

# Education system and Role of a Teacher proceeding and Contemporary

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*Abstract—Different teaching methods, strategies and digital tools are increasingly being used to support teaching in higher education. These methods and strategies places vital role on the tasks and responsibilities of the teacher, and can influence teacher roles. In this study I have presented a review on the role of a teacher at various ages starting from vedic to present methods. Comparison between the methods adopted by each age was also made along with the benefits each type has provided to make up the present education system. The study concludes with a case study..*

*Index Terms— Teacher role - Method and strategies - Ancient education system - Higher education - Communities of practice - Teaching-learning environment - Digital tools etc*

## I. INTRODUCTION

The role of teacher in the educational set up is very important. It is a two-way process i.e. student and teacher, i.e. two sides of the same coin. It is beyond argument that teacher is a backbone of the society, country and the educational system. The citizens of tomorrow are his students and the future of the country lies in his hand.

Teacher plays an important role in different capacities. Actually he is the administrator of the school/college, class, and management. Since students are the main target in whole of the educational system it need well qualified administrator, organizer and the teacher in the person to whom everybody looks.

The Principal and the Management also seek his help in solving the problems of the school/college, students, staff etc.

## OBJECTIVES

- To present a review on role of teacher in education during Vedic, Buddhist and Medieval periods.
- To understand different roles lead by teacher during these periods.

To compare the changes in the role of teacher in the Preceding and Contemporary

## II. EDUCATION IN PRE-INDEPENDENT INDIA

### 1. VEDIC SYSTEM

The system of education which was developed during Vedic period is termed as the Vedic system of education. The main features of Vedic system of education may be summarized in the following sequence.

### Administration and Finance of Education

#### 1. Free from state control:

The education was completely under the individual control of the ‘Gurus’ and not on the state control.

#### 2. Free Education

The gurus themselves arranged for lodging and boarding of the students. The students, of course, used to pay guru dakshina to their teachers according to their financial position and volition.

### Aims of Education:

#### 1. Inculcating Religion

Preaching religion was the major function of literature and culture of ancient India. Religion was predominant in every sphere of life. So it may be said, the ancient India was built up in religions much more than in political, economic and social field.

#### 2. Acquaintance and observance of social and national duties

This is the fourth chief aim of Vedic period education. The students were mad conversant with their duties towards the society and the nation and they were duly trained in their observance.

#### 3. Moral and Character Development

During Vedic period character building meant to train people to behave according to religion and to provide proper direction to their conduct and thinking on the basis of religion. For the moral and character development of the children, they were educated in religion and ethics, since inception. They were trained in

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activities like observance of celibacy, control of sense organs and self-control.

## 4. Education of Livelihood, Arts and Skills

The students were educated in agriculture, cattle rearing, other crafts and skills according to their ability. The Brahmins were trained in religious activities and teaching, the Kshatriyas (warriors) in administration and war, and the Vaishyas (Business class) in agriculture, cattle rearing, trade and commerce.

## 2. Curriculum

The curriculum of education during Vedic period was divided into two forms – Materialistic, Spiritual.

### 1. Material Curriculum

It included language, grammar, numerology, agriculture, cattle rearing, arts(music and dance), skills (weaving, dying, woodwork, metal work, craft), economics, politics, geology, physiology, snake science, logic, astrology, medical science, military science, exercise, exercise, gurukul organization.

### 2. Spiritual Curriculum

It included education of Vedic literature, theology, ethics and training in activities like control of sense organs, religion based conduct, mode of worship, evening prayers etc.

## Methods of Teaching

Two methods of teaching were being practiced during the Vedic period. The first method was oral and the second was based on thinking and reflection.

### Oral Method:

In oral method, the students were to memorize the mantras and Richayas (verses of Rigveda).

### Thinking Method:

Through this an attempt was made to preserve the Veda mantras and Richyas (Vedic Verses).

### Manas (reflection) method:

It was a higher method of teaching than thinking. Mantras were developed and preserved in one's own mind. This method was used to encouraged intelligent students by guiding them to make research.

Teacher During Vedic period, very scholarly, self-studious, religious. They occupied the highest place in the society and were established as gods.

