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THE BACKGROUND OF PRESENT STUDENT

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TEACHERS

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"We have suggested that young pupils who show promise of developing into good teachers should be recruited. We wish to point out that the teachers themselves are potentially recruiting agents par excellence. By their attitude towards the public and the students, they are daily recruiting young people into or out of the profession. At the upper secondary school level and in the under-graduate colleges, teachers can perform an outstanding service to students and the profession if they actively encourage young people who possess intelligence and other characteristics which may lead to success in teaching, to consider teaching as their career.

- Secondary Education
Commission (1952-53)

CHAPTER

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THE BACKGROUND OF PRESENT STUDENT-TEACHERS (1972)

6.1 INTRODUCTION

Any society which declares that its future will be shaped in her classrooms has to be careful about who enters the teaching profession and who gets into the portals of training colleges to get the permanent professional stamp of being considered as trained and qualified teachers. On the quality and number of persons coming out of the States colleges of education will depend its success in the great enterprise of educational reconstruction, the principal objectives of which are, as propounded by the Kothari Education Commission, to help the nation to achieve self-sufficiency in food, economic growth so as to raise the standard of living of our people and full employment for all the physically and mentally able citizens,

social and national integration, strengthening our democracy and modernisation of our traditionally bound, rigid custom and supersitition ridden society (1). In the context of national development, the recruitment and training of ^aright type of teachers have become urgent and crucial. The World Confederation of the Organizations of the Teaching Profession declared in 1963 that "the essential condition for Quality Teaching is a Quality Teacher"(2). The teacher, as Dr. D.S. Kothari, the Ex-U.G.C. Chief has rightly observed, is "the single most important element in education".

It is in this larger perspective of education for national development that an inquiry into the background of student-teachers of colleges of education becomes highly significant.

With the speedy and tremendous expansion of education taking place in the post-independence India, the teaching profession has no longer remained the ~~ex~~clusive prerogative of the high caste-groups of the Indian society. As it was seen in Chapter II, hundreds of sons and daughters of workers, farmers and tradesmen and from other lower caste and occupation groups make a contribution to the supply of primary and secondary school teachers. The Economic and Sociological factors have begun to play a much pronounced role in who becomes a teacher and who gets into a teacher's college to get trained. It is, therefore, relevant and significant, too, to study the upsurge of the teaching community in some depth when they enter the

portals of the colleges of education, because more than 90 per cent of the entrants to colleges of education are going to constitute the permanent teacher force - the teaching stock of a society.

In this Chapter, an attempt will be made to study the background of student-teachers who have been admitted in the colleges of education. The total sample studied is 1519 student-teachers of 16 of the total 40 colleges of education of Gujarat included in the Case Study.

The college-wise distribution of the sample is given in Table 6.1. It should be noted that of the total 1519 student-teachers studied, 968 or 63.07 per cent were men and 551 or 36.97 per cent were women, and of the total 968 men 339 or 87.88 per cent men and of the total 551 female 262 or 47.63 per cent women came from rural habitations.

