
THE BACKGROUND AND MOTIVATION OF
STAFF AND ORGANISATIONAL CLIMATE
IN THE COLLEGES OF EDUCATION

"Colleges of education have not been well placed, in the past as agents of specific innovation in curriculum content and teaching method; their research role has been minimal; their staff have not possessed the type of qualification and experience that inspires an innovating role; during the early years of teaching their students have usually been too busy establishing themselves to be able to go against the existing mainstream of pedagogical practice. But to speak of 'innovation' as a unitary concept in this way is misleading, since there are clearly several stages involved in the process; the problem is to locate the points at which institutions of teacher education make their contributions".

- M. Young

in, "Innovation and Research in Education"

THE BACKGROUND, AND MOTIVATION OF STAFF
AND ORGANISATIONAL CLIMATE IN THE COLLEGES

In the preceding Chapter an attempt was made to present an emergent picture of the colleges of education in Gujarat in regard to location, size, management, leadership and their motivational factors, physical facilities and internal organisation, furniture and equipment and the admission procedures. In this Chapter, an attempt will be made to describe the composition of the college staff in regard to sex, age, educational qualifications, experience and their motivational factors and discuss the role of the college principal in promoting the staff morale and assess and evaluate the organisational climate obtaining in the sampled colleges. The organisation of the Chapter will be as under :

- The growing teacher educators' community on the campuses of colleges of education
- The age of teacher educators and their age of entry into a college of education
- The qualifications of the staff
- The background in teaching
- Motivational factors
- Student quality and staff qualifications
- Professional promotion and staff morale
- Organisational climate in the colleges of education
- Leadership in colleges of education
- Conclusion

5.2 THE GROWING TEACHER EDUCATOR COMMUNITY IN GUJARAT

The number of men and women teacher in the colleges of education in Gujarat has been growing steadily and fast since 1965. In 1935 when the first secondary teachers' college was established at Baroda, its staff consisted of three persons and all of them were men. Towards the end of the fifties, the number grew five or six times and some women had begun to fill the position of lecturers in teachers' colleges at Baroda, Ahmedabad (A.G. Teachers') and Porbunder. Two women* also functioned, for some time, as Principal and Vice-Principal of

* They were : Miss Sumitra Vashi, and Smt. Kusumben S. Patel.

the college at Porbunder. The college at Baroda had the highest number of women on its staff in Gujarat. During the sixties, there took place considerable expansion of teacher education facilities. In 1960, the number of teacher educators on the staff of the colleges of education in Gujarat was estimated to be around 50. This number is estimated to have increased to around 260 in 1972. This estimation is done on the basis of 1:10 staff-student ratio accepted by almost all universities in Gujarat. In the sample of 16 colleges of education included in the present study, the number of men and women teacher educators was returned as 164, 136 or 82.93 per cent men and 28 or 17.07 per cent women.

Table 5.1

The Sex-wise Composition of the Staff of Colleges of Education in the Universities of Gujarat
(Case Study Sample)

Sr. No.	University	S t a f f		Total
		Male	Female	
1.	Baroda	18 (10.98)	4 (2.44)	22 (13.42)
2.	Sardar Patel	19 (11.59)	4 (2.44)	23 (14.03)
3.	Saurashtra	21 (12.81)	2 (1.22)	23 (14.03)
4.	Gujarat	51 (31.10)	8 (4.87)	59 (35.97)
5.	South Gujarat	14 (8.53)	5 (3.05)	19 (11.58)
6.	Gujarat Vidya.	10 (6.10)	5 (3.05)	15 (9.15)
7.	G.B.T.C.	3 (1.82)	- (0.00)	3 (1.82)
Total		136 (82.93)	28 (17.07)	164 (100.00)

P.S. :- Figures in the bracket show percentages.

Of the total 164 teacher educators studied in the 16 colleges, the percentage of teacher educators working in urban areas was found to be 76.51 (63.75 per cent men, 12.76 per cent women) and 23.49 per cent (20.31 per cent men, 2.68 per cent women) working in rural areas. The management-wise distribution of the staff was 30.20 per cent (24.83 per cent men, 5.37 per cent women) universities, 8.73 per cent (7.39 per cent men, 1.34 per cent women) Government, and 61.07 per cent (52.34 per cent men, 8.73 per cent women)

It will be seen that in the colleges covered in the Case Study Sample, the proportion of men and women staff members is nearly 83:17. There are at present as stated earlier 40 colleges of education for secondary school teachers in Gujarat. The percentage of women educators in these 40 colleges is likely to be around 10 to 12 per cent at present(1). Though the number of women teaching in colleges of education in Gujarat has been rising steadily since 1965, yet the men teacher educators have always outnumbered women teacher educators and this is likely to remain the case for quite a long time in Gujarat. However, as Desai points out, there are more women on the staff of teachers' colleges than in Arts, Science or Commerce Colleges in Gujarat (2).

In Gujarat, excepting the two women's colleges of education (both affiliated to S.N.D.T. Women's University and located at Baroda and Ahmedabad), the rest are mixed colleges. Mixed

colleges require more men staff. The two women's colleges are quite small in size and their staff is consequently very small. In Gujarat, it is found more difficult to obtain suitably qualified women candidates for mathematics and science method subjects than for language subjects and social studies method subjects (3). The situation, however, seems to be improving. The M.Ed. and Ph.D. results of the Universities of Gujarat of the last five years hold out better possibility for recruiting women to teach in colleges of education in Gujarat.

Between 1967 and 1972, 26 took their Ph.D. degree in education from the Universities of Gujarat. Of them the number of women obtaining Ph.D. (Education) was 7 or 26.92 per cent. This figure also shows that the potentiality of recruitment of women to work as teachers in colleges of education has slightly increased during the last five years. The Dean, Faculty of Education and Psychology, Baroda, told the Investigator that between 1967 and 1972 five times the post of a lecturer in education was advertised. The advertisement attracted totally about 40 applicants of whom nearly one-third were women (4).

Table 5.2

Output of Women M.Ed.s from Universities of Gujarat (1967-72)

	Guj. Vidya- peeth	Guj. Univ.	Saura- shtra Univ.	South Guj. Univ.	Baroda Univ.	Total
Total number of women students appeared	8	33	28	12	55	136
Number of women students passed in First Class	-	-	-	-	9	9
Number of women students passed in Second Class	2	16	3	6	33	50
Number of women students passed in Pass Class	-	1	21	3	11	36

The community of men and women teacher educators in the colleges of education in Gujarat has been steadily expanding. The community of teacher educators at Baroda is more cosmopolitan than at any other place in Gujarat. Of the total 22 members of the staff of the Departments of Education and Educational Administration in the Faculty of Education and Psychology at present, 3 are from U.P., 1 from M.P., 2 from Maharashtra, and 1 from Sindh (Pakistan).

The field now offers career possibilities that hardly existed twenty years ago. One cannot say at this juncture whether the community of teacher educators in Gujarat has now reached its maximum possible size. But one can hazard a guess that it has not. With the expansion of secondary education envisaged under the Gujarat Perspective Plan 1974-1984 (5), it is likely that the size of the community of secondary school teachers and consequently that of the teacher educators will grow by at least about 15 to 20 per cent. This would open up more opportunities for qualified men and women to work in secondary teachers' colleges. In some cases, it would mean promotion for a secondary school teacher to be appointed to a teachers' college, but in many cases it would be direct recruitment from those obtaining a high second class at an M.Ed. examination having the initial post-graduate academic degree in at least a second class.

5.3 THE AGE OF THE STAFF MEMBERS

It appears from the Case Study that 64.42 per cent of the members of the staff in teachers' colleges in Gujarat are above 35 years of age, and in them the percentage of those above the age of 40 years is 39.61. Thus, 4 out of every 10 teacher educators in the Case Study sample was found to be above the age of 40 years. The average age of the 164 teacher educators works out to be 37.60 years. In the Baroda University, the mean age of teacher educators is 39.55 years. The mean ages at other Universities are Sardar Patel 38.15, Saurashtra 39.25, Gujarat University 35.15, South Gujarat 33.70, and G.B.T.C. 40.15. Thus, the youngest teachers are in the South Gujarat University and the oldest in Baroda among the Universities and in the G.B.T.C. of all managements. It would thus be seen that the teacher educator in Gujarat is, by and large, quite a young person. Table 5.3 shows the age composition of teacher educators working in the colleges of education conducted by or affiliated to different universities and in Government G.B.T.C. Colleges.

