
Changing Role of Teachers: Vedic Periods and After Independence

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ABSTRACT:

Indian education system has a glorious, enriched and enlightens long history, where a gradual change occurred from the remote past in teaching-learning process. This change starts from informal education (at home) to Gurukul, gurukul to toll system, toll system to school or educational institution. In all education system, teacher plays a vital role from past to present. It is said that, at first family members teaches younger students in different aspects. Then this role had shifted to Guru, after that Guru to teacher. But the original duties and responsibilities of teacher remain same, though the social and environmental situation has become changed. Teaching is a white color and noble job. The mode, models and aspects of teaching is becoming enlarged day-by-day for the effects of modernization. So, the role of teacher is also becoming changed. The present paper aims to find the changeable role of teacher in Vedic period and after independence period, if there are any similarities and differences are present in the role of teacher. On the basis of different reliable sources, researcher tries to analyze and compare the various changing role of teacher between Vedic period and after independence time. Researcher found some similarities and differences in the various aspects of teacher's role like their competencies, commitment and responsibilities from the past to present situation. Documentary analysis has used for the methodology of the present study. This study will try to gather knowledge about the role of teacher to increase the quality of teaching profession in present hazardous situation.

Key words: Competencies, Commitment.

INTRODUCTION:

In all-time and in all-country, education system is given its shape for civilization and culture. Education system is changed according to socio-economical evaluation. India has a rich tradition of education. Now-a-days, education is become a key issue of many social problems. By realizing this situation, researchers are presenting this paper which aims to find the role of teachers of Vedic periods and post independence era in India. So, the major objectives have selected to identify.

Dr. Radhakrishnan said, "The teacher's place in the society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skill from generation to generation and help to keep the lamp of civilization burning".

OBJECTIVES:

Following are the objectives of the present study-

- ✚ To compare the role of teachers between Vedic period and after independence in India.
- ✚ To compare the competencies of teachers between Vedic period and after independence in India.
- ✚ To compare the professional responsibility of teachers between Vedic period and after independence in India.
- ✚ To compare the involvement of teachers in various activity out of class-room between Vedic period and post independence India.
- ✚ To compare the commitment and performance of the teachers between Vedic period and after independence in India.

RESEARCH QUESTIONS:

Considering the above objectives the following research questions are framed-

- Are there any differences and similarities in the role of teachers between Vedic period and after independence in India?
- Are there any differences and similarities in the competencies of teachers between Vedic period and after independence in India?
- Are there any differences and similarities in the professional responsibility of teachers between Vedic period and after independence in India?
- Are there any differences and similarities in the involvement of teachers in various activities out of class-room between Vedic period and after independence in India?
- Are there any differences and similarities in the commitment and performance of the teachers between Vedic period and after independence in India?

METHODOLOGY:

The approach in the present study was qualitative in nature . This work has been conducted in the following ways-

- Collection of data from primary and secondary sources.
- Detailed study of the reliable and valid sources.
- Making generalization from the sources.

ROLE OF TEACHERS IN VEDIC PERIODS:

Early education in India commenced under the supervision of Guru. In Vedic period the teaching profession was considered as the most noble and moralistic in nature. In the first stage education was open to all. As time progressed, due to superiority complexes, the education was imparted on the basis of caste. Other than learning had to perform as a

member of a specific caste, they called '*Sudra*'. In this period teachers are called '*Gurus*'. The Students used to live with *Gurus* in *Gurus* house as a family member. The gurus arranged lodging and boarding for the students. Those placed were called '*Gurukul*'. The Guru gave personal instructions as well as attention and care to his students. The *Gurukul* was a residential school. But students never paid any money. The process of learning generally began with '*Upanayana*' which was a religious ceremony. At that time pupil educated verbally. In Vedic period only unmarried students were admitted in *Gurukul*. The students were called Brahmachari.

