change that seems to have taken place during their period is that the doors of education were now thrown open to a larger public. The traditional guru-chela relationship and the student lessoned under some distant tree were replaced by the establishment of a handful of Madarsas, where education was still characteristically religious. Moreover, education even in the days of the Mughal rule was a privilege for the upper strata of society. In addition to this, there was no room for girls' education in the cultural environment developed up by the Mughals. In short, education was still confined to a very small section of society. Like the custom prevalent in ancient days, the Mughals say to it that pecuniary motives were not to play
any role in this sacred profession. Similarly, the educational system did not register any formal shape during the Mughal period.

With the establishment of British rule in India, marked changes in the educational set-up took place for like all other walks of life on Indian society, education also experienced foreign inferences. And Britishers being the rulers, intellectually advanced, and equipped with the latest techniques succeeded remarkably in giving new shape to the Indian educational system. The educational system so far neglected, informal, and catering to the needs of the privileged sections of the society was transformed into an advanced, formal and public enterprise. They affected a drastic change in the set-up. The Western education system was undoubtedly deliberate, organised and thoroughly formal, as it was soon subdivided into a) primary education and b) secondary education. Moreover, now the doors of education were open to all irrespective of caste, creed or class. However, backward classes being socially and economically retarded failed to avail themselves of this opportunity and benefitted little from it. It was only after independence and the crusade launched by Mahatama Gandhi, the great champion of the backward cause, that the Harijans got equal opportunities
to get education. Similarly, the changed social and economic structure of the society also necessitated women's education. However, it was implemented after much stiff opposition and hostility of the old guards.

Undoubtedly, the educational system improved a lot, as already stated, it got transformed into a definite well-organised, well-planned, formal and useful discipline, due to the westernization of the educational system.

But equally important is the fact that the profession lost much of its prestige, sacredness and dignity. With the formalisation of education mercenary motives entered into. And what by then had been so selfless was poisoned by materialism. The concept of education which had in the beginning revolved around the idea of imparting and assimilating maximum knowledge was reduced to a money-making or rather money-exhorting affair. Gone were the noble and laudable values attached hitherto. Learning for the sake of learning was replaced by learning for livelihood. Consequently, the halo so captivating, so selfless, so sincere and so commendable, has almost vanished. The teacher-student relationship has received an irrepairable set back due to this conceptual change of education. Speaking in concrete terms, now the rapport that is no more visible is due to fact that under the
new educational system there are very little chances of student coming close to the teacher, for there are limited school hours. Since, now education is public, the schools are generally overpacked owing to the large population of the country thus almost making it impossible for any relationship to exist between the teacher and the taught.

The above verse gives a respectable picture of a teacher. The pupil who is astonished to see the God and his teacher at the same time is unable to decide whether he should first bow before God or his teacher. But after a moment he realises that he should bow first before his teacher because it is only through him that he has gained knowledge about God. It is an evidence for the high status, the teacher enjoys in Indian culture.

The teacher, who was regarded almost akin to parents according to the old concept has by now diwindled into a paid employee who is paid for lecturing for few hours a day. Similarly, students who used to be obedient, respectful to their teachers and interested in assimilating the maximum possible knowledge have now become interested
only in getting certificates and degrees. The keenness for acquiring knowledge does not exist any more, education has now become a means to get an employment.

Student turmoil and growing indiscipline is the result of this very concept of education. The potent cause is a growing gulf between teacher and pupil. The growing gulf is the result of the materialistic attitude of the society and neglect of the moral values and dignity of the profession of teaching itself. The parties responsible for this state of affairs are mainly three (1) Parents, (2) Students and (3) Teachers. Any attempt to achieve the desired end would be successful only when all the three forementioned parties are handled in the proper way. Parents must develop an attitude of respect and honour toward teachers, who are supposed to educate and inspire their children with their own noble character. If they develop such an attitude naturally their wards will also be encouraged to honour their teachers. At the same time the teachers are also to be trained in such a way that they might be proud of the dignity of their profession, irrespective of their material gain. In short, the society as a whole must be reformed on the basis of moral and ethical values in order to revive the desired
teacher-taught relationship.

The existing political, social and economic malaises also account for a general decline in the rapport between teachers and students. Due to dirty politicking in the educational institutions, inadequate pay-scale of the teachers background of the students, the relationship has weakened a lot. As the teachers over-burdened by the work-load and struck hard by personal grievances fail to cope with students' psychological and emotional entanglements, students, naturally, do not look up to their teachers favourably.

As already mentioned, the past somehow manages to effect the present. Some how or the other the Indian society is still alive to the fact that education is a sacred pursuit and the students by and large imbibe this cultural heritage. So, the things are not at their worst. The old values have survived though they have been weakened a lot due to social stresses and strains.