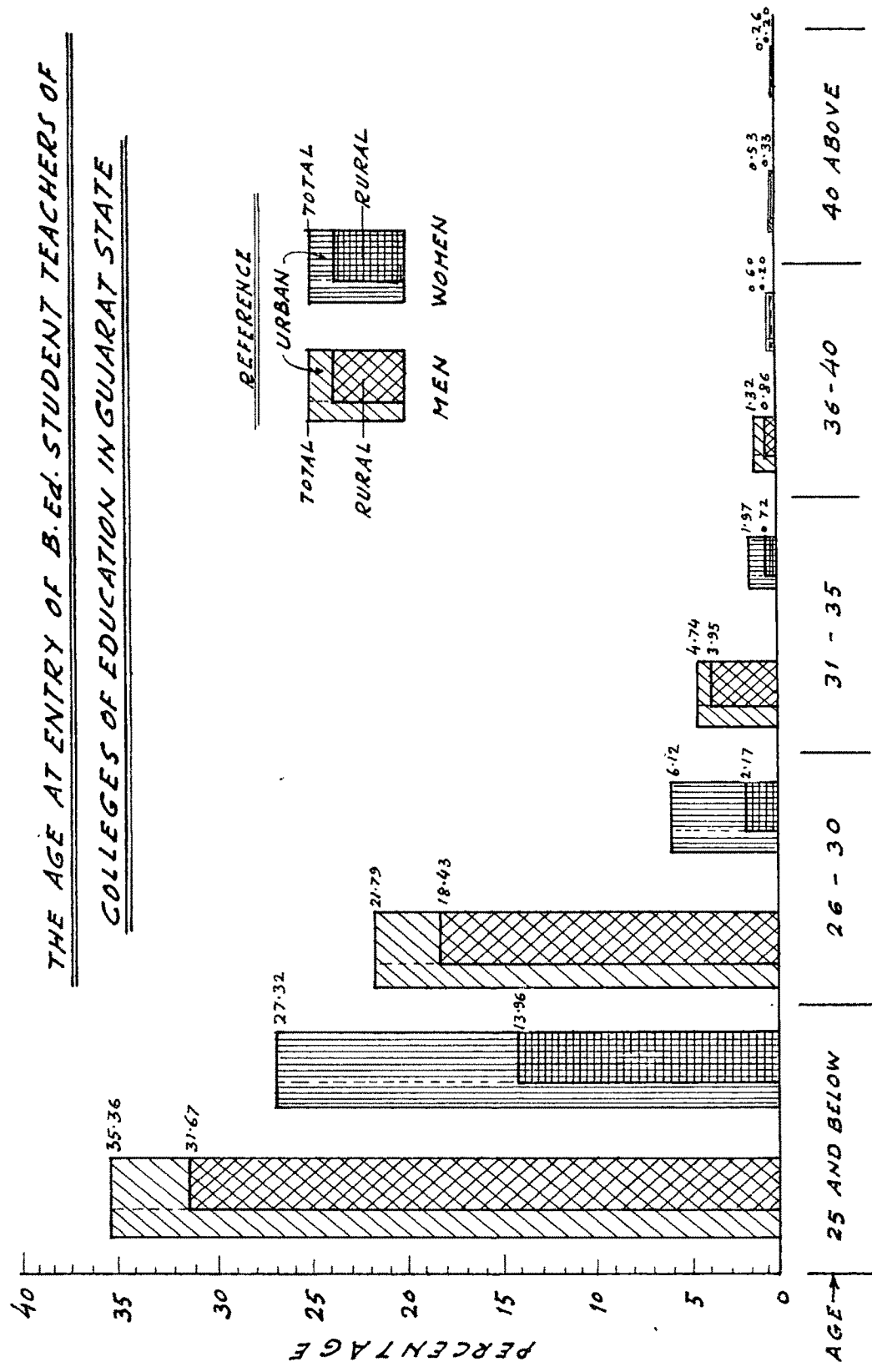
Table 6.1

College-wise Distribution of the Sample

Sr. No.	Name of the College	Male	P.C.	Fe-Male	P.C.	Total	percentage
1.	College of Education, Petlad	77	5.07	29	1.91	106	6.98
2.	Shikshan Mahavidyalaya, Bhavnagar	40	2.63	30	1.97	70	4.60
3.	Prakash College of Education, Ahmedabad	48	3.16	12	0.80	60	3.96
4.	College of Education, Billimora	51	3.36	52	3.42	103	6.78
5.	College of Education, Mundra	55	3.62	25	1.64	80	5.26
6.	M.B.Patel College of Education, Vidyanagar	97	6.39	45	2.96	142	9.35
7.	College of Education, Patan	49	3.22	17	1.12	66	4.34
8.	A.G.Teachers' College, Ahmedabad	69	4.54	17	1.12	86	5.66
9.	Faculty of Education & Psychology, Baroda	70	4.61	85	5.60	155	10.21
10.	S.T.T.C., Ahmedabad	39	2.57	40	2.63	79	5.20
11.	D.G.Mahavidyalaya, Aliabada	35	2.30	25	1.64	60	3.94
12.	College of Education, Godhra	80	5.27	23	1.52	103	6.79
13.	R.G.Teachers' College, Porbunder	55	3.62	35	2.30	90	5.92
14.	College of Education, Khambhat	68	4.48	36	2.37	104	6.85
15.	B.D.Shah College of Education, Modasa	91	5.91	9	0.60	100	6.59
16.	V.T.Choksi College of Education, Surat	44	2.89	71	4.63	115	7.57
	Total	963		551		1519	
	P.C.	(63.73)		(36.27)		(100.00)	

THE AGE AT ENTRY OF B.ED. STUDENT TEACHERS OF
COLLEGES OF EDUCATION IN GUJARAT STATE

CHART- X



6.2 THE AGE AT ENTRY

It was shown previously in Chapter II of this Study that there was a good deal of variations in the age of student-teachers at their entry into the colleges of education. There was a marked trend towards younger persons getting into the colleges of education in Gujarat. Table 6.2 shows the age of the student-teachers at the time of entry in 1972.

Table 6.2
The Age at Entry of Student-Teachers (1972)
(Figures in Percentages)

Age at entry in years	M a l e			F e m a l e		
	Rural	Urban	Total	Rural	Urban	Total
25 and below	31.67	3.69	35.36	13.96	13.36	27.32
26 - 30	18.43	3.36	21.79	2.17	3.95	6.12
31 - 35	3.95	0.79	4.74	0.72	1.25	1.97
36 - 40	0.86	0.46	1.32	0.20	0.40	0.60
Above 40	0.33	0.20	0.53	0.20	0.06	0.26

It was also noted in Chapter II that the bulk of the student-teachers who entered the portals of secondary teachers' colleges in Gujarat during the decade 1961-1971 belonged to the age-group 25-35 years. In 1972, much younger students had entered the B.Ed. Colleges. Among them 90.59 per cent (57.15 per cent men

and 33.44 per cent women) were either of the age of 30 years or below. The mean age for men student-teachers was 26.45 years and that of women student-teachers was 23.8 years. The mean age of student-teachers from urban and rural areas were respectively 25.25 years and 24.95 years. The overall mean age of the 1519 student-teachers was 23.56 years.

The implications of younger student-teachers entering the portals of teachers' colleges need to be carefully considered, because, as stated earlier, they are going to constitute the main teacher force of the Gujarat State and on them is going to depend the success of many reforms in secondary education that are round the corner.

The younger student-teacher getting into teachers' colleges in Gujarat to qualify for the teaching profession has certain advantages and also certain marked danger spots. The age of 23.6 years at entry for teachers is quite a young age for work in the secondary school which is fast becoming complex in its organisation, programme and functioning. The teachers will not be mentally, emotionally and socially mature enough to be able to mould the immature adolescent boys and girls. He will also lack the academic and professional maturity which comes after considerable field-experience and grooming by age. In most of the cases, such a teacher would be just a graduate and he will not be much useful in converting or upgrading the present number of all high schools into even 25 per cent of higher secondary schools if the recommendations of the Kothari Education

Commission on the issue ^{are} ~~is~~ to be adopted (3). The student unrest has also begun to spread to the high school stage in bigger cities. For such young aged immature teachers, it will be very difficult to check or control incidents of student indiscipline or unrest. Practising schools of colleges of education are reluctant to allow very young and unexperienced student-teachers to do their practice teaching in their schools, as it is rightly or wrongly presumed that such young boyish or girlish student-teachers will lack proper personality make-up, grasp of subject matter, confidence of class management and ease of teaching. Of the 160 head masters of the practising schools of colleges of education included in the Case Study, 73 per cent complained about inadequate, and incorrect knowledge of content possessed by the student-teachers; 87 per cent referred to their immaturity and three-fourths of them complained about their low level of professional interest, attitude and aptitude and lack of serious application to their work. Forty-three per cent of them said that it is not in the interest of school children to allow such raw teachers to do their practice teaching in schools. A fear also lurks that such raw, incompetent young student-teachers will bring down the standards of teacher education colleges.

There will be more problems of indiscipline among the teacher community, and the staff morale of high schools will go down, if this trend is not checked. This was the view of 57 per cent of head masters. The young among the teachers - the youth in them - are generally intolerant of traditions, set rules, the

dictates of authorities, and they are sensitive to the preservation of their own image and individuality in the classroom in the school and in the society. Exacting group-work or group-planning from them becomes difficult. There may be some other disadvantages also of permitting young persons to get qualified for the teaching assignments and profession.

But against all these possible danger spots, there are certain definite advantages also in the entry of young persons in the teaching profession. The younger is a person, the easier it is to train him. His is an open and uncommitted mind. He is far more receptive of new ideas and influences than old diehards. A younger recruit will be able to learn easier and better the new techniques of teaching and learning and will try to master the complex tools and skills of teaching more enthusiastically. A young teacher can bring to bear upon the problems of teaching and training a fresh mind and progressive outlook. A certain kind of dynamism can be expected from energetic young persons. It would be easier to train the prospective teachers into newer techniques, tools and methods of teaching-learning such as programmed instruction, guided assignments, projects, seminars, workshops, stimulation, role-playing and teach them the new techniques of teacher-student interactions and micro-teaching. It will be again easier to organise rich and varied programmes of co-curricular and extra-curricular activities in and off-campus schools. With more of the young persons getting into the teaching profession, the school curricula can be innovated or

renovated as is the case in western countries like the U.S.A. and the U.K. In many of the developed and semi-developed countries, most of the teachers' college entrants belong to the age-group of 25 or round about it. Well-trained younger teachers can easily and quickly adapt themselves to new instructional materials and programmes as well as adopt new teaching techniques.

Thus, the fact that young persons of about the age of 23-24 enter in a large number the colleges of education in Gujarat should not cause alarm or concern.