In the Vedic period the teachers and students enjoyed a cordial relationship. The teachers considered the students as their son and the students regarded teachers as their God. The students obey the order of Gurus with full devotion. Students did all duties for Gurukul with wholeheartedly. At the same time Guru did his all responsibilities, as father. Teachers were placed in the high circle in the society for good character, sacrifice, depth of knowledge and religious attitude. Teachers were used to follow a syllabus mainly Vedas which was compulsory for students.

ROLE OF TEACHERS AFTER INDEPENDENCE IN INDIA:

After independence, functions of a teacher are changed. Now-a-days, the sciences, the arts, philosophy, religion, and socio-political thought are changed. Now students are learning in school. Teacher- students relationship is limited in 4/5 hours interactions. Now teachers are involved in all round development of students. There are a great number of changes in *teaching process*. Teachers do not like to use lecture method in modern classrooms, they are facilitator, their main task is to set goals and organise the learning process psychologically. Teacher's are always at the root of the success or failure of any plan of educational planning or the policy declared by the govt. Kothari Commission (1964-66), National Policy of Education (1968), National Policy of Education(1986), Five Year Plan have recognized the importance of the role of the teacher.

According to National Council of Teachers Education there are some Professional Ethics of teachers. These are three folds 1) Obligation towards students 2) Obligation towards parents, community and society and 3) Obligation towards profession and colleagues.

Obligation towards students:

In education system the teacher-student relationship must be cordial. To maintain this relationship, a teacher must treat each and every student with love and affection irrespective of their caste, creed, religion, sex, economic status, disability, language and place of birth. Students' all round development i.e. physical, social, intellectual, economical and moral development will be the teacher's sole concern. He/she must be respectful to the basic human excellence of the child. Teacher's organized and systematic efforts towards a child will develop his/her potentiality and talent. To make the students as a future citizen of India, he/she must conduct the curriculum in conformity with the values enshrined in the constitution of India. He/she must fulfil the individual needs of the students through his flexible and modern teaching process. He/she must not disclose the confidential informations

regarding the students. He/she must abstain from subjecting any child to physical punishment, fear, trauma, anxiety, sexual abuse and mental and economical harassment. Being a role model to the students he/she must maintain a dignified behavior and character.

Obligation towards parents, community and society:

School is the part of society and the social culture is being reflected through education. So the teachers have some responsibility towards society. For all round developments a teacher must maintain a trustful relationship with the parents. From this relationship he/she will be aware of students' weakness, problems etc. He/she must be respectful towards this relationship and must grow the seeds of respect for the composite culture of India among students. Being concerned about the diversity of Indian religion, culture, language he/she must refrain from doing anything which would spread feelings of hatred or enmity among different communities, religious or linguistic group.

Obligation towards profession and colleagues:-

Being a teacher he/she must take pride in his/her profession and must be respectful towards his/her colleagues especially in the presence of pupils, other teachers, officials or parents. He/she should respect other's opinion. His/her continuous effort towards the development of his/her profession enriches himself/herself day by day. By creating a cultural and friendly environment the teacher can encourage fruitful collaboration and dialogue among the colleagues and that will prosper their knowledge of education. He/she should abstain from engaging himself/herself in private tuition and accepting any gift of favour that might appear to influence his/her profession decisions. Teacher should maintain the confidential matter regarding colleagues and disclose such information only when authorized to do so.

Competencies of teachers of Vedic period:

In Vedic period Guru was a remover of darkness. Guru shows the way by his own experiences, practice and deep insight. Teachers never use trial and error method. The society did not interfere with the curriculum of studies or regulating the payment of fees or hours of instructions.