Since the present research aimed at exploring the factors accounting for the teacher-student relationship, a thorough study was made of the essential factors. The data gathered in this connection amply proves that the rural areas of the country that fortunately happen to be the least affected by materialism and mercenariness, reflect
still an amiable and cordial teacher-student relationship. As the charts attest to, it was found that in the rural school, teachers occupy the most important position in the society, whereas in the urban schools, the status of a teacher is regarded to be important. But things have changed a lot in the case of public schools, where a complete westernization of the educational setup has taken place. Consequently, the teachers have been relegated to an inferior status in the public schools. Moreover, the students in these schools generally hail from the upper class of society. Therefore, they are courageous enough to indicate boldly the shortcomings of the teachers, as they are brought up in families with a liberal outlook. Partly due to the old conventions and partly owing to the lack of courage, the students belonging to the rural schools have hardly dared to express their views about their teachers in an unfavourable manner.

CONCEPT OF TEACHER PUPIL RELATIONSHIP

The teacher's influence on the young person's personality development is second to that of the parents because the personality pattern is already partially formed when the child enters school and because the child spends less time at school and has a less intimate relationship with
the teacher. However, the teacher's influence is second only to that of parents.

The influence of the teacher's attitude and behaviour on the students personality patterns originates from two major sources: the kind of relationship that exists between the teacher and student and the effect of the teacher on the emotional climate of the school.

The relationship between teachers and student is determined in part by the teacher's attitude towards the student and in part by the students attitude towards the teacher. These attitudes depend on how the teacher and the student perceive each other. When the teacher perceives the young person as a troublemaker or as a disinterested, lackadaisical student, her attitude towards him will, understandably, be far less positive than if she perceived him as a cooperative, interested learner.

If the student has a hostile attitude towards the teacher, it will be reflected in his interactions with the teacher and will influence her attitudes towards him and her treatment of him. His hostile attitude may be due to pressures from parents, siblings, and peers, to unpleasant experiences with the teacher, to dislike of the subject
she teaches or the way she teaches it, or to the acceptance of unfavourable stereotypes of teacher as given in mass media.

Teacher-pupil relationships normally become more formal and less warm as students continue their education (as shown below).

Friendly interaction with teachers decreases as children grow older, as shown in observational periods. (Adapted from H.R. Marshall). Some students find their relationships with specific teachers more pleasant and more satisfying than their relationships with their parents. Some identify so strongly with a teacher that they try to model their behaviour as well as their looks and dress after those of the teacher. This is especially common among girls during the "crush stage" in early adolescence.
FACTORS INFLUENCING TEACHER-STUDENT RELATIONSHIP

1) Favouritism:
Many students perceive their teachers as "playing favourites". This they resent, just as they resent parental favouritism toward a sibling. Few teachers recognize that they are showing favouritism and even fewer will admit it if it is brought to their notice but students themselves often get the opposite impression.

While the expression of favouritism, even in its mildest form, is an individual matter, certain children and adolescents are more likely to be favoured by their teachers than others. Students who make good grades are usually favourites partly because it is ego satisfying for teachers to have students doing well and partly because good students are ordinarily cooperative members of the class, causing little or no trouble.

Students who are dependent on their teachers, asking for help with their lessons and with extra-curricular activities, give their class mates the impression that teachers prefer them and spend more time with them than with those who are more independent.

Even though many teachers try to help the educationally and socially deprived children in their classes, these
students believe that teachers prefer students from higher socio-economic backgrounds. Some teachers definitely show a preference for those from more favourable home backgrounds because they find them more promising and more talented students.

Boys tend to be more troublesome in the classroom than girls and have less interest in doing their school work well. As a result, teachers often show a preference for girls. It is not surprising, then, that girls perceive their teachers as more friendly toward them than do boys, who often feel rejected and "picked on" by their teachers.

ii) Attitude toward students:

Students sense very quickly their teacher's attitude toward them and their interest or lack of interest in them. Studies reveal that student's ratings of teachers as good or poor are based more on the teacher's interest in and treatment of the students than on teaching techniques. "Good" teachers like their students, are interested in them as people, encourage them to work up to capacity and to conform to school rules, are personally secure and self assured, and are the leaders of the classroom group.
By contrast teachers rated as poor are perceived by students as hostile and indifferent, unfriendly and punitive in their attitudes, lacking in understanding of young people and their capacities and needs, primarily concerned with their own affairs, and weak and vacillating in situations where leadership is needed. Since they seem to be unsure of themselves and of and their ability to handle students, students take advantage of them, work below capacity and cause trouble in the classroom.

iii) Teaching Techniques:

When students feel that their teachers are boring, that classes are dull and uninspiring, and that what they are expected to learn has little relevance to their daily lives, they are tempted to "stir up a little excitement". They develop an antagonistic attitude toward the teachers who seem boring to them and dislike the subjects taught by these teachers. In addition, they have little aptitude to study.