Further, it will be difficult to control this phenomenon unless teacher education is put on a planned basis and controlled by a central agency, be it the State Department of Education, or State Board of Teacher Education or State Central Advisory Board of Teacher Education (as is done in England and Wales, (4)) or constituting Area Teachers' Organisations on the lines of the similar system in the U.K. (5). But such central control or planning does not seem to be a possibility in the near future in Gujarat State. Teacher education is likely to expand unchecked and unhindered. There is so much unemployment among the fresh graduates that young men and women, when after graduation, do not get gainful employment, begin to knock at the doors of colleges of education. This is done because the possession of a B.Ed. degree is likely to improve their employability. In the case of young women, parents prefer to keep them busy with some learning or training programme as an idle mind becomes a devil's workshop. Sociologically, Gujarati girls remain quite protected

by their families. This may be true of young unmarried women in other parts of the country also.

6.3 QUALIFICATIONS ON ENTRY

One of the common criticisms against the colleges of education in India is that students with inadequate educational background are allowed to enter their portals. In the thirties and forties, as shown in Chapter II, a large majority of the entrants to the colleges of education in Gujarat were pass class graduate degree holders. The situation improved to some extent in the fifties and still further in the sixties. Students with first or second class honours degrees and even with post-graduate qualifications began to join high schools as teachers and entered colleges of education for training. The position, no doubt, improved but it did not come upto a satisfactory level. Elsewhere in India, the same unsatisfactory situation prevailed. Desai, in his study, observes :

"The calibre of the student-teachers who enter the portals of colleges of education is also a crucial fact. In this respect the situation in India is not assuring. Some recent studies show that in 9 in every 10 cases, the student-teachers are the holders of a Division III degree-"(7)

The Kothari Education Commission, too, has observed, "A very large proportion of graduates who join the teaching profession have taken their degree only in third class and have often inadequate knowledge even of the subject in which they hold a degree."(8)

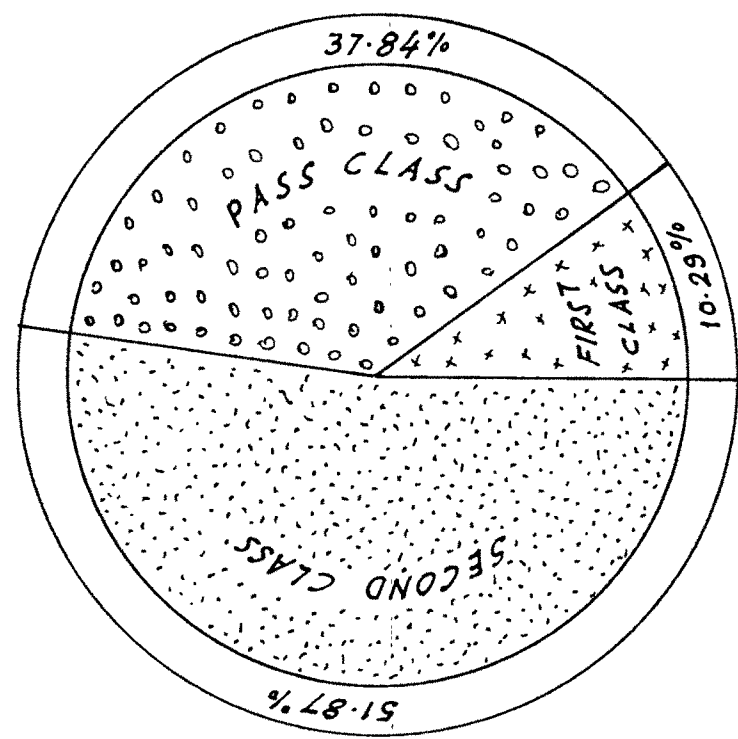
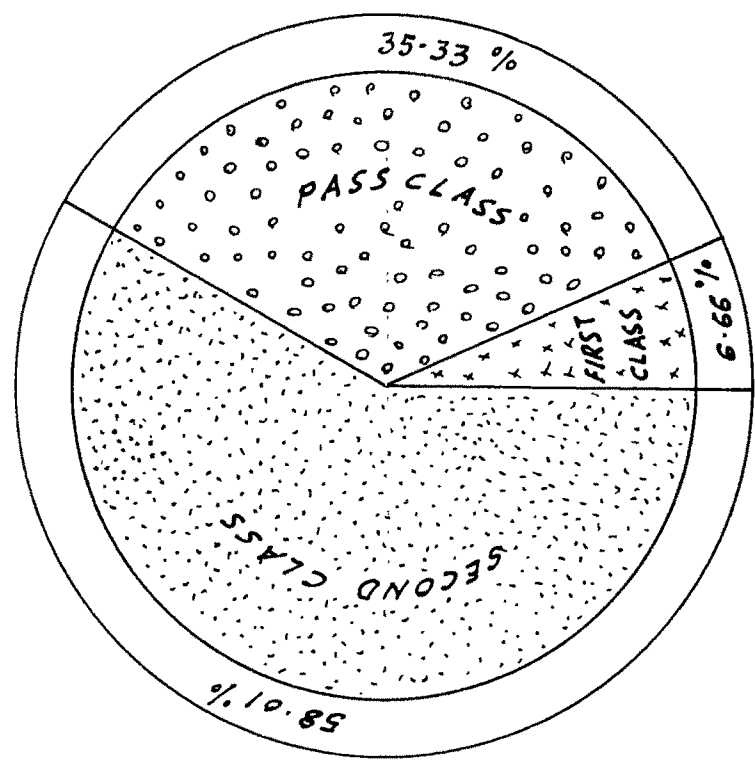
Two types of student-teachers now enter the secondary teachers' colleges in Gujarat; those who have taken their first degree as 'regular' students of arts or science college or faculty, and others who have taken their graduate degree as 'private' students. The present study revealed 141 of the total 1519 student-teachers or 9.28 per cent of them having taken their first degree as external degree holders. In colleges of education, 9 per cent of external degree holders should not be considered as high in the present state of economic development of the state and economic structure of teachers. It is true that external students are usually deprived of the benefits that accrue from the regular attendance and participation in college and university life. Their depth of academic grasp of the subject matter can also be suspected to be on a sliding scale, because most of them do superficial and last time reading to pass the degree examination. However, there is a redeeming feature. The external students are more often than not experienced school teachers - generally primary or middle school teachers. They have, therefore, quite good background in teaching and are conversant with ^{the} needs and problems of schools. Their experience - which often extends over 5 years or more - compensates their lack of experience of learning through regular attendance in college.

The presence of external student-teachers is found in all the colleges. In the present study percentage ranges from 0.20 per cent in the Prakash College, Ahmedabad to 1.12 per cent in the Faculty of Education and Psychology, Baroda, the mean

percentage for 16 colleges being 0.51. This percentage cannot be considered high. In the present economic condition of teachers obtaining in the Gujarat and in the country, primary school teachers who have obtained university degree of graduation should have scope to improve their teaching qualifications and equipment by joining a B.Ed. College. The taking up of the external examination system is the only practical measure for the primary school teachers to improve his academic qualifications.