The Table further reveals that (a) excepting one female teacher educator in the South Gujarat University, no teacher educator is below the age of 25 years; (b) the largest percentage (17.43) of youngest teacher educators below 35 years ~~are~~ is in the colleges affiliated to the Gujarat University; (c) most of the senior teacher educators above the age of 40 years

Table 5.4
Age Composition of College Staff - Management-wise (Case Study Sample)

Management	Below 25		25 - 30		30 - 35		35 - 40		Above 40		Grand Total						
	N	F	T	M	F	Total	M	F	Total	M	F	Total					
University	-	-	-	1	3	4	12	4	16	10	2	24	24	47	13	60	
	-	-	-	(0.61)	(1.83)	(2.44)	(7.32)	(2.44)	(9.76)	(6.10)	(1.22)	(14.63)	(2.44)	(17.07)	(23.66)	(7.93)	(36.59)
Private	-	1	1	13	2	15	21	4	25	24	4	28	28	78	13	91	
	-	(0.61)	(0.61)	(7.93)	(1.22)	(9.15)	(12.80)	(2.44)	(15.24)	(14.63)	(2.44)	(17.07)	(12.20)	(13.42)	(47.56)	(7.93)	(55.49)
State Govt.	-	-	-	-	-	-	-	-	-	-	-	1	1	12	11	13	13
	-	-	-	-	-	-	-	-	-	-	-	(0.61)	(0.61)	(6.71)	(0.61)	(7.92)	(7.92)
Total	-	1	1	14	5	19	33	4	37	34	3	37	37	136	28	164	164
	-	(0.61)	(0.61)	(8.54)	(3.05)	(11.59)	(20.72)	(4.83)	(25.00)	(20.73)	(4.27)	(25.00)	(30.54)	(4.27)	(37.81)	(92.92)	(100.00)
Percentage	-	(0.61)	(0.61)	(8.54)	(3.05)	(11.59)	(20.72)	(4.83)	(25.00)	(20.73)	(4.27)	(25.00)	(30.54)	(4.27)	(37.81)	(92.92)	(100.00)

Table 5.5

Age of Teacher Educators at the time of their first joining the Staff of Teachers' College (Case Study Sample)

Name of the University	Below 25		25 - 30		30 - 35		35 - 40		Above 40		Grand Total			
	M	F	M	F	M	F	M	F	M	F	M	F	Total	
Baroda University	1	-	1	4	2	9	2	11	4	-	4	13	4	22
	(0.61)	-	(0.61)	(2.44)	(1.22)	(5.49)	(1.22)	(5.71)	(2.44)	-	(2.44)	(10.09)	(2.44)	(13.42)
Sardar Patel Univ.	1	-	1	7	2	11	2	13	-	-	-	10	4	23
	(0.61)	-	(0.61)	(4.27)	(1.22)	(6.70)	(1.22)	(7.92)	-	-	-	(11.53)	(2.44)	(14.02)
South Gujarat Univ.	2	1	3	3	2	5	2	3	3	-	3	14	5	10
	(1.22)	(0.61)	(1.93)	(1.93)	(1.22)	(3.05)	(1.22)	(4.43)	(1.93)	-	(1.93)	(9.54)	(3.05)	(11.59)
Gujarat University	1	2	13	3	22	30	2	32	1	2	3	51	3	50
	(0.61)	(0.61)	(1.22)	(1.93)	(13.41)	(13.41)	(1.22)	(19.51)	(0.61)	(1.22)	(1.93)	(31.09)	(4.93)	(35.07)
Gujarat Vidyapeeth	-	-	-	7	4	11	2	3	1	-	1	10	5	15
	-	-	-	(4.27)	(2.44)	(5.71)	(1.22)	(0.61)	(0.61)	-	(0.61)	(6.10)	(3.05)	(9.15)
Saurashtra Univ.	-	-	1	7	-	7	10	12	3	-	3	21	2	22
	(0.61)	-	(0.61)	(4.27)	-	(4.27)	(6.10)	(7.32)	(1.93)	-	(1.93)	(12.90)	(1.22)	(14.02)
G.B.T.C. (Govt.)	-	-	-	-	-	-	-	-	3	-	3	3	-	3
	-	-	-	-	-	-	-	-	(1.93)	-	(1.93)	(1.93)	-	(1.93)
Total	6	2	8	47	13	60	68	11	79	15	2	17	136	164
Percentage	(3.66)	(1.22)	(4.38)	(23.66)	(7.93)	(36.59)	(41.46)	(6.71)	(43.17)	(9.15)	(1.22)	(10.37)	(92.92)	(100.00)

(9.40 per cent) are in the colleges affiliated to Saurashtra University with the Baroda University following it closely with 8.72 per cent; (d) one-third of women teacher educators are below the age of 35 years; and (e) private colleges have more younger staff members below 35 years (29.42 per cent) than Universities (8.04 per cent) and Government colleges (nil per cent). (Vide - Table 5.4).

Table 5.5 shows the age of entry into a college of education as a staff member of 164 teacher educators studied in the Case Study Sample. The average age of entry of the college teacher educator in Gujarat was found to be 30 years. The Table yields the following significant facts : (a) About 42 per cent of teacher educators in Gujarat enter a college of education as its member of the staff at the age of 30 years or below, and about 48 per cent between the age of 30 and 40 years. In other words, more than half the number of teacher educators are matured and experienced persons when they join the staff of the secondary teachers' colleges in Gujarat (6). Of the total female teacher educators a little more than one-half join teachers' colleges as teacher at the age of 30 years or below; (c) Among the Universities, the greatest percentages of younger teacher educators below the age of 30 years are in the Baroda University (4.27 per cent) followed by South Gujarat and Saurashtra each having percentage of 4.88; (d) More women teacher educators enter the college of education at younger age

(30 years or below) than the men educators. The percentage of women teacher educators in this respect was found to be 57.1 whereas the percentage of men educators was found to be around 39; (e) In G.B.T.C., teacher educators join the staff at comparatively older age because quite often they are transferred to this position from their earlier position of high school teachers or assistant deputy educational inspectors (A.D.E.I.s).

It is clear from the number of men and women teacher educators who join as staff members in the teachers' colleges at the young age of 30 years or below that this field now offers career possibilities that hardly existed some twenty years ago.

5.4 QUALIFICATIONS OF THE STAFF

The colleges of education in Gujarat now get teachers with higher academic and professional qualifications than was the case between 1930s and 1960s. The earlier period was characterised by a kind of academic and professional poverty. The staff of the colleges of education in Gujarat between the thirties and fifties ^{was} ~~were~~ not quite distinguished by their qualifications, though some of them had foreign degrees in education and though their accomplishments were quite good enough. William Taylor, in his study of "Society and the Education of Teachers in England and Wales", observes thus about the staff of the colleges of education of England and Wales in the nineteenth century :

"Instructing the under-privileged instructors of the under-privileged which did not attract many of high academic standing" (6). Almost a similar observation could be made about the qualifications of the staff of the colleges of education of Gujarat of the period between 1930s and 1950s. It was the general practice to recruit staff from the ranks of former students but quite many of them had practice experience in high schools before taking up their appointments.

In this context, the fact that the Case Study Sample showed 61.5 per cent of the college staff holding the academic Master's Degree and about 5 per cent holding it in the First Class, and around 28 per cent in the Second Class and almost all teacher educators having a professional Master's Degree (M.Ed.) must be seen as representing in academic and professional equipment of the staff of colleges of education in Gujarat.

The following Table shows the class obtained at the first academic degree by teacher educators.