Competencies of teachers after independence in India:

Kothari Commission strongly recommended for teacher-education. The standard of education depends on the quality of teachers. After independence Govt. and society deeply involve for making curriculum, co-curriculum activity, school hours etc. Mainly teachers are involve for these duties. Now-a-days teachers are not only involve in class room teaching, but also in school managing activities. They also arrange the time-table, cultural functions, excursions etc. Head teachers have made fine relationship with Govt. Teachers are guided by National Curriculum, Core Curriculum and State Govt. curriculum that they have to consider, but on the other hand, they are independent to choose the textbook, method of teaching and make a syllabus of their own teaching and teach their pupils so that they can perform satisfactorily at class or board examinations and in real life. They required to improve the ICT skill for formal and non-formal education. The standard of teaching quality will be improved by such trained teachers.

Professional responsibility of teachers in Vedic period:

In ancient India, there were also some professional responsibilities of Acharya (Guru) as professional personnel. In Vedic period a Guru was responsible for students' spiritual welfare. It was his main professional responsibility. They were an effective person of high moral values and super spiritual qualities. They were always trying to modified themselves by taking regular yoga and meditation for achieving 'mokhya'. These yoga and meditation had helps them to be make an effective professional character. For professional responsibility, a religious Guru took some techniques. According to Sri Aurobindo, " A teacher(Guru) possesses three instruments for professional development, like- Instruction, Example and Influences'. Their main aims were to continuous development of the faculties and also profession, by using three instruments. They were also dedicated towards their students and also teaching.

Professional responsibility of teachers after Independence:

After Independence, trends of education were beginning changes. And also the role of teacher was beginning change. Now-a-days teachers play a multi-purposive role and the area of responsibilities is becoming wide spread. A good teacher always dedicative towards his/her profession by maintaining all allotted duties of Educational Institution. Not only the allotted duties, he/she is responsible all time towards the institution, whether any emergence has arrive. A good teacher is a person, who is always self motivated towards his /her teaching and also he/she take responsibility to increase the students' motivation on learning.

Various activities out of class-room in Vedic period:

In vedic period, the teachers(Guru) has plays some activities out of class-room for the development of education. They were involving themselves to the dynastic duties of rolling king. Sometimes they arrange debate competition, religious seminar, educational discussion for the development of knowledge. Very often they involve themselves and their students in serving different campaigning program for the sake of general population. They have also done some co-curricular activities like- singing song from the Sam Veda, fighting competition etc. They also manage their own educational ground and also said valuable speech for human sake out of classroom.

Various activities of teachers out of class-room in after independence:

A teacher's duty does not confined only in the class room. He has a lot of things to do outside the classroom. One of the most important role of teachers is more involvement in school management. At the same time teachers need to be able to work in teams with co-operation with H.M., Management members, Non-teaching staff and Parents. They have to write projects to gain money for the school/college programmes. Teachers are stimulates the growth & development of values, moral and social responsibility, attitudes etc. For example the Annual sports of the school; it is not included the classroom activity. A teacher has to arrange the sports schedule, arrangement of prize, inviting the guests and so on. Similarly in the organization of Saraswati puja in the school, a teacher perform a lot of things. He has to arrange a meeting, distribution of duties among students, arrangement of cultural programme, even the ceremonial immersion of the idol. Beside these, a teacher has to join in the parents-teacher association. And now-a-days one of the most important activity out off the classroom is participating mid-day-meal program. He has to check the quality of food, fixed the

quantity, maintain the bill etc. Hence, in present day a teacher has to perform both inside and outside of the classroom equally.

CONCLUSION:

In Vedic period most of the lessons were learnt by heart. Gurus were very much involved in their life too, but they are mainly narrator or director. Vedic teachers taught in monotonous way. They were only the instructor not the friend, philosopher and guide like present days. But in present time the teachers teach the students according to their psychological needs. The competencies, professional responsibility, involvement commitment and performance of the teachers from Vedic to the present days changes with the social and educational need and progress of the time. Without neglecting the role of our ancestors we can say the present roles of the teachers with modern scientific and child centric method, curriculum, national policies on education, research works, computer aided learning, social and moral responsibilities are more effective, valuable and better balanced for the present educational system.

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