A second set of problems surrounds the distribution of students among the college students with different levels of academic qualifications. Of the total 1519 student-teachers studied, only 10.2 per cent have post-graduate degrees. Among the men student-teachers and women student-teachers, the percentages of the post-graduate degree holders are 8.8 and 11.6 respectively.

Table 6.3 gives the educational background of the student-teachers. The sample includes 1369 (90.12 per cent) graduates and 150 (9.88 per cent) post-graduates. The classes that the student-teachers obtained at their graduate/post-graduate degrees are shown in the following table 6.3.



CLASS OBTAINED BY THE STUDENT-TEACHERS AT THEIR GRADUATE DEGREE. CLASS OBTAINED BY THE STUDENT-TEACHERS AT THEIR POST-GRADUATE DEGREE.

ACADEMIC BACKGROUND OF THE B.ED. STUDENT TEACHERS.

(1972-73)

Table 6.3

Class obtained by the Student-Teachers at their Graduate/
Post-Graduate Degree
(Figures indicate percentage)

Class	Men	Women	Total
<u>A. Only Graduate Degree Holders</u>			
First Class	7.45	2.84	10.29
Second Class	33.68	18.19	51.87
Pass Class	23.31	14.53	37.84
Total	64.44	35.56	100.00
<u>B. Post-Graduate Degree Holders</u>			
First Class	3.33	3.33	6.66
Second Class	35.34	22.67	58.01
Pass Class	18.67	16.66	35.33
Total	57.34	42.66	100.00

The Table shows that whereas in India as a whole there are 9 out of 10 chances that an entrant to a B.Ed. college is a third class graduate, in Gujarat, the position is appreciably better. Here, there are 4 out of 10 chances that the entrant to the B.Ed. college is a third class degree holder; 1 out of 10 chances that he/she is a first class degree holder and 5 out of 10 chances that he/she is a second class graduate.

Colleges that attract a large number of first class graduate degree holders and first and second class Masters'

degree holders can afford to be highly selective. In this respect the college at Baroda stands out prominently. The other colleges also get 40-60 per cent of second class honours students. A small percentage of Masters' degree holders is seen in almost all the colleges of education in Gujarat. This is because the possession of higher academic qualification is not the only criterion of seeking or giving admission. It is true of all colleges that the first class degree holders are admitted straightaway without any ceremony of interviews or test. But, as observed earlier, the possession of a high degree is not the over-riding consideration with student-teachers in selecting a good and reputed college of education. But their overwhelming considerations are convenience, vicinity of location and cheapness so far as cost is concerned. Students prefer to join colleges situated locally or in neighbourhood of their homes or at places where they have some close relatives or friends, with whom they can stay. Making allowances for such determinants of individual concerns and preference of student-teachers, excepting the colleges at Surat, Baroda and to some extent the A.G. Teachers', Ahmedabad, at all other places nearly three-fourths of the student-teachers are either pass degree holders and/or border line second class degree holders. The College at Baroda has almost all non-Gujarati student-teachers studying in the colleges of Education in Gujarat because it is the only College of Education in Gujarat that has English as the medium of instruction. Because of this, quite a number of academically well qualified and equipped students join the college at Baroda.

The Investigator would like to refer here by way of conclusion to this sub-section, an observation made by Taylor about the academic background of student-teachers of Colleges of Education of England and Wales which he regards applicable, to a large extent, to ^{the} situation in Gujarat :

"Too much should not be made of the differences in the academic qualifications of students on entry to colleges as compared with other institutions of post-school education, or the difference between one college and another. Such evidence as we have does not suggest a very strong correlation between advanced level results and subsequent academic performance, and it may well be that there is an even less relationship between these results and skill and competence as a teacher. In terms of the rough-and-ready criteria that are used for the determination of public and professional images of quality, potential and status, it is clear that the colleges of education are drawing upon educationally inferior groups as compared with the University, and that some of them have student bodies who are markedly inferior in terms of academic qualifications." (6)

Of the total 1519 cases of student-teachers studied, 63 or 4.2 per cent had some professional qualifications like the S.T.C., T.D., H.S.S. (Hindi Shikshak Sanad), Cert. Physical Education, Dip. Phy. Edu., D.T.C., P.T.C. etc. ^{Out} ~~Most~~ of these 63, 37 or 59.9 per cent have the S.T.C. qualifications; 5 or 0.08 per cent the T.D. , 22 or 34.9 per cent H.S.S. Certificate, and 7 or 11.1 per cent a Certificate in Physical Education. The college at Baroda has the majority of these students - almost one-fifth. The other 15 colleges of the 16 colleges of the Case Study group have such students ranging from 1 to 6.

Of the total 1519, 518 or about one-third are fresh students without having any teaching experience. The 1001 student-teachers having a background in teaching are distributed as shown in Table 6.4

Table 6.4

Student-teachers with Background in Teaching
(Figures show percentages)

Years of Teaching Experience	Men	Women	Total
1 year or less	24.2	11.2	35.4
2 years	14.9	8.8	23.7
3 - 5 years	17.6	7.6	25.2
5 - 10 years	8.0	1.8	9.8
More than 10 years	5.8	0.1	5.9
	70.5	29.5	100.0

It will be seen that more than half - about 60 per cent of the student-teachers have two years or less of teaching experience; about one-quarter have 3 to 5 years of teaching experience and about 15 per cent have more than 5 years of teaching experience. Thus, about 40 per cent of student-teachers enter colleges of education in Gujarat with a fairly good measure of teaching experience.

Table 6.5
Student-Teachers With Teaching Experience

Source of Experience	M a l e			F e m a l e			Total
	Rural	Urban	Total	Rural	Urban	Total	
Primary 1-4 Stds.	33 (3.30)	9 (0.90)	42 (4.20)	15 (1.50)	29 (2.90)	44 (4.40)	86 (8.60)
Primary 5-7 Stds.	153 (15.28)	29 (2.90)	182 (18.18)	36 (3.60)	56 (5.59)	92 (9.19)	274 (27.37)
Secondary School	410 (40.97)	54 (5.39)	464 (46.36)	85 (8.49)	64 (6.39)	149 (14.88)	613 (61.24)
Higher Secondary/ College	9 (0.90)	6 (0.59)	15 (1.49)	8 (0.80)	5 (0.50)	13 (1.30)	23 (2.79)
	605 (60.45)	98 (9.78)	703 (70.23)	144 (14.39)	154 (15.38)	298 (29.77)	1001 (100.00)

As shown earlier, 1001 student-teachers out of total 1519 or 65.7 per cent have some kind of teaching experience. Thus, it appears that out of those who enter colleges of education in Gujarat, nearly two-thirds are having teaching experience. But of those that have teaching experience, about one-third have it in primary classes of either I-IV or V-VII. This is shown in Table 6.5. Nearly 60 per cent have teaching experience in secondary schools. This is indeed a redeeming feature. Very few - only 23 (2.79) per cent have teaching experience in higher secondary schools or colleges.