Table 5.6

Class obtained by Teacher Educators at First Academic Degree

University/ Govt.	First Class			Second Class			Pass Class		
	M	F	Total	M	F	Total	M	F	Total
1. Baroda	1	-	1	12	2	14	5	2	7
	(0.61)	(0.0)	(0.61)	(7.31)	(1.22)	(8.53)	(3.05)	(1.22)	(4.27)
2. Sardar Patel	1	-	1	10	3	13	8	1	9
	(0.61)	(0.0)	(0.61)	(6.10)	(1.82)	(7.92)	(4.88)	(0.61)	(5.49)
3. Saurashtra	1	-	1	14	1	15	6	1	7
	(0.61)	(0.0)	(0.61)	(8.53)	(0.61)	(9.14)	(3.66)	(0.61)	(4.29)
4. Gujarat	5	1	6	25	5	30	21	2	23
	(3.05)	(0.61)	(3.66)	(15.24)	(3.05)	(18.29)	(12.81)	(1.22)	(14.03)
5. South Gujarat	-	-	0.0	7	4	11	7	1	8
	(0.0)	(0.0)	(0.0)	(4.28)	(2.44)	(6.72)	(4.26)	(0.61)	(4.88)
6. Gujarat Vidyapeeth	-	-	0.0	8	4	12	2	1	3
	(0.0)	(0.0)	(0.0)	(4.88)	(2.44)	(7.32)	(1.22)	(0.61)	(1.83)
7. G.B.T.C. (Govt.)	-	-	0.0	1	-	1	2	-	2
	(0.0)	(0.0)	(0.0)	(0.61)	(0.0)	(0.61)	(1.22)	(0.0)	(1.22)
Total	8	1	9	77	19	96	51	8	59
	(4.88)	(0.61)	(5.49)	(46.95)	(11.53)	(58.53)	(31.69)	(4.88)	(35.98)

It will be seen that 5.49 per cent staff members possess first degree in Class I, 58.52 per cent in Class II and 35.98 per cent in Class III. Thus, out of every 10 teacher educators, at least 6 have the graduate degree in First or Second Class. The best possible situation in this regard obtains in the colleges affiliated to the Gujarat University with Saurashtra and Baroda occupying the second and third position respectively.

The percentage of women teacher educators holding the first degree in First or Second Class is 12.19 as against that of 51.83 in the case of men teacher educators. Here again, the Gujarat University affiliated colleges lead. More of the pass class first degree holders are also in the affiliated colleges of the Gujarat University.

Table on the next page shows the class obtained by the staff of the colleges of education at the second academic degree. Figures in the bracket indicate percentages.

Table 5.7

Class obtained at the Second Academic Degree by the Staff of Colleges of Education

University/ Govt.	First Class			Second Class			Pass Class		
	M	F	Total	M	F	Total	M	F	Total
1. Baroda	2 (1.22)	- (0.0)	2 (1.22)	9 (5.48)	- (0.0)	9 (5.48)	1 (0.61)	1 (0.61)	2 (1.22)
2. Sardar Patel	1 (0.61)	- (0.0)	1 (0.61)	7 (4.26)	- (0.0)	7 (4.26)	2 (1.22)	- (0.0)	2 (1.22)
3. Saurashtra	1 (0.61)	- (0.0)	1 (0.61)	6 (3.66)	1 (0.61)	7 (4.27)	2 (1.22)	1 (0.61)	3 (1.83)
4. Gujarat	2 (1.22)	- (0.0)	2 (1.22)	14 (8.33)	4 (2.44)	18 (10.77)	14 (8.33)	- (0.0)	14 (8.33)
5. South Gujarat	1 (0.61)	1 (0.61)	2 (1.22)	3 (1.83)	3 (1.83)	6 (3.66)	3 (1.83)	1 (0.61)	4 (2.44)
6. Gujarat Vidyapeeth	- (0.0)	- (0.0)	- (0.0)	9 (5.48)	4 (2.44)	13 (7.92)	1 (0.61)	1 (0.61)	2 (1.22)
7. G.B.T.C. (Govt.)	1 (0.61)	- (0.0)	1 (0.61)	- (0.0)	- (0.0)	- (0.0)	- (0.0)	- (0.0)	- (0.0)
Total	8 (4.87)	1 (0.61)	9 (5.49)	48 (29.04)	12 (7.32)	60 (36.36)	23 (13.82)	4 (2.44)	27 (16.26)

Of the total 164 teacher educators whose educational qualifications were surveyed, 58.51 per cent were found to be having a M.A. or M.Sc. degree with 5.49 per cent in Ist Class and 53.02 per cent in IInd Class. Ideally speaking, all the staff members of colleges should have the first degree at the Master's level. But unlike the Universities of Northern India, Universities in Gujarat have smaller enrolment at the post-graduate level. Further, there is a marked tendency among university students in Gujarat to leave university studies after graduation. In the North, many students generally not only continue their studies after getting their B.A. degree but some of them study for M.A. degrees in different subjects of specialization. Against this background, the proportion of the M.A. degree holders in Gujarat colleges of education should be viewed.

So far as the professional degrees - B.Ed., M.Ed. and Ph.D. - are concerned, the standing of the staff is much better than in the case of academic degrees. Around 73 per cent of staff possess a Master's Degree in Education and about 16 per cent a Ph.D. degree in Education, and about 37 per cent a B.Ed. Degree in the First Class.

Table Nos. 5.8, 5.9 and 5.10, on the following pages, ~~show~~ present detailed data on this.

Table 5.8

Class obtained by the B.Ed. Degree by the Staff of Colleges of Education
(Figures in the bracket indicate percentage)

University/ Government	First Class			Second Class			Pass Class		
	Male	Female	Total	M	F	Total	M	F	Total
1. Baroda	8 (4.88)	2 (1.22)	10 (6.09)	10 (6.10)	1 (0.61)	11 (6.71)	- (-)	1 (0.61)	1 (0.61)
2. Sardar Patel	6 (3.65)	2 (1.22)	8 (4.87)	12 (7.31)	2 (1.22)	14 (8.53)	1 (0.61)	- (-)	1 (0.61)
3. Saurashtra	9 (5.49)	2 (1.22)	11 (6.71)	8 (4.87)	2 (1.22)	10 (6.09)	2 (1.22)	- (-)	2 (1.22)
4. Gujarat	22 (13.42)	2 (1.22)	24 (14.64)	27 (16.26)	6 (3.66)	33 (19.92)	2 (1.22)	- (-)	2 (1.22)
5. South Gujarat	8 (4.88)	2 (1.22)	10 (6.09)	6 (3.66)	3 (1.83)	9 (5.49)	- (-)	- (-)	- (-)
6. Gujarat Vidyapeeth	4 (2.44)	3 (1.83)	7 (4.27)	6 (3.66)	2 (1.22)	8 (4.88)	- (-)	- (-)	- (-)
7. G.B.T.C. (Govt.)	- (-)	- (-)	- (-)	2 (1.22)	- (-)	2 (1.22)	1 (0.61)	- (-)	1 (0.61)
Total	57 (34.73)	13 (7.93)	70 (42.70)	71 (43.31)	15 (10.75)	86 (53.07)	6 (3.66)	1 (0.61)	7 (4.27)

Table 5.8 shows that around 42 per cent of the staff of the colleges of education hold a First Class B.Ed. Degree and about ~~43~~⁵³ per cent a Second Class B.Ed. Degree. The percentage of a pass class B.Ed. Degree holders is a trifle 4.27. Of the total 28 female staff, 42.84 per cent hold B.Ed. degree in the First Class and 53.57 per cent in the Second Class. More of the staff holding a First Class B.Ed. Degree is in the Gujarat University, with Saurashtra occupying a second position. Among the universities, the Gujarat Vidyapeeth in this respect is at the bottom of the ladder.

Table 5.9 reveals university-wise position in the staff holding the M.Ed. degree.

Table 5.9

Class obtained at the M.Ed. Degree by the Staff of Colleges of Education

University/ Govt.	First Class			Second Class			Pass Class		
	M	F	Total	M	F	Total	M	F	Total
1. Baroda	4 (2.44)	1 (0.61)	5 (3.05)	10 (6.10)	4 (2.44)	14 (8.54)	- (0.0)	- (0.0)	- (0.0)
2. Sardar Patel	2 (1.22)	- (0.0)	2 (1.22)	11 (6.74)	3 (1.83)	14 (8.57)	4 (2.44)	- (0.0)	4 (2.44)
3. Saurashtra	2 (1.22)	- (0.0)	2 (1.22)	11 (6.74)	1 (0.61)	12 (7.32)	4 (2.44)	- (0.0)	4 (2.44)
4. Gujarat	3 (1.83)	- (0.0)	3 (1.83)	20 (12.20)	- (0.0)	20 (12.20)	5 (3.05)	- (0.0)	5 (3.05)
5. South Gujarat	1 (0.61)	1 (0.61)	2 (1.22)	9 (5.49)	4 (2.44)	13 (7.93)	4 (2.44)	- (0.0)	4 (2.44)
6. Gujarat Vidyapeeth	- (0.0)	- (0.0)	- (0.0)	9 (5.49)	4 (2.44)	13 (7.93)	- (0.0)	- (0.0)	- (0.0)
7. G.B.T.C. Govt.	- (0.0)	- (0.0)	- (0.0)	- (0.0)	- (0.0)	- (0.0)	- (0.0)	- (0.0)	- (0.0)
Total	12 (7.31)	2 (1.22)	14 (8.54)	70 (42.70)	16 (9.76)	86 (52.46)	17 (10.37)	- (0.0)	17 (10.37)