### Duties of teachers towards students:

1. To make arrangement for student's lodging, food and clothing etc.

2. To look after the health of the students and arrange treatment in case of falling ill.
3. To compulsorily impart education in language, religion and ethics.
4. To teach students good conduct and build their character.
5. To inspire students towards activities work doing and prevent them from undesirable activities.

### Students

During Vedic period only unmarried students were admitted in gurugulas. The students were called Brahmachari.

### Students' Duties towards teachers

1. To look after the cleanliness of gurugal and its complete arrangements.
2. To clean the teachers residence and arrange for teacher's worship.
3. To seek alms for teacher and other residents of the gurukul.
4. To massage the feet of the teacher before going to bed.
5. To abide by the orders of the teacher with devotion.

Mental control referred to control of sense organs. Spiritual control meant identifying the form of soul, perceiving similar identity in all and working for universal welfare.

### Teacher – Student Relationship

During 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 father. Affection flowed from above and devotion steamed from below.

## 3 Conclusion

In retrospect it may be said that the Vedic system of education was the best system of education in contemporary world but from the point of view of the present Indian society some of its aspects are worth adopting, while some are to be given up.

## III. BUDDHIST SYSTEM OF EDUCATION

Gautam Buddha taught the principle of a religion which was based on the analysis of actual problem of life. In fact, he gave a new form to the religion.

### 1. AIMS OF EDUCATION

1. Physical Development

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According to Buddha, good health helps a man to escape from bodily suffering. So he gave importance for physical development.

## 2. Development of knowledge

To achieve Nirvana, they emphasized on the development of true knowledge. In Buddhist period the practical knowledge of the material world and of the four noble truths were regarded as the true knowledge.

## 3. Education of social behaviour

Buddhist religion is a supporter of human welfare. This is the reason that too much emphasis was placed upon compassion and kindness.

## 4. Preservation and Development of human culture

Buddhist religion emphasizes the preservation of human culture as a whole. For that, they encourage the study of other religions, cultures and philosophies.

## 5. Character formation

They gave too much importance on self-control compassion and kindness and those who practice, these ideals possesses good character.

## 6. Education of Buddhist religion

Students were trained in the eight fold path namely-Right view, Right resolve, Right occupation, Right speech, Right behaviour, Right effort, Right contemplation and Right meditation to achieve salvation.

## 2. CURRICULUM OF EDUCATION

In Buddhist education primary, higher and Bhikshu education were organized in Maths and Vihars and as they were under the control of Buddhist Sanghs.

### Curriculum of primary Education

Duration of primary education reading and writing.

### Curriculum of Higher Education

Duration of higher education a general knowledge of grammar, religion, astrology, ayurved and philosophy was imparted to students. Special education included Pali, Prakrit and Sanskrit languages along with their grammar and literature and such subjects as astrophysics, cosmology, jurisprudence, political science, economics, arts, skills, vocations, architecture, Buddhist, Jain and Vedic religions, theology, logic.

**METHODS OF TEACHING:** Teaching activities were carried out orally by lecture method, question answer method, logic, conference method. Activity oriented subjects were taught by demonstration, imitation and practice method.

## TEACHERS

Qualification of teachers

- 1) 8 years of Bhikshu education after 12 years of higher education
- 2) To adopt Buddhism
- 3) Lifelong celibacy
- 4) Strict adherence to the sangh discipline

These teachers had to make arrangements of boarding and food for their students, impart knowledge to them and guide them to overcome worldly attachments.

## STUDENTS

Students in Buddhist period were termed as Shraman or Samner. They had to compulsorily reside in Maths and vihars. They had to get up early in the morning before teachers and had to make arrangements for their morning prayers. Students unable to pay fees for higher education had to contribute manual service.

## TEACHER- TAUGHT RELATIONSHIP

Teachers were like father figure to students. They generally looked after the administration of maths and vihars and organized teaching work while students carry out the different tasks as advised by their teachers.

### Other aspects of Education

- 1) They are taken steps to give mass education
- 2) Women education was encouraged
- 3) More importance to vocation education
- 4) Education of different religion is imparted to develop religious tolerance among people.

## 3. CONCLUSION

In retrospect we may say that the foundation of modern Indian system of education was laid down in Vedic system of education but the complete structure that is central administration, school education, group teaching, was laid in the Buddhist system of education.

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