The fact that nearly one-third fresh or inexperienced student-teachers enter the teachers' colleges these days is a matter worth giving serious thoughts. The practising schools are openly

expressing their unwillingness or reluctance to allow inexperienced-fresh students to give their practice lessons. This was brought out in the interviews with the heads of the 16 colleges of education included in the Case Study and also opinion expressed by 160 head masters of practising schools of colleges of education. The fresh students often are found to be weak in the mastery of content of school subjects. The fresh students also lack the proper set of mind to participate sincerely, fully and effectively in the professional preparation of B.Ed. programme. These students bring with them 'arts college' mind and a climate and they express their distaste or even put up resistance to vigorous, exacting work which is a natural phenomenon in a teachers' college.

However, the trend to admit fresh students seems to have taken roots in Gujarat, and it will be very difficult now to turn back this surging forward tide. The only thing that can be done is to put a ceiling to the number of fresh students that a college can admit - it should not exceed 10 to 15 per cent. This should be laid down in the B.Ed. Ordinances of the Syndicates of the Universities and should not be left to the will of the principals of B.Ed. Colleges.

6.4 RURAL ORIGINS

With the fast expansion of school and college education that has taken place in rural areas in the last two decades, there is an output of more graduates from rural areas of Gujarat,

and with increased demands of teachers by rural schools more graduates from rural areas enter the portals of colleges of education for professional training and certification. Table 6.6 gives the figures of student-teachers with rural origins.

Table 6.6

Student-Teachers with Rural Origins

Age in Years	Male	Female	Total
<u>A. Age</u>			
25 or below	481 (42.7)	212 (19.4)	693 (62.1)
25 - 30	230 (25.3)	33 (2.2)	313 (27.5)
30 - 35	60 (5.5)	11 (0.1)	71 (5.6)
35 - 40	13 (1.2)	3 (0.1)	16 (1.3)
Above 40	5 (4.4)	3 (0.1)	8 (4.5)
	839 (79.1)	262 (21.9)	1101 (100.0)
<u>B. Academic Qualifications</u>			
First Class at Graduate or Post-graduate level	91 (8.26)	14 (1.27)	105 (9.53)
Second Class at Graduate or Post-graduate level	455 (41.33)	121 (10.99)	576 (52.32)
Pass Class at Graduate or Post-graduate level	293 (26.61)	127 (11.54)	420 (38.15)
	839 (76.20)	262 (23.80)	1101 (100.0)

It will be seen from the Table that out of every 10 student-teachers coming from the rural areas of Gujarat, 6 are 25 years or below that age. The next high group is from the age 25 to 30 years. Nearly 90 per cent of student-teachers are between the ages of 25 below and 30 years. Even among women 80.9 per cent belong to the age-group of 25 years or below. Very few students - 5.5 per cent men and 0.1 per cent women - of the age-group of 30-35 years from rural areas enter the portals of colleges of education.

The student-teachers coming from rural areas are not very much inferior to urban students in academic background. A little more than 10 per cent of them have taken their first degree or second Master's degree in the first class and a little more than half have taken the initial graduate or post-graduate degree in second class. The first and second class degree holders from rural areas outnumber the pass class degree holders. This too is a very significant development. Whether their first class degree or second class degree is as good as pre-independence similar degree is another matter. But this fact is significant that in the past more third class degree holders from rural and urban areas of Gujarat entered the colleges of Education, whereas, at present, more first class and second class degree holders from rural areas join secondary teachers' colleges.

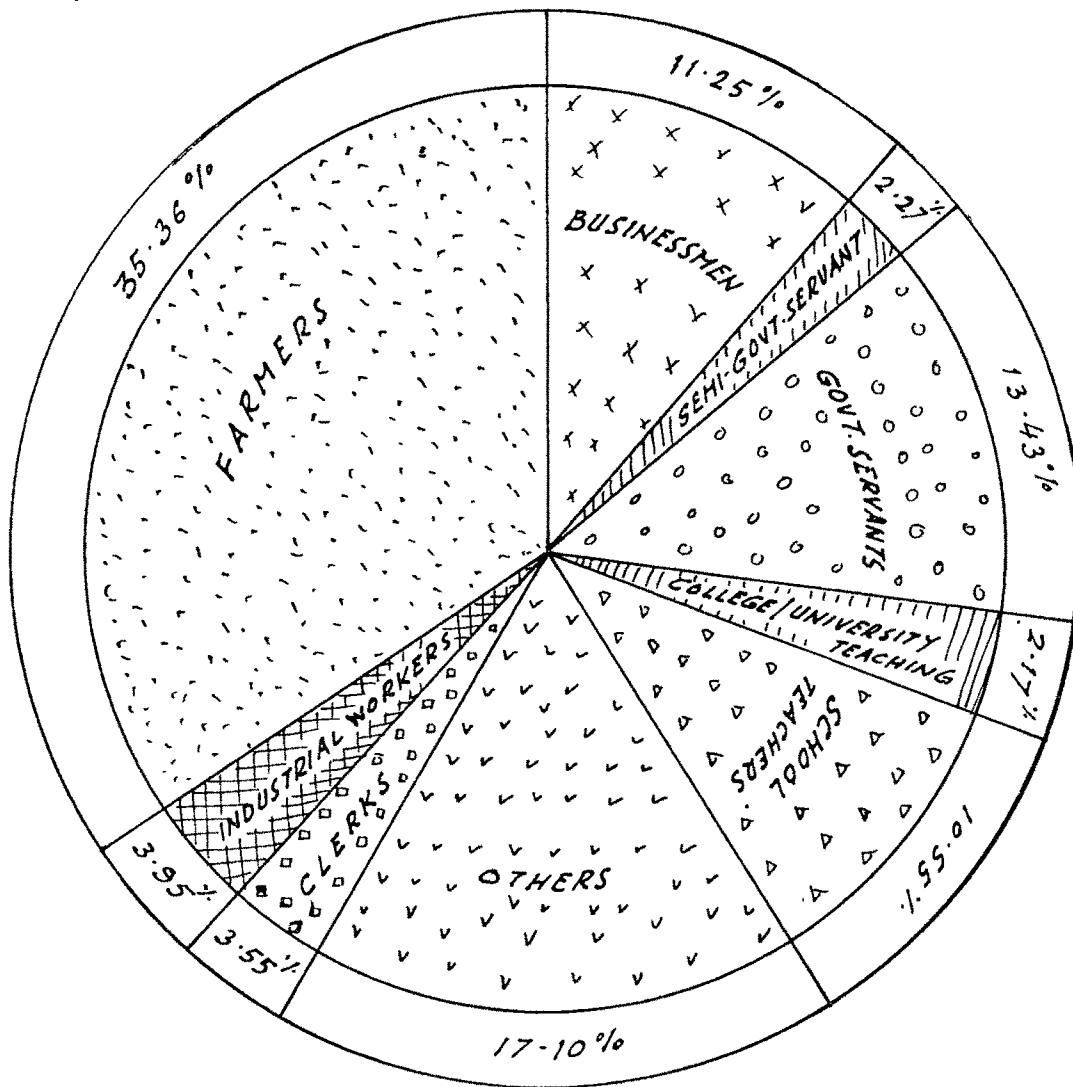
6.5 FAMILY BACKGROUND

It will be significant to know from what occupational groups, the student-teachers of secondary teachers' colleges come these days. The questionnaire administered to 1519 student-teachers contained an item on this. The analysis of the responses to this item is given in Table 6.7.