Figures in the bracket indicate percentage

Nearly 71 per cent of the staff of the colleges of education under study are reported as holding a Master's Degree in Education, of whom ~~8.54~~^{8.54} per cent hold it in the First Division and 52.46 per cent in the ~~Third~~^{Second} Division. Of the 22 teachers in the Faculty of Education and Psychology, Baroda, 19 or 86.3 per cent hold a Master's Degree and of them 22.7 per cent hold it in the First Division. The Baroda Faculty of Education and Psychology has the highest percentage of the holders of the M.Ed. Degree in ^{the} First Division. The colleges of Education affiliated to the Gujarat University, which are included in this study, have only 28 out of total 59 teachers (47.4 per cent) with M.Ed. qualifications. The percentages of the First Class and the Second Class M.Ed.s among the Gujarat University affiliated college staff are about 5 and 34 per cent respectively. In the Sardar Patel University, out of 23 teachers studied, 20 or 86.9 per cent hold M.Ed. degrees. Here the proportion of Ist-IIInd Division holders and the Third Division holders is 3:1. In the South Gujarat University colleges, all staff members hold an M.Ed. degree; the percentages of the staff holding it in the First Division and in the Second Division are 10.52 and 68.42 respectively. The proportion of the M.Ed. Degree in Second Division among the staff of the Gujarat Vidyapeeth is also quite high.

In respect of professional qualifications, the staff of the Faculty of Education can be rated quite high. Ten out of the total 22 have experience of studying or seeing the work in

action in schools of education of foreign countries like U.S.A., U.K., Germany, Canada, and Philippines. Twelve or 54.54 per cent out of 22 hold a Ph.D. degree in Education and 8 or 36.3 per cent have experience of actual teaching education courses in foreign universities of the U.S.A., U.K. or West Germany.

Of the total 164 staff members, 26 or 15.85 per cent hold doctorates in education. Of this, the highest percentage - 54.54 - is in the Baroda Faculty of Education and Psychology. Saurashtra and Sardar Patel Universities each has a percentage of 17.39 as Ph.D. (Education) Degree holders. This percentage of Ph.D.s in the Gujarat University is quite small - it is only 10.16. The South Gujarat University has only one teacher holding a Ph.D. (Education) Degree, though the other three have almost finished their Ph.D. work.

Most of the staff members have obtained their advanced degree - Ph.D. - while working in the teachers' colleges. It denotes their inservice professional advancement. Thirty-three men teacher educators and 8 women teacher educators reported that they received additional qualifications - Post-graduate Diploma or Degree in Education.

During his personal visits to colleges included in the Case Study and interview with the staff members there, the investigator was told that many staff members desired to improve their professional qualifications by working in their spare time and on holidays and in vacations. But most of them -

especially those who serve in private colleges - do not get any encouragement and facilities from the Management and the College Principal. On the contrary, the Principal discourages such inservice studies by their staff and places all sorts of obstacles in their path, in the prosecution of these further studies. That is one reason why teacher educators working in private colleges of education of Gujarat and Saurashtra Universities reluctantly come forward for Ph.D. registration, and even when they register, either they do not complete the Ph.D. thesis work or take inordinately long time to complete it.

The subjects of specialisation possessed by the staff on academic side as well as pedagogical side were also surveyed. The following is the frequency of subject specialisation.

Table 5.10

Frequency of Academic Subject Specialisation
possessed by the College Staff (Case Study Sample)

Academic Subjects	Staff having experience in them
1. English	25
2. Gujarati	50
3. Hindi	25
4. Geography	17
5. History	34
6. Sanskrit	18
7. Mathematics	46
8. Science	48
9. Home Science	1
10. Commerce	1
11. Music	1

The Table shows that there is enough staff with adequate specialisation in academic subjects. Home Science, Commerce and Music as special methods are taught only in the Baroda University, and there the staff is quite adequate. The Faculty of Education and Psychology, Baroda, is better placed in teaching English both content and as special method, because it has 8 persons who can handle the teaching of the subject. The deficiency of the staff on the academic side appears to be in Hindi and Geography. The Gujarat Vidyapeeth is happily placed in teaching Hindi but not so well placed in teaching English.

On pedagogical side, the staff seems to be not quite well balanced. There are not enough experienced and well qualified persons to teach Educational Psychology, Educational Sociology, and Educational Philosophy. Similarly, if special fields like rural community education, programmed learning and population education are to be taught, colleges would not have enough persons with expertise in these fields to teach them. The Library Science, Co-curricular Activities, and Mental Hygiene are the other three Special Fields where the expertise available in the staff of colleges of education is found to be inadequate. Some colleges have distinguished themselves in the teaching of certain pedagogical subjects. For instance, Baroda has a good staff to teach Educational Psychology, Educational Measurement, and Evaluation, Educational Statistics, Educational Philosophy, Educational Sociology, School Administration, the Gujarati

Method, the Hindi Method and the Sanskrit Method and Special Fields like Vocational Guidance, Audio-visual Instruction, Linguistics, Rural Community Education, and Advanced School Administration. The Sardar Patel has a good record in teaching Principles of Education, Philosophy of Education, Educational Sociology, and the English Special Method. The A. G. Teachers' College, Ahmedabad, the D. G. College, Aliabada, and R.G. Teachers' College are quite good at teaching Mathematics Method, and Modasa College at Teaching English and Science Methods. The Gujarat Vidyapeeth is particularly good at the teaching of languages. But the other colleges do not have a staff which could lend to their teaching - any distinguished character.

5.5 THE BACKGROUND IN TEACHING

Several aspects of the background in teaching of the staff of colleges of education in Gujarat have been studied. Questions such as whether one had teaching experience at primary level, or at secondary level, whether as a headmaster of a school, whether as a lecturer in an Arts/Science College, whether in a University Department of Education, whether in a teachers' college abroad, etc. were posed to them. The subjects of their specialisation on the academic and professional side were also surveyed. Their previous background - whether their first entry into a college of education was directly from a B.Ed.

college, or from a secondary school, or from a research institution, or from a purely administrative job such issues were examined. The analyses of these responses are given in this Section.

Among the 164 teacher educators studied, 16 men and 9 women have some background in teaching at the primary stage. Such teachers are there in the Baroda University (1), Sardar Patel (3), Saurashtra University (4), Gujarat University (10), Gujarat Vidyapeeth (5), South Gujarat (1), and G.B.T.C. (1). Most of the men teacher educators have this experience for three years or below; among the women teacher educators this experience ranged from 3 to 10 years.

Most of the staff had experience of teaching in secondary schools ranging from 2 years to over 10 years. This experience is over and above the experience of teaching in primary schools in a large majority of the cases.

Table 5.11 shows the experience of college staff in secondary schools.

Table 5.11

Experience of College Staff in Secondary Schools (Case Study Sample)
(Figures in percentages)

University/ Govt.	Men Teacher Educators				Female Teacher Educators			
	Number of years				Number of years			
	Below 3	3-5	5-10	Above 10	Below 3	3-5	5-10	Above 10
1. Baroda	22.72	4.54	4.54	36.36	-	13.66	-	4.54
2. Sardar Patel	26.09	-	43.48	21.74	4.34	4.34	-	4.34
3. South Gujarat	-	15.78	10.52	31.57	21.05	-	5.26	10.52
4. Saurashtra	-	13.04	39.12	30.43	-	-	-	8.70
5. Gujarat	8.47	16.94	35.60	25.41	15.08	1.7	3.4	1.7
6. Gujarat Vidyapeeth	-	4.54	21.74	21.04	-	13.04	10.52	-
7. G.B.T.C. (Govt.)	-	-	-	100.00	-	-	-	-

The university-wise distribution of the staff having the experience of teaching in secondary schools is as under : The Baroda University 63.18 per cent men and 18.18 per cent women; the Sardar Patel University 86.8 per cent men and 13.03 per cent women; the South Gujarat University 57.89 per cent men and 36.05 per cent women; the Saurashtra University 82.60 per cent men and 8.69 per cent women; the Gujarat University 83.33 per cent men and 11.69 per cent women; Gujarat Vidyapeeth 53.33 per cent men and 20 per cent women; and the G.B.T.C. 100 per cent men.