Teaching techniques may be regarded as boring because they are too advanced or too simplified for the age or intellective level of the majority of the class members. Young and inexperienced teachers tend to use too advanced teaching techniques while older teachers tend toward the
other extreme. Students who are avid comics readers or television watchers often find the subject matter of their text books and classes dull by contrast.

iv) **Classroom Control:**

Just as children and adolescents resent authoritarian control in the home and strict and punitive parental attitude so do they resent such control and attitudes in the classroom. They regard ultrapermissive and vacillating disciplinarians as weak and ineffectual and show contempt for them, ridiculing them behind their backs and boasting about how easy it is to "get away" with things.

Even though they may rebel against rules, especially if they regard them as unfair, most children and adolescents have more respect for teachers who ask them to conform to rules and regulations. If young people have a voice in setting up the rules and if they serve on committees that handle school disciplinary problems, they regard such procedures as democratic and fair and the teachers who follow them as good sports. Under such conditions, a student teacher-relationship marked by understanding and respect develops.

**PERSONAL ADJUSTMENT OF THE TEACHER:**

The well-adjusted teacher is far more respected and liked by students than the poorly adjusted, and a warmer
student - teacher relationship is possible. Studies of the personal adjustments of teachers have led Heil and Washburne to conclude that teachers are of three types. The first "turbulent" teachers, are blunt, impulsive, tense and unpredictable; they tend to express their feelings and thoughts in verbal and physical aggressions. The second, equally harmful to the psychological well being of the students and to the emotional climate of the classroom, are the "fearful" type. Such teachers are insecure, helpless dependent and defensive. Not only do they fail to win the respect of their students but, even worse, students sense their insecurity and quickly take advantage of them. The third type are better in most respects for students and for classroom climate. These are the "self controlled" teachers. Sensitive to the attitudes of others, at the same time they want things to run smoothly and they expect their students to conform to school regulations. Even though they sometimes tend to be rigid, they command greater student respect than the other two types.

**Effects of Teacher - Student Relationship on Student's Personalities:**

The kind of relationship that exists between teacher and students and the way the student perceives that rela-
tionship have a direct effect on the student's self concept. If a student believes that the teacher dislikes him and if he interprets the teacher's words and actions to mean that he is rejecting and "picking on" him for whatever he says or does, he will come to think of himself as a martyr. By contrast, a student who does his work conscientiously, works up to capacity, causes no classroom disturbance, and does not demand too much of the teacher's time and attention, is perceived favourably by the teacher and is able to establish a satisfying teacher - student relationship. If he sees himself as a "good" person as he believes his teacher sees him, this will have an ego-inflating effect on his self concept.

Indirectly, the teacher student relationship influences the students' personality in two ways; through its effect on the emotional climate of the classroom and through its effect on student achievement. An important factor in determining what the emotional climate of the classroom will be is the kind of relationship the teacher has with students. Even if the teacher's relationship with only a few students is unfavourable the entire classroom climate can be affected adversely. This is especially true if the poor relationships involve popular students or if the majority of students
side with and sympathize with a student or students who they believe have been treated unfairly by the teacher.

The second way in which the student – teacher relationship indirectly influences the student personality is through the effect the relationship has on the student's motivation for academic achievement. When the student perceives the relationship as warm and friendly, his achievements are far better than when he perceives the relationship as hostile, punitive or rejectant. Many underachievers are the product of a hostile teacher – student relationship.

The effects are greatest during early school years when the personality pattern is still in the formative stage and when the teacher is more instrumental in the child's life than she will be later. Further more, the relationship may have the effect of reinforcing a pattern set in the home- or of modifying it, if the teacher-student relationship differs markedly from the parent – child relationship. Solomon declares, "A child with both stable parents and stable teachers is fortunate. Conversely, emotional problems are aggravated when a child with unstable parents is exposed to unstable teachers".

There is further evidence of the influence teacher – student relationships have on the student's personality.
Patterns of behaviour, developed as a result of learning to view himself through the eyes of the teachers, carry over into the student's relationships with people outside the school. The impulsive teacher sets a model for impulsive behaviour in her students, while the experienced, reflective teacher sets a model for stable, self-assured behaviour & positive personal relationships outside the school. Farnsworth writes.

"What a teacher is and does is more influential on students than anything he may say. It is sometimes a shock to teachers to realize how much their students are concerned with what they do, say, read, wear, enjoy and their manner and behaviour generally".