It will be seen from the Table that the student-teachers come from eight main occupation groups which are : (i) school teachers, (ii) College/University teachers, (iii) government servants, (iv) semi-government officials, (v) businessmen, (vi) farmers, (vii) industrial workers, (viii) clerks, and (ix) others including doctors, pleaders, cooks, etc. Farmers with 537 numbers (35.36 per cent) constitute the biggest occupational group. Government Service with 204 numbers (13.43 per cent) form the second best group. Teaching (in school or College) is the third best group with 193 numbers (12.71 per cent). Student-teachers also come from business community. Their number is 175 (11.51 per cent).

It will be, thus, seen that the entry door to the teaching profession in schools is being gradually widened so as to admit entrants from several occupational groups. How far, the occupational background of parents have any impact on interests, attitudes and value system of student-teachers, one knows not at present. This needs to be further examined through research. The hypothesis that sons and daughters of teachers make better teachers also needs to be tested.

CHART - XVII



OCCUPATIONAL STATUS OF PARENTS
OF THE B.ED. STUDENT TEACHERS (1972-73)

Table 6.7

Occupational Status of the Parents of the Student-Teachers

Occupation of Parents	M a l e			F e m a l e			Total
	Rural	Urban	Total	Rural	Urban	Total	
School Teachers	63 (4.15)	12 (0.79)	75 (4.93)	52 (3.42)	33 (2.20)	85 (5.62)	160 (10.55)
College/ University Teaching	6 (0.39)	3 (0.20)	9 (0.59)	9 (0.59)	15 (0.99)	24 (1.58)	33 (2.17)
Government Servants	62 (4.08)	17 (1.12)	79 (5.20)	41 (2.70)	84 (5.53)	125 (8.23)	204 (13.43)
Semi-Government Servants	6 (0.40)	4 (0.26)	10 (0.66)	10 (0.05)	16 (1.06)	26 (1.71)	36 (2.37)
Business Men	78 (5.14)	14 (0.92)	92 (6.06)	38 (2.50)	45 (2.96)	83 (5.46)	175 (11.52)
Farmers	479 (31.54)	17 (1.12)	496 (32.66)	33 (2.17)	8 (0.53)	41 (2.70)	537 (35.36)
Industrial Workers	26 (1.71)	11 (0.73)	37 (2.44)	9 (0.59)	14 (0.92)	23 (1.51)	60 (3.95)
Clerks	23 (1.51)	7 (0.46)	30 (1.97)	10 (0.66)	14 (0.92)	24 (1.58)	54 (3.55)
Others	96 (6.32)	44 (2.90)	140 (9.22)	60 (3.94)	60 (3.94)	120 (7.88)	260 (17.10)
Total	839	129	968	262	289	551	1519
Percentage	(55.24)	(8.50)	(63.73)	(17.23)	(19.04)	(36.27)	(100.00)

N.B.:— Figures in brackets indicate percentages

It will be interesting to look up to the educational background of fathers and mothers of the entrants. About 54.5 per cent of the parents have received their education upto primary Class VII. Only 3.3 per cent parents are S.S.C. passed, though

nearly 12.3 per cent have studied upto the S.S.C. Class. The percentage of university graduates and post-graduate degree holders is very small - it is only 5.4. The sex-wise and urban rural wise break up of the education of parents is given in Table 6.8. The group had illiterate parents also. Their number is more (397 or 26.14 per cent) as regards mother and less (138 or 9.09 per cent) in the case of father. The overall percentage of illiterate parents is 17.62.

Table 6.8

Educational Background of the Parents of Student-Teachers

	M a l e			F e m a l e			Grand Total
	Rural	Urban	Total	Rural	Urban	Total	
10.1 (1 to 4 Std)	264 (17.34)	43 (3.76)	312 (20.54)	339 (25.61)	128 (8.43)	517 (34.04)	329 (27.29)
10.2 (1 to 7 Std)	334 (21.99)	67 (4.41)	401 (26.40)	274 (13.04)	154 (10.14)	428 (23.13)	329 (27.29)
10.3 Less than S.S.C.	184 (12.11)	85 (5.59)	269 (17.70)	50 (3.29)	54 (3.56)	104 (6.85)	373 (12.28)
10.4 S.S.C.	109 (7.13)	96 (6.32)	205 (13.50)	27 (1.78)	20 (1.31)	47 (3.09)	252 (8.23)
10.5 Less than Graduate	25 (1.65)	28 (1.84)	53 (3.49)	4 (0.26)	5 (0.33)	9 (0.59)	62 (2.04)
10.6 Graduate	35 (2.30)	43 (3.16)	83 (5.46)	4 (0.26)	2 (0.13)	6 (0.39)	89 (2.93)
10.7 Post-graduate	23 (1.84)	30 (1.98)	53 (3.82)	7 (0.46)	4 (0.26)	11 (0.72)	69 (2.27)
10.8 Illiterate	122 (8.03)	16 (1.06)	138 (9.09)	346 (22.73)	51 (3.36)	397 (26.14)	535 (17.62)
Total	1101	413	1519	1101	413	1519	3038
Percentage	(72.48)	(27.52)	(100.00)	(72.48)	(27.52)	(100.00)	(100.00)

Note :- Figures in brackets indicate percentages

6.6 MOTIVATING FACTORS AND LEVELS OF ASPIRATIONS

An attempt on a small scale was done by the investigator to inquire into the motivating factors of the student-teachers in joining the B.Ed. class. The trainees were asked to mark two factors which they considered important in joining the B.Ed. training programme. The priority of motives has been worked out in terms of percentages of respondents giving first or second rank to a motive. The figures I to IX in Table 6.9 shows the ultimate ranking of each motive.

Table 6.9
Priority of Motives of the Trainees in Joining the B.Ed. Programme

Motive	Men	Women	Trainees	
			Rural	Urban
1. Love for the teaching Profession	I	I	I	II
2. Refused admission in M.A./ M.Sc. Classes	IV	IX	IV	V
3. Parental and relatives' influence	VI	V	VIII	VI
4. Forced/deputed by school where serving	III	VI	III	IV
5. For getting a job	II	II	II	I
6. Better matrimonial opportunities	IX	VIII	VII	IX
7. Friend's joining the Course	VIII	VII	IX	VII
8. Better to study anything than to remain idle at home	V	III	VI	VIII
9. For supplementing family income	VII	IV	V	III

Note :- Figures I to IX show the final overall emergent ranking.