Of the 164 teacher educators, 25 or 15.24 per cent have had previous experience as a principal of a secondary school. They are all cases of men. Their percentages vary from University to University. It is 42.21 in the Gujarat University; 34.76 per cent in the Saurashtra University; 20 per cent in the Gujarat Vidyapeeth; 17.38 per cent in the Sardar Patel; 9.08 per cent in the Baroda University; 5.26 per cent in the South Gujarat University; and 66.66 per cent in the G.B.T.C. Their experiences as principal range from 2 years to over 10 years. Ex-principals with longer experience are ~~directly~~ from the colleges affiliated to Gujarat University and ~~secondarily~~ from the colleges affiliated to the Saurashtra University ~~respectively~~.

Persons with teaching background in Arts/Science Colleges are fewer in number. The total number of such persons is 2019 (5 in the Baroda University, 6 the Sardar Patel University,

4 the South Gujarat University, 2 in the Gujarat University, and 2 in the Gujarat Vidyapeeth). The total experience of such persons is 5 years or below.

It will thus be seen that the staff of colleges of education in Gujarat possess^{es} a background of teaching in primary and secondary schools and Arts/Science Colleges. But most of them have had a background in teaching in secondary schools. This is what it ought to be.

The number of teacher educators who joined the staff directly after the completion of their B.Ed./M.Ed. degree programme was found to be quite small - 15 or less than one per cent. Half of such recruitment was in university colleges of education and half in private teachers' colleges. The bulk of the recruitment - 86.30 per cent men and 46.42 per cent women - took place from secondary schools. The recruitment from a research organisation was very small - the number was only 5; 2 men and 3 women. Similarly, the recruitment from administrative position such as educational inspectors was also very small. There were only 3 such cases and all of them belonged to the G.B.T.C. College. A large majority of the staff members reported that they joined the ~~staff of~~ teacher education college or university departments in the lowest cadre, i.e. either tutors/assistant lecturers or a lecturer and then some of them could rise higher as Readers or Professors. The respondents further reported that after taking their M.Ed.

degrees they did not soon had the idea that they would work on the staff of a college of education. Only one-fourth of the total respondents have indicated that they had thought about becoming a lecturer in a teachers' college, whereas to the three quarters of them lecturership in a teachers' college was a much later and unpreplanned development.

Thus, it would be seen that the vast majority of lecturers in the colleges come directly from secondary schools. Taylor reports a similar situation even for teachers' colleges in England and Wales (7). In the U.S.A., most of the staff of schools of education come direct from either schools or colleges of education (8). In West Germany, most of the teacher educators are recruited from colleges (9). Their ages at entry in colleges vary from late twenties to early thirties. (In the U.K., it varies from early twenties to late fifties, although most entrants today are in their thirties or early forties (10). The main recruitment grade is lecturer which accounts for some 95 per cent of all staff. Taylor's study about U.K. shows a smaller per cent - some 35 per cent where recruitment grade is lecturer, but he adds, "substantial number of men and women with advanced qualifications or previous responsible experience are appointed at senior lecturer or principal lecturer level".(11) A similar situation obtains in the U.S.A. and West Germany. In the U.S.A. and in some European Countries, promotion has been rapid during the period of expansion, and a large number of those appointed have attained senior lecturer status within a short period.(12)

It appears that a small number of those who eventually obtain appointments in colleges give some thought to the possibilities of work in a college of education in their teaching career. A little less than one-fourth of the sample who provided information on this point had considered entering college of education as a lecturer during their B.Ed. or M.Ed. teacher education or soon after getting these qualifications. A more proportion of the sample was very probably seeking other forms of employment at the same time as applying for school teachers or administrative posts.

5.6 MOTIVATIONAL FACTORS

An item was included in one of the tools used in the Case Study of the 16 colleges of education in Gujarat as to the reasons why the staff members were motivated to seek appointment in a college of education. Table 5.12 analyses the results of 164 respondents in terms of percentages.

Table 5.12

Attraction of work in Teacher Education Colleges by number of times mentioned by Staff of Colleges of Education in Gujarat

(Figures show percentages)

	Men	Women
1. Interest in education and possibility of teaching it to a higher level	80.88	71.42
2. Interest in the subject (Special Method) and the possibility of experimenting with its new techniques and approaches	62.50	71.42
3. Possibility of working with more matured students	48.53	53.57
4. More variety and flexibility of work than in schools	45.58	42.79
5. Improved salary and/or promotion prospects	58.08	40.71
6. Better social status than school teachers	55.88	40.71
7. Can live life with less tension and workload than working in school	18.38	25.00
8. Desire to propagate new ideas, interest in work and greater variety of children contacted	57.24	40.71
9. Improved opportunities for research, writing and private study	72.05	75.00
10. Opportunity to work with volunteer students rather than captive audience of school children	20.58	25.00
11. Improved work condition, freedom from administrative responsibilities	30.89	32.14
12. The chance to teach in the discipline in which one has been trained	40.44	35.71

The above Table quantitatively summarises the replies of the 164 teachers of the 16 colleges of education included in the Case Study to a question as to why they were attracted to work in the colleges of education. Whilst there is considerable variety in the statements made the frequency of mention of certain features of college work is of interests in terms of the tasks of the teachers, colleges and their relation to schools.

In many respects, the proportions of the respondents giving different reasons for the attractiveness of college work are common sense ones. It stands to reason that 80.86 per cent men and 71.42 per cent women staff were motivated to enter a college of education because of the possibility of teaching education at a higher level. But then interest in the subject (special method) and the possibility of experimenting with its new techniques and approaches should have attracted a larger percentage of the respondents; however, it was 62.50 per cent in the case of men and 71.42 per cent in the case of women. Similarly, only 48.53 per cent men and 53.57 per cent women gave the reason 'possibility of working with more matured subject' as their choice to join a teachers' college, the percentage is also surprisingly low - it should have been higher. The same surprisingly low percentage is found in respect of ~~work~~ Item No. 4 ("more variety and flexibility of work than in schools"). In other words, men and women currently in position in teachers' colleges seem to have been not very

much attracted to college work because it is better and more gratifying than the school work

Ordinarily, improved salary and promotion prospects and status should have weighed more with the men and women in preferring to enter a teachers' college. But here also the percentage is rather low - 58.03 per cent for men and 40.71 per cent for women. Nearly 56 per cent men and 41 per cent women preferred to work in a teachers' college for better ~~school~~ social status.

Desire to propagate new ideas, interest in work and greater variety of children contacted attracted more men than women - 57.24 per cent men and 40.71 per cent women.

It appears that the strongest motivation to join a job in a teachers' college was improved opportunities for research, writing and private study. This was indicated by 72.05 per cent men and 75 per cent women.

Almost 7 out of every 10 teacher educator men and women do not seem to think that the college of education provides improved work conditions and freedom from administrative responsibilities.

From Table 5.12 one gathers the impression that the staff members of the B.Ed. colleges do not have a firm preference to work in a teachers' college. They are not very frank in showing that most of them are not attracted by improved salary,

promotion prospects and social status. It is true that in colleges there is no possibility of additional income from private tuition work which is the crucial source of income of a high school teacher. However, in informal face to face talk with the investigator, a good number of these teachers did show their liking for the college work because of the opportunity to work with volunteer students - young men and women rather than a captive audience of school children. Table 5.12 leaves an impression of an approach to educational process which is somewhat at odds with the prevailing progressive ideology and image of teacher education.

A few statements of some of the training college lecturers are given below which better reveal their minds as regards their motivation in joining the staff of teachers' colleges in Gujarat.

- "I worked for about 16 years with secondary school children. I felt that I would do better in working with younger men and women."
- "Though a lecturer in a teachers' college is not as good a social status as the one working in an Arts or Science College, yet it is much better than that of a school teacher."
- "I always liked to work in a university - it means more opportunity for wider and richer life and better status and salary."

- "I believe I can be most effective in training of teachers for schools. I can give them better ideas as regards methods and experimentation."
- "For me, it is more stimulating to work with young men and women. I really enjoy this work."
- "I got a good class at B.Ed. and M.Ed. examinations. Principal (X) told me that I would do better in a college than in a school."
- "I wanted to do my doctorate. A college job gives more time and better climate to pursue such higher studies."
- "Earning money was no problem with me. So I wanted a job in a college for a long time. When an opportunity came, I seized it by its forelock."
- "I believe education to be the most effective instrument of social change in a democracy. One who teaches teachers has a better scope to work for social change through the teacher trainees."
- "One has a better opportunity for individual intellectual and professional advancement while working on the staff of a college rather than on the staff of a school. In a college, you are always in touch with latest trends and developments in teaching, testing and administration."
- "I enjoy teaching my subject to a high standard and I thought training college work might give me further scope..."
- "More mature age range - less necessary to impose discipline and therefore a more relaxed atmosphere."