It will be seen that all categories of trainees - men, women, urban and rural have given 'the love for profession' as the first priority in joining the B.Ed. course. The total percentage of these respondents is 77.6. One does not really know to what extent these responses reflect the honest and true mind of the trainees. Student-teachers coming from urban areas have given the top-most priority to getting a job. It is true that without a B.Ed. degree, a majority of aspirations of job in a school find it very difficult. It is significant in this case that urban trainees have given third priority 'to supplementing family's income'. In this category, almost 70 per cent are women.

The second best priority is given to getting a job. This is true for both men and women. 79 per cent men and 63 per cent women gave this motive as a second preference. The urban teachers (65 per cent) made it their first concern. This reflects on the economic conditions of the middle class in Gujarat from which most of the trainees come.

The third rank given by men trainees and rural trainees is the force exercised on them by the school managements that they should obtain the B.Ed. qualifications. For women trainees, the third priority is the consideration that it is much better to study something useful than remaining idle at home. This is because a large majority of women - the fresh graduates - do not get gainful employment. Young women in Gujarat are reconciled to the job of a teacher.

The remaining six motives figure to a small extent. Parental influence was more a motive in the case of women trainees than in the case of men. Similarly, better matrimonial opportunities is a motive in the case of young women trainees. The remaining trainees either attributed their friend's joining the course as their reason or rejection of their application for admission in post-graduate classes.

In a similar study by K. Sivadasan Pillai on about 2420 teacher-trainees of Kerala, the following results were reported. "Fortytwo per cent of the trainees stated that they opted the course because of their love for the profession. This shows that majority of the persons who are trained to take up teachers' profession are not really interested in the profession. Parental influence was the motive for 17.6 per cent of the trainees in joining the course while 14.8 per cent attributed their motive to their not getting admission to any other course. Only 13.1 per cent stated that they believed in getting better matrimonial opportunities by undergoing this course. The remaining trainees either attributed their friend's joining the course as their reason or remained silent about their motives.

A weightage of 3 for first priority and 1 for second priority was given and weighted scores were calculated separately for boys and girls and ranks were assigned to the five motives listed in the check list. The rank difference correlation coefficient obtained was 0.86 showing that there is not much difference between boys and girls in assigning motives for

joining B.Ed. The ranking differs only in regard to brightening matrimonial opportunities which was marked mostly by women students. The Chi-square values at 2 degrees of freedom found out have been proved to be not significant."

Table 6.10

Aspiration Levels of Student-Teachers in Joining the
B.Ed. Programme

(Figures in percentages)

Aspirations	M a l e			F e m a l e			Grand Total
	Rural	Urban	Total	Rural	Urban	Total	
1. To become a teacher in a rural school	15.02	1.38	16.40	3.82	2.11	5.93	22.33
2. To become a teacher in an urban school	9.08	2.50	11.58	3.22	7.31	10.53	22.11
3. To get a job anywhere	6.78	1.12	7.90	3.22	4.22	7.44	15.34
4. To become a Head Master any- where	3.95	0.46	4.41	0.66	0.72	1.38	5.79
5. To join M.Ed. Programme	12.13	2.11	14.29	2.50	2.76	5.26	19.55
6. To get a better salary	2.63	0.33	2.96	1.78	0.72	2.50	5.46
7. To join Govt. Edu. Deptt.	5.60	0.59	6.19	2.04	1.19	3.23	9.42
Total	55.24	8.49	63.73	17.24	19.03	36.27	100.00

An attempt was also made to get at the aspiration levels of the trainees in joining the B.Ed. programme. The responses are analysed sex-wise and rural-urban habitations-wise in Table 6.10. Some of the findings are -

- A little more than one-fifth of the teacher trainees want to be teachers in rural schools.
- An equal proportion of the trainees desire to be teachers in urban high schools.
- To about one-seventh of the trainees, the over-riding consideration is to get a job, whether it is in an urban high school or in a rural high school, it matters very little.
- The view that the acquisition of a B.Ed. degree would fetch a better salary is held by a small majority - only 5.46 per cent of the respondents.
- Only a small percentage - 5.79 - joined the B.Ed. class with a view to becoming eventually a high school principal.
- Nearly one-fifth of the trainees had a plan to study further - in the M.Ed. class.
- Nearly one-tenth had ambition to get into the State Education Service.

These responses show that there is purposiveness in the B.Ed. programme. The job seeking goal is always present in all professional training programmes. It is interesting to note that out of 339 trainees (22.33 per cent) who want to work in a rural school, 13.90 per cent are from rural schools, and of

336 (22.11 per cent) teachers who want to be teachers in urban high schools, 5.72 per cent are from rural areas. More of rural women trainees (3.22 per cent) than rural men (2.50 per cent) want to be teachers in an urban high school. More of men (14.68 per cent) than women (4.87 per cent) have further ambition to join the M.Ed. programme after passing the B.Ed. examination. A similar fact can be noted in the case of those 9.42 per cent trainees who desire to join the State Education Department. Here also more men (7.64 per cent) than women (1.73 per cent) indicated this goal.

6.7 THE SCHOOL SUBJECTS AT THE DEGREE LEVEL

One significant fact of the basic equipment of student-teachers in 1940s and 1950s in Gujarat was that most of them had a school subject either as principal or as subsidiary subject at the degree level. Student-teachers without school content subjects were generally not admitted in the B.Ed. class. That meant that the trainees were, by and large, armed with the content knowledge. What they had further to pick up at the teachers' college was the understanding of instructional materials, tools and techniques of teaching and evaluating and developing skills in using them in classroom situations.

That picture has been changing. With the fast and extensive expansion and enrichment of higher education, new subjects have

found place on the three-year first degree courses. The old concept of Honours Courses with a focus on "digging deep in the subject area of specialisation" has, it seems, gone out from Gujarat. More combinations of subjects are now possible in the three-year degree courses. A subject combination at the post-graduate level different from the one taken up by a student at the first degree level is now permitted by most of the universities in Gujarat. Again, those who are interested just in a degree, take up certain subjects that are easy and high scoring at examinations. Certain Departments like Philosophy, Archaeology, Sociology which usually find difficult to attract students hold out a number of attractions to young students who take up these subjects because it would be easy to pass B.A. examinations with them, as there are, the students are led to think, that not very exacting standards would be expected of students. So, quite a number of graduate students select principal and optional subjects without not much thoughts given to them. Further, in Universities of Gujarat, there are no student advisers and counsellors to provide educational guidance in selecting the subjects. A large number of students 'just' select the subjects without reference to their interest, aptitude and future goals. Students, by and large, do not have vocational perceptions and clarity of careers or goals. They do not take decisions so early as to whether they are going to be teachers or not. All these factors play their part in the wide variety and irrelevance one finds in the subjects the student-teachers are found to have taken at the graduate degree level. In quite a

significant number of cases, the subjects selected at the post-graduate level are such where the attainment of a 'class' at the examination may not be so difficult and in which the 'marking of attendance at lectures' may not be a very great problem.