Though the sample whose statements are given here is small and not necessarily representative, the investigator got an overwhelming impression while talking with a number of college teachers that they were happy being in a college of education and they were much better off there than what they were in high schools. Therefore, the results of the Table 5.12 should be considered and interpreted with certain caution. Strong motivational factors were detected in the respondents which favoured their working in a college of education. These factors were as pointed out earlier : more flexibility and variety in college work than in school work, higher salaries, a better social status, more scope for experiment, research and personal study, a promise of more liberal college administration. These factors have had the effect of making posts in colleges of education to a good number of well qualified men and women more attractive, and they have provided an incentive for many teachers to undertake advanced studies in Education. There has been the beginning of a two-way flow between universities and colleges, particularly of well-qualified young lecturers into university appointments and of more senior university staff into principalships or headships. The relative ease of promotion in the colleges, backed up by an accelerated pace of expansion, seems likely to open up better opportunities for the staff of the colleges of education in Gujarat. In the last decade, several erstwhile senior lecturers of older colleges of education like Baroda, M.B. Patel, and A.G. Teachers' have been now holding position of principalships in new colleges. This

movement might continue in the seventies. With more and more staff members of colleges of education of Gujarat registering for Ph.D. in Education, it seems not ~~by no means~~ uncertain that they would secure senior appointments in colleges.

Most of the college teachers seem to be satisfied with their job as teacher educators and they do not want to change it for another profession. In a reply to a question, viz. 'given an opportunity would you prefer to change your present job in the college of education', only 28 men (18.3 per cent) and 1 woman (0.061 per cent) said in affirmative. Of these ³²~~29~~ teacher educators, 9 were ^{from} ~~in~~ the Sardar Patel University, 6 from the South Gujarat University, 1 from the Saurashtra University and 16 from the Gujarat University. Most of them were in private affiliated colleges. Only 8 men teacher educators (2 from the Sardar Patel University and 4 from the Gujarat University) said that they would prefer joining a good high school as a teacher, 8 (2 from the Sardar Patel, 2 from the South Gujarat, and 4 from the Gujarat University) said that they preferred to be a head masters and 13 men teacher educators said that they preferred to join an Arts/Science College. Two of them belonged to the Sardar Patel University, 4 to the South Gujarat University, 1 to the Saurashtra University and 5 to the Gujarat University.

5.7 STUDENT QUALITY AND STAFF QUALIFICATIONS

In Gujarat, not all colleges of education have the staff and facilities to offer courses leading to higher degrees. Students who want to study further - who went to do their M.Ed.s have to transfer themselves to other colleges where the facilities for post-graduate teaching and research are available. In Gujarat, the facilities for M.Ed. courses and Ph.D. research ~~is are~~ available at few places - at Surat (South Gujarat University), Baroda (M.S. University), Vidyanagar (Sardar Patel University), Ahmedabad (School of Education, Psychology and Philosophy, Gujarat University), Kheda, Khambhat and Patan (Gujarat University) and Rajkot and Bhavnagar (Saurashtra University). These university centres or colleges where the post-graduate centres are located do enjoy more prestige than the other colleges and other things being equal they attract more capable or better motivated students. The Robbins Committee on Higher Education of England and Wales (1963) had observed that some kind of pecking order exists between the colleges as far as student entry qualifications are concerned and that this has something to do with the reputation of the colleges and their attractiveness to potential students and their advisers.(13). This raises interesting questions about the relationship of this order to the quality of staff. It seems to be generally accepted by researchers in education that high-quality students and high-quality staff go together - however ambiguous and confused the

definition of what constitutes 'quality' may turn out to be when this question is examined in detail. Hasley has shown that "there is a tendency for particularly well-qualified and productive university staff to cluster together in certain institutions, which have the reputation of attracting equally well-qualified students".(14) Reisman has also pointed out a similar fact about American Universities. "In the United States there is a fairly close correspondence between the selectivity that colleges or Universities are able to show in their admission procedures and the academic strength and reputation of their faculties".(15)

A similar pattern seems to hold true for certain colleges of education in Gujarat also. These include first and foremost Baroda. The Baroda Faculty of Education and Psychology is one of the premier teacher education institutions having one of the finest staff of teacher educators in the country. Baroda always gets comparatively higher quality students. Then follow the M.B. Patel College, Vidyanagar, A.G. Teachers' College, Ahmedabad, Prakash College of Education, Ahmedabad, College of Education, Aliabada, B.C.J. College of Education, Khambhat, and College of Education, Patan. But the relation between high quality staff and high quality students cannot be stretched very greatly in Gujarat, because the most widely and strongly prevalent factors in the selection of a college by students are nearness, conveniently placed position and less expensiveness. A student tends to join a college irrespective of the quality of its staff or resources which is near his home town, where he can travel

easily (perhaps where he can do "up and down" through cycling, bus travel or rail-road travel) and where the teacher training would cost him less. However, the investigator found the factor of selectivity related to the quality of staff in his personal ~~wi~~ talk with staff and students of colleges included in the Case Study to the extent of 15 to 20 per cent.

5.8 PROFESSIONAL PROMOTIONS AND STAFF MORALE

Another pertinent point that was studied in connection with the staff of the colleges of education in Gujarat was the number of years they took in getting promotion from the lower grade to the higher grade. Among the colleges run by the universities, there are four grades for teachers : assistant lecturers or tutors, lecturers, readers and professors. The affiliated colleges have three grades - the tutors, the lecturers and professors.

The Table 5.13 below is based on 30 colleges of Education of Gujarat, the data about the staff of which was recently reported in the Directory of Teachers' Colleges prepared by and published by the Department of Teacher Education, National Institute of Education, New Delhi.*

* Though the Directory was published in 1972, it includes statistics only of 30 B.Ed. Colleges of Gujarat.

Table 5.13

Staff of the Colleges of Education in Gujarat
(30 Colleges)

University/ Govt.	No. of Lecturers			No. of Professors		
	Tutors/ Assist. Lectur- ers	Univer- sity	Affilia- ted Colleges	Total	Univer- sity	Affilia- ted Colleges
1. Baroda	7 (26.94)	13 (38.46)	-	13 (38.46)	3 (11.53)	29 (100.00)
2. Sardar Patel	9 (21.96)	3 (7.31)	23 (56.13)	26 (63.44)	1 (2.43)	41 (100.00)
3. Gujarat	33 (13.42)	-	65 (67.00)	65 (67.00)	-	117 (100.00)
4. Saurashtra	13 (39.46)	-	16 (43.42)	16 (43.42)	-	33 (100.00)
5. South Gujarat	8 (50.00)	-	8 (50.00)	8 (50.00)	-	16 (100.00)
6. S.N.D.T.	-	-	4 (100.0)	4 (100.0)	-	4 (100.00)
7. Govt.	9 (45.0)	-	11 (55.00)	11 (55.00)	-	20 (100.00)
8. Gujarat Vidyapeeth	-	-	12 (80.00)	12 (80.00)	1 (6.67)	15 (100.00)

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N.B.:- (1) Figures in brackets denote percentages. (2) Seventeen Principals of the affiliated colleges of Universities of Gujarat are not included in the list of Professors. Their salary is comparable to that of a University Readers.

Through the Case Study tool, the Investigator collected data about the staff promotion in 16 out of these 30 colleges. These colleges are divided into two categories; those managed by universities (Baroda, Sardar Patel, and Gujarat Vidyapeeth) and those run by private management which would include all other affiliated colleges. The following are the findings :

- In the M.S. University of Baroda, 13 or 59.09 per cent of the total staff got promotion from assistant lecturership to lecturership and on an average a teacher took 3.80 years to achieve this promotion. Six lecturers or 27.27 per cent of the total staff got promotion from lecturership to Readership and it took, on an average, 7.83 years to achieve this professional promotion. Two persons (9.09 per cent) who were Readers took, on an average, 7.5 years to get promoted to Professorship.
- In the S.P. University, M.B. Patel College of Education, 9 (39.13 per cent staff) tutors got promoted to lecturership and they took, on an average, 3 years to attain this promotion. Only one lecturer became a Reader after 6 years.
- In the Gujarat Vidyapeeth, so far the staff have got next to nil promotion, i.e. the lecturers continue to be lecturers. When a Reader was appointed some three years back, he was recruited from Education Department - a retired Govt. College Principal of a G.B.T.C. College.

- In all the private colleges of education, 31 tutors (29.80 per cent of the total staff) got promotion to the posts of lecturers, and they, on an average, took 2.93 years to achieve this promotion. Eight lecturers (7.69 per cent) of the staff got professorship on an average period of 4.37 years. On the whole, of the total 164 staff members studied, 53 or 32.31 per cent got promoted to lecturership from tutorship on an average period of 3.60 years; 7 or 4.26 per cent got promoted to Readership from lecturership on an average period of 7 years and 10 or 4.95 per cent got a promotion from Readership/lecturership to Professorship on an average period of 5 years.

It appears from the above analysis that though the promotion of college teachers from tutorship/assistant lecturership to lecturership is satisfactorily quicker, the subsequent promotions higher up are difficult and take longer time than should be the case. A longer waiting period frustrates a really talented and sincere person. It makes him leave one institution and join another where a quicker promotion is possible. This affects the staff morale. The longer period of promotion is possible due to the fact that positions of Readerships and Professorships are limited and unless a vacancy occurs in these posts, the next person or persons up in the line does or do not get a chance to rise up. A frustrating situation develops when after a long time a vacancy in the post of a Reader or Professor occurs and the management recruits a person or persons from

outside on the plea of recruiting a better knowledgeable and more able person. This happened some two years back in Baroda and the staff was bitter about it. It affected the staff morale adversely.

5.9 ORGANISATIONAL CLIMATE IN COLLEGES OF EDUCATION

No study has so far been reported on organisational climate in colleges of education in India, though a few have been done, in the Baroda University itself, on organisational climate in secondary schools in Gujarat. Some of these studies are by : Vānāḍini Parikh (17), H.F. Lulla (18), M.M. Patel (19), C.N. Reddy (20), and Motilal Sharma (21). The concept of organisational climate of an educational institution is relatively new in India. The study of organisational climate by Halpin and Croft (22) in the U.S.A. in 1963 marked a beginning in this field. They stated that as personality is to an individual so the organisational climate is to an institution. Various attempts have been made by researchers in the U.S.A. to define 'organisation' climate. Organisational climate is construed as the organisational 'personality' of an institution (23). Lonsdale defines the term as the global assessment of the interaction between the task achievement and the need satisfaction within the organisation (24). "Organisational climate is that state of the organisation which results from the interaction that takes place between task achievement accomplished by the

individual members and the need satisfaction derived by them while discharging their roles responsible for task achievement" (25). Andrew (1965) defined it "merely as somewhat blurred, Espirit Score". (26) Robert Presthus says, "organisations are social units deliberately constructed and reconstructed to seek specified goals" (27). Organisational climate may, therefore, be taken to mean the interaction that takes place between the members of an organisation as they fulfil their prescribed roles while satisfying their individual needs. In other words it denotes the resulting condition with an educational institution from the social and professional interaction taking place between the principal and the members of the staff and among the staff members themselves. The personality of an educational institution is the result of interaction between group and the leader and within the group itself. The importance of organisational climate stems from the fact that it is related to the better staff and student motivation, better staff morale and better achievement by staff and students and therefore, is the promoter of efficiency of an institution.

Leadership in the Colleges of Education

The college principal occupies a key or pivotal position in a college of education or as a matter of fact in any educational institution, be it a school or a college or a post-graduate research centre. On his leadership depends much the success of organisational climate of the institution.

A few facts about the leadership of the principals in colleges of education are to be borne in mind. The common place line/staff, formal/informal dichotomies, familiar in the study of industrial organisations or administration of education on direction and supervision side do not obtain here. As Millett has observed, the focus in the study of college or university administration should be on the community basis of academic life, where "the power of administration is conceived as a constituent element of a community power rather than the fount of authority within the institution".(23)

The college principal combines in his single office academic and administrative leadership. As Mertin comments :

"The academic who accepts administrative responsibilities finds himself subject to a different range of pressures on the staff of a college or university. These pressures, operating over a period of time, shape the general perspective of the bureaucratic intellectual; he comes increasingly to think in technical and instrumental terms of ways of implementing policies within a given situation."(29)

The colleges of education are smaller colleges than Arts/ Science Colleges. Therefore, there has been a good deal of opportunity for the principal to devote time to personal contacts with students and staff, to take an interest in the personal development of students and to participate in tutorial and teaching work.

The Case Study contained two separate tools to study the role of principals of colleges of education. The tool was applied to the principals of 16 colleges of education.

The principals were reported to have belonged to the age group ranging from 37 years to 56 years, with their average age being 46.7 years. They have been in the position for a period ranging from a little less than one year to 12 years with a mean period of 4.75 years. Their age at the time of their appointment as principal ranged from 36 years to 52 years with a mean age of 41.7 years. They have had teaching experience (or in 30 per cent of cases administrative experience) ranging from 4 years to 21 years with a mean of 12.3 years, in secondary schools and experience as lecturer in a college of education ranging from 2 years to 14 years with a mean of 5.75 years.

The reasons why these persons chose to be the college principals were also studied. Table 5.14 analyses the responses in terms of percentages.

From Table 5.14, it appears that six factors played a major role in motivating the present principals of the colleges of education in Gujarat in seeking the position of principalships. These factors are :

- Improved social status (97.75 per cent)
- Improved salary (87.5 per cent)
- Desire to propagate new ideas/practices in teacher education (75 per cent)
- Opportunity to pass on their experiences to teacher educators and research workers (68.75 per cent)
- Improved opportunities for experimentation and/or innovation in teacher education (68.75 per cent)

Table 5.14

Motivational Factors of the Principals regarding why they
chose to get this Position (Case Study
Sample)

Motivational Factors	%age
1. Improved salary	87.50
2. Improved social status	93.75
3. Residential opportunities	-
4. Opportunities for elections to University Bodies	13.75
5. Improved opportunities for appointment as examiners	6.25
6. Desire to propagate new ideas/practices in teacher education	75.00
7. Opportunity to pass on their experiences to teacher educators and workers	63.75
8. Liking for administrative work	25.00
9. Improved opportunities for experimentations and/or innovation in teacher education	63.75
10. Improved opportunities for research and private study	43.75
11. Improved opportunities for writing textbooks or doing other remunerative work	13.75
12. Limited opportunities in previous post	62.50
13. Worked as lecturer/reader/professor long enough and principalship was regarded as a legitimate aspiration	43.75
14. Was the senior-most on the staff	25.00
15. Obtained a Ph.D. Degree	12.50
16. Was invited by the College Management	37.50
17. Possibility of going abroad	12.50

- Improved opportunity for research and private study (43.75 per cent)
- Worked as lecturer/Reader/Professor long enough and principalship was regarded as a legitimate aspiration (43.75 per cent).

Leadership Qualities and Personality

The college principals are rated on 21 leadership and personality traits. This rating is based on the pooled judgement of the staff members of the colleges, on the general evaluation done by those other teacher educators who were well acquainted with the personality, character and work of these individuals and by the considered thinking of the investigator himself. Table 5.15 summarises the pooled evaluation of principals management-wise and the overall evaluation.

The traits that have emerged prominently are : good character (mean percentage 91.66), high moral character and integrity (mean percentage 83.61), bureaucracy guided by rules and policies (76.18 per cent), and dependence on status leadership (70.83 per cent); the traits that have emerged inadequately are : faith in the staff (48.10 per cent) and providing a progressive direction (43.61 per cent).