This aspect of student-teachers' equipment was studied by the Investigator. The results are quantified in Table 6.11.

Table 6.11

Percentage of Student-Teachers with and Without
School Subjects at the First or Second Degree

Special Method at the B.Ed.	Subject taken at the First/ Second Degree	Subject not taken at the First/Second Degree Level
Gujarati	34.49	65.51
English	25.39	74.61
Hindi	28.54	71.46
Sanskrit History	7.97	92.03
Geography	4.09	95.91
Science	100.00	0.00
Mathematics	12.93	87.07
Home Science	95.00	5.00
Music	100.00	0.00
Art Education	100.00	0.00

It will be seen from the Table 6.11 that only in Science, Music and Art Education Special Methods, hundred per cent students who have taken the same subject at the degree are the order of the day. In the Special Method of Home Science also one finds a few students with specialisation in one branch or the other of science discipline at the B.Sc. level. In subjects like History and Geography, only 4 to 8 per cent of student-teachers, who have opted for this method, had the same subjects taken as the principal subject at the degree level. This shows that a large majority of student-teachers are not basically equipped so as to be able to develop a real hold on the content of the history/geography that they are going to teach in the area of their specialisation. In Mathematics, the same unsatisfactory position prevails. Only 12.93 per cent of the student-teachers have taken Mathematics as a principal subject at the degree level. Very few of them know any thing about Higher Mathematics which forms part of school Mathematics Courses from 1973 onward. Most of them depend upon their knowledge of Mathematics learnt at the first year degree level or as a subsidiary subject which means that their knowledge of Mathematics do not go much beyond the achievement level of former Inter-science students.

In languages, the situation is slightly better, but not satisfactory enough to be assuring. In Gujarati, about 35 per cent of student-teachers who have taken Gujarati as Special Method have studied the subject at the degree level. In English

Special Method, such students who have taken English as a subject of specialisation at the first degree level are not more than 25 per cent in the entire group. In the Hindi Method, this group is slightly bigger - it is 28.54 per cent.

It is this presence of a large proportion of student-teachers in most of the Special Method Groups without a solid foundation in content or subject matter that makes the introduction of content-oriented courses in the B.Ed. programme imperative. All the Universities of Gujarat have been now reconciled, though some with considerable hesitation and misgiving regarding its utility to the introduction of sectional courses in content in each Special Method.

6.8 CONCLUSION

In the foregoing paragraphs an attempt was made to provide a brief picture of the background of the B.Ed. students who are at present undergoing their training in the colleges of education in Gujarat State. It will be seen that the picture of the demographic and social background of the B.Ed. trainees is fast changing in Gujarat as elsewhere in India. In Gujarat, the mean age of the entrants ~~xx~~ to the colleges of education is 23.56 ~~yx~~ years. The sex ratio is nearly about 2:3. The urban-rural ratio is 27:73. There has been a steady improvement in the academic qualifications of students preparing for teaching. Admission criteria and procedures are laid down generally by all

colleges, but they are modified to suit the demand-supply situation, the financial resources of colleges and the nature and extent of the working of the pressure groups on the management and administrators of the colleges. It is a sorry fact that the pressure of numbers has not persuaded colleges and university departments/colleges of education to raise their entry requirements.

Student-teachers come from a variety of occupational (parental) groups. Quite a large number of them come with their parents' or near relatives' background in Teaching. The overall percentage of student-teachers with such background was 49.24 (father 5.56 per cent, mother 3.42 per cent, otherx relatives like brother, uncle, aunt, and others 37.26 per cent). About 4 per cent come with their own holding other professional certificates and diplomas in teaching. Fresh or without teaching background students are found in all colleges. Their percentage is 34.3.

The academic background of student-teachers in Gujarat is improving. At present, only 4 out of 10 cases are of third class degree holders whereas 1 is of the first class degree holder and 5 of the second class degree holders. However, this improved academic background does not indicate a better or improved academic achievements of student-teachers. Too much cannot be made of the differences in the academic qualifications of students on entry or the difference between one

college and another. A small minority - 4 in every 100 - come to teachers' colleges with professional training qualifications such as S.T.C., T.D., C.P.Ed., Dip. Phy. Ed., etc.

About one-third of the present trainees are fresh students without any background in school teaching. Of the remaining two-thirds that possess teaching experience, about 36 per cent of them have it in primary schools, about 60 per cent in high schools and about 3 per cent at higher education stage.

Of every 10 student-teachers coming from rural areas, 6 are of 25 years or below. The first and second class degree holders from rural areas outnumber the pass degree holders.

As regards the occupational status of parents, the biggest group is that of farmers (35.36 per cent) followed by 13.43 per cent government service holders and 12.71 per cent teachers.

As regards the motivational factors and aspiration levels of the student-teachers, the three predominant factors are : love for profession, need to get a job, need to supplement family income. There is some difference between men and women trainees in assigning motives for joining the B.Ed. course, but the differences are not marked - they become more pronounced at lower ranks.

One-fifth of the student-teachers desire to work in rural schools. The proportion of them to work in urban high schools is almost the same. But in the case of one-seventh of the

total student-teachers, the dominant anxiety and the uppermost goal is to get employment wherever it is available. Two students in every 10 desire to study further in the M.Ed. class. Thus, there is purposiveness among the students in joining the B.Ed. course.

Only a small proportion of students specialising in teaching of school subjects possesses basic academic qualifications in those areas. The best situation is in Science, Music, and Art Education Special Method groups where nearly all possess a degree in that area. Home Science Method comes very close to it. The third best category is languages and in them also Gujarati, Hindi and English in the same order. Most of the student-teachers who take up Mathematics, History and Geography as Special Methods do not possess the degree in those principal subjects.

The student-body of the colleges of education in Gujarat is fast growing every year. But about their deteriorating quality, considerable dis-satisfaction prevails among the staff of the colleges of education and among the heads of practising schools. It is alleged that in private colleges, students are admitted purely on practical considerations of running the institutions. The considerations of standards, quality and climate hardly matter with the college managements. In a number of colleges, the principal is hardly in the position of raising his finger or voice against indiscriminate admissions. This results in 4 to 6 out of every 10 students of poor academic achievement,

indifferent professional motivation, job-seeking mentality, limited interest, unhelpful professional attitude and fluctuating value system getting into the colleges of education in Gujarat. This has been responsible for injecting trade unionism in the younger teaching community that is being formed and expanded every year. In controlled admissions and objective and thorough screening lies perhaps the key to future improvement.

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