Table 5.15

Pooled Evaluation of Characteristics of College Principals by their
Colleagues, other Teacher Educators and the Investigator
(Figures indicate evaluation score in percentage)

Characteristics		Unive- rsity Colleges	Govt. Coll- eges	Pri- vate	Mean
1. Appearance (General impression left) ...	...	66.66	62.50	63.63	64.26
2. Temperament ...	...	66.66	62.50	68.18	65.75
3. Academic Scholarship...	75.	75.00	37.50	50.00	54.17
4. Professional Scholarship	...	75.00	37.50	50.00	54.17
5. Courtsey and gra ^{ce} ...	...	66.66	50.00	68.18	61.61
6. Dependence on status leadership ...	...	50.00	87.50	75.00	70.83
7. Dependence on leadership through competence ...	...	75.00	37.50	54.54	55.68
8. Pleasant human relationship	...	58.33	50.00	65.90	58.08
9. Co-ordinating ability..	...	58.33	62.50	50.00	56.94
10. Ability to achieve harmonious development of the college	...	66.66	62.50	50.00	59.72
11. Faith in staff	...	50.00	37.50	56.80	48.10
12. Good character	...	100.00	100.00	75.00	91.66
13. Vigilance about staff's security...	...	75.00	62.50	50.00	62.50
14. Sharing decision-making with colleagues	...	58.33	50.00	59.09	55.80
15. Providing opportunities to staff for professional growth	...	75.00	50.00	54.54	59.84
16. Gets love and gives love	...	75.00	50.00	75.00	66.66
17. Recognises men in the staff	...	66.66	50.00	36.36	51.01
18. Firm decision-making...	...	58.33	87.50	52.57	66.13
19. Provides a progressive direction...	...	58.33	37.50	50.00	48.61
20. High moral character and integrity.	...	83.33	87.50	79.50	83.61
21. Bureaucrate guided by rules and policies	...	58.33	87.50	82.72	76.18
Mean	...	64.91	54.81	56.39	63.39

In the matter of leadership traits and qualities, the mean percentage is higher among the university college principals (64.91 per cent) - it is even higher than the mean of all, (i.e. 63.39 per cent). The principals of private colleges of education have a slight edge over the principals of government colleges of education.

Staff Meetings

One area where the organisational climate - the interaction between the college principal and the staff and among the staff is seen is the staff meetings. During his personal visit to the 16 colleges of education, the Investigator found that excepting at Baroda, nowhere else the staff meeting has been a regular feature on the college time-table and the staff meets invariably unless a meeting is circulated that on a particular Saturday, because of some unforeseen developments, it cannot meet. Almost all problems of day-to-day programming of the B.Ed. theory and practicals, and examinations are discussed and decided at the staff meetings, and there takes place a fairly good interaction at these meetings. All staff are involved in the decision-making. In other colleges, staff meetings are not planned events and they take place occasionally with limited staff involvement. Staff meetings are fairly well done at Baroda, Vidyanagar, Aliabada, Bhavnagar, Mundra and S.T.T. College, Vasna. At three quarters of places, staff meetings are hush-hush things and members are afraid to talk freely and frankly and where even principals talk in muffled tone and with considerable load on his mind and heart.

Institutional Planning

This again is found in a few colleges like Baroda, Vidyanagar (M.B. Patel), Aliabada, Modasa, and S.T. College, Vasna. There is very little involvement of the staff in planning the perspective development of the institution and if at all any exercise to that effect is done, it is done by the principal and one or two senior staff members. The involvement of the staff in institutional planning is to the extent of 25 to 30 per cent and to the extent of 60 to 70 per cent in carrying out the plan. The main obstacle to institutional planning in private colleges of education is finance, vision and inadequately motivated personnel. Excepting the three colleges run by universities and progressive colleges at Surat, Vidyanagar, Modasa and Aliabada, there is very little of institutional planning in colleges of education in Gujarat and the reason is lack of judgment and less of leadership qualities in principals.

Group Work

The colleges do have units of self-government for staffs and students. The sports, cultural programmes, debates, excursions, etc. are planned and managed by the representatives of students under the general supervision of the principal and some staff member. Certain facets of the college programmes are also planned and executed, through group work. Evaluation of students' practical work is generally done through groups; theory and practice teaching schedules are also prepared by

groups; library reading is administered and assessed by groups; audio-visual training is done in groups. Thus, the nature of teacher education programme is such that group work becomes the practice, and in that case some measure of interaction among staff members and between them and students always goes on in all colleges. However, there ^{are} ~~is~~ always some checks and counter checks and neither the staff members nor the students have their own way of deciding or doing things.

It is possible to classify colleges in terms of organisational climate obtaining on a continuum. Halpin and Croft have identified six different points on the continuum. They are Open, Autonomous, Controlled, Familiar, Paternal, and Closed.

The Open Climate describes an energetic, lively organisation which is moving towards its goals, and which provides satisfaction or meets the social needs of group members. In this climate, acts of leadership emerge easily and appropriately from both the group and the leader. The organisational climate at Baroda is more near to this description. The climate at the M.B. Patel College of Education, Vidyanagar, comes close to it.

The second way of classifying organisational climate is the Autonomous Climate. It is described as one in which leadership acts emerge primarily from the group. "The leader exerts its control over the group members, high spirit results primarily from social need satisfaction". From what the investigator has seen from his personal visits to the colleges of education, at

no college of education in Gujarat, this kind of climate seems to be operating anywhere.

The third way of categorising organisational climate is the Controlled Climate. It is characterised best as "impersonal and highly task-oriented". This type of climate is seen at Khambhat, Borsad, Kheda, Mehsana, Palanpur, Godhra, Visnagar, Rajkot, Dwarka, Ahmedabad (Prakash, S.T.T. Vivekanand) and Mundra. In government colleges, the climate is usually of this type.

The fourth type of climate - the Familiar Climate - is highly personal but under-controlled. "The members of this organisation satisfy their social needs, but pay relatively little attention to social control in respect of seeking task accomplishment. Espirit is not extremely high simply because the group secures little satisfaction from task achievement." Though the climate at Ahmedabad (A.G.Teachers'), Modasa and Patan do not exactly fit in with this description, they come more or less close to it.

The fifth category is that of the Paternal Climate. Here, the college principal constrains the emergence of leadership acts from the group and attempts to initiate most of the acts himself. The leadership skills within the group are not used to supplement the principal's ability to initiate leadership acts. Accordingly, some leadership acts are not even attempted. In short, little satisfaction is obtained in respect to either achievement or social needs; hence, the esprit among the

members is low". The organisational climate at Bilimora, Surat, Aliabada, Bhavnagar seems to fall into this group.

The last category is the Closed Climate. It is characterised by a high degree of apathy on the part of all members of the organisation. The organisation is not "moving". Spirit is low because the group members secure neither social need satisfaction nor the satisfaction that comes from task achievement. As, there are no purely 'open climate' type colleges in Gujarat, so, there are no purely 'closed climate' colleges of education in Gujarat. There are mixed shades of controlled and closed climate. The colleges at Mehsana, Ahmedabad (Vivekanand), Borsad, Kheda, Khambhat, and Godhra are such mixed type of colleges.

5.10 CONCLUSION

The findings of this Chapter are that the community of teacher educators in Gujarat has significantly increased since 1965. The Case Study returned a ratio of 33:17 among men and women teacher educators. The private sector includes about 61 per cent of total teacher educators with about 30 per cent of total teachers in the university sector. The situation as regards the recruitment of women teacher educators has been improving.

The average age of the teacher educators in Gujarat works out to be 37.60 years. The youngest teachers are in the South Gujarat University and the oldest - more matured and experienced

in the Baroda University. The average age of entry of the teacher educator in the college of education is 30.

Around 62 per cent of the teacher educators in colleges of education in Gujarat hold academic Master's Degree and most of them an M.Ed. degree in Second Class. The present staff of teachers' college is more highly qualified than was the case during 1930s and 1950s. About 16 per cent of the staff have a Ph.D. Degree in Education.

The staff have varied background in teaching, most of them in secondary schools.

Several motivational factors were discovered which were responsible for the teachers' educators' choice to work in colleges of education. The strongest motive ^{was} improved opportunities for research, writing and private study. Most of the college teachers seem to be satisfied with their job as teacher educators and they do not want to change it for another profession.

The Study has also revealed relationship between student quality and staff qualifications.

Professional promotions in the colleges of education of Gujarat are small and mostly they take place at the level of tutor/assistant lecturership to lecturership - promotions to higher grades are limited. This constitutes one reason why the staff morale among the teacher educators is not so high as it ought to be.

The principals of the colleges of education in Gujarat belong to an age ranging from 37 years to 56 years with the mean age placed at 46.7 years. Here the most prominent motivating factors are : improved social status, improved salary structure, and opportunity to propagate new ideas/practices in teacher education. The traits that have emerged prominently among the college principals are : good character and integrity and bureaucracy based on rules and laid down policy.

In the matter of organisational climate, controlled type, paternal type, and to some extent closed type operate in different colleges of education in Gujarat.

As this Chapter was devoted to the understanding of different facets of the staff of the colleges of education in Gujarat, the next Chapter will be devoted to the understanding of the varied background of student teachers.

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