

CHART- I



GUJARAT STATE  
1972

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## INTRODUCTION

( The Research Design : Objectives, Plan  
and Methodology

"What is research on teacher education ? In a sense this question is naive, for everyone must know what teacher education is, and that research on it is simply the systematic study of problems that arise in the course of carry it on. Generally speaking, research on teacher education attempts to answer the question of how the behaviour of an individual in preparation for teaching can be made to conform to acceptable patterns. But if we are to come closer to the concrete realities of what research on teacher education is about, it is necessary to mention the main areas of such education and then to indicate the sorts of problems that arise in each of them."

- O. Othanel Smith  
(in "Research in Teacher Education")

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\* Nirmal Sabharwal (2) review shows 347 M.Ed. dissertations done on teacher education in Indian Universities between 1942 and 1966.

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teachers (10 theses). Among them, only two theses pertain to teacher education of secondary school teachers confined to geographical areas of two States, viz. Kerala (4) and Assam (5). John Lipkin (6) studied in 1963, the teacher education of secondary school teachers under the Bombay University limited to Greater Bombay, at University of Michigan. Gene Sullivan (7) studied in 1965 the teacher education programme in Gujarat in perspective of social change. The present study on organisation, programming and financing of teacher education in Gujarat State makes certain departures from the similar four studies on teacher education in Kerala, Assam, Bombay City and Gujarat.

The Kerala Study by Joseph attempts to investigate the objectives, and practices in the professional preparation of secondary school teachers in Kerala State. It is a kind of survey based on the data collected from 19 teachers' colleges of the State. The study covers such aspects of the colleges as physical plant, facilities and working conditions in the colleges. The views and opinions of 50 per cent (N=135) staff of the colleges are collected on teacher education practised in the State, analysed and discussed. Views of 600 student-teachers on their training are also screened and discussed. Some special aspects studied were selection procedures for admission, the age of student-teachers, academic background of the trainees, their teaching background, and the economic conditions of their families. The background of the staff of the colleges was also investigated. An attempt was made to evaluate the physical



facilities obtain<sup>ed</sup>ing in the 19 colleges of the State. Problems such as general education-cum-professional education, comprehensive teachers' colleges, size of the student population, syllabus, methods of teaching, practice-teaching, etc. were discussed and recommendations made.

The present study follows most of the procedures adopted in the Kerala Study. But it goes beyond the scope laid down in the Study. It inquires into other determinants such as political factors, social factors and cultural factors. The present study is cast in historical perspective which is not the case in the Kerala Study. Further, the present study has traced the development of teacher education in Gujarat and some of its trends and issues in relation to secondary schools, their teachers and their needs. This distinguishes it from the Kerala Study. In the discussion of organisational aspect and organisational climate, the present study constitutes an advance over the Kerala Study. Further more, the present study also covers the financial aspect of teacher education which is left over in the Kerala Study. What is more, the present study uses a more variety of tools than the Kerala Study such as proforma, questionnaires, interviews, case studies of 16 (out of 40) teachers' colleges, office records, reports, books, the previous research<sup>es</sup> done (theses), etc.

The Assam Investigation by Saika is focused on the study of the causes for the ineffectiveness of the teacher training programmes at secondary school level.

The scope of the Assam Study is, thus, very limited. It centres round the study of 50 untrained school teachers along with 134 student-teachers in the B.T. Department of the Gauhati University with regard to (i) the participation in their training programme, (ii) the effectiveness of supervision programmes, and (iii) the relationship between the theoretical and practical part of training to find out how teaching practices could be improved. The Assam Study also attempts a depth study of the B.T. Syllabus of the Gauhati University. The canvas used by the present study is much bigger and varied. It covers up almost all the issues dealt with in the Assam Study - the revision of the teacher training syllabus, student selection and admission procedures, change in the method of teaching and evaluation, reorganisation of practice teaching, involvement of University Department of Education in teacher training, introduction of regional language as the medium of instruction, etc. As stated earlier, the present study deals with the developmental, organisational, administrative, programming and financial aspects of teacher education in the State in greater details and, perhaps, depth.

Lipkin has written his Ph.D. thesis on teacher education in Greater Bombay under the University of Bombay. He has shown how the Bombay University and the Bombay teachers' colleges adopted the British educational traditions in secondary education and teacher training which <sup>have</sup> ~~has~~ sapped the freshness and vitality of teacher education programme at Bombay. He has discussed the reforms in Bombay University's secondary training colleges during

the period 1953-1964. He screens in depth the prevailing practices in teacher education in 1964. In Lipkin's doctoral thesis, the evolution of the Indian system of secondary teacher training has been placed under a search-light.

Lipkin uses <sup>four</sup>~~for~~ categories of dimensions of reform based on the recommendations of the Mudaliar Secondary Education Commission, viz., diversified school curricula, the use of less formal and more varied methods of teaching, the bearing of higher standards of selectivity of the training candidates on the quality of instruction and the inservice teacher education programme of the teachers' colleges.

The present study uses some aspects of Lipkin's approach, such as perceiving teacher education in the context of the changing society and secondary schools, building up a developmental picture of teacher education in historical perspective, review of development in teacher education curriculum, identification of British influence on development of teacher education programme in Gujarat, the large scale use of Government records and reports in interpretation, etc. But apart from these features, the present study attempts to develop its own approach, uses its own techniques, identifies its own areas for screening and does its own evaluation.

Sullivan's study is a comparison of selected teacher training colleges in Gujarat in regard to the impact the teacher education programme has on the social change among the trainees.

The Study deals with four teachers' colleges in Gujarat, the Baroda Faculty of Education and Psychology, M.B. Patel College of Education, Vidyanagar, The Graduate Basic Training Centre, Rajpipla and the A.G. Teachers' College, Ahmedabad. The Study discusses the education of teachers in a changing society, determines indices of social change and their relation to education, and trainees' attitude towards joint family, marriage practices, work practices and towards religious values. The present study is more of a developmental study. It uses social data as in the case of Sullivan's Study, but concentrates more on social composition of staff and students. Besides the social factor, it brings to draw upon other factors and forces, viz., the political, economic, cultural and education<sup>al</sup> in studying the development of teacher education in Gujarat. The scope of the present study is much wider, as it touches organisation, programmes and finances of teacher education, and it bases its data largely on a sample of 16 colleges spread over Northern Central and South<sup>ern</sup> Gujarat as well as in Saurashtra and Kutch.

It will be seen from the brief review of the four doctoral theses on the subject of training of secondary school teachers attempted so far at different State levels that the present study makes some significant departures in terms of design, tools, techniques and the coverage of programmes and issues. It is in no way duplication of the previous research efforts.

Further justifications for the present research are as under :



- So far the secondary school teacher education programmes of only two States and of the Bombay City have been done. Doctoral researches are studies in depth. Such surveys and studies regarding the training of secondary teachers in the remaining States need to be undertaken. With this study the chain gets further ~~lengthened~~ strengthened and strengthened.
- This is the first comprehensive and integrated study of organisation, administration, programming and finances of teacher education not only in the Gujarat State but in all other States.
- It is, again, the first attempt in India to use sociological data on considerate scale in the interpretation of teacher education development and issues.
- It is the first attempt, though on a small scale, to study organisational climate, following the lead given by Halpin and Croff, in teacher education colleges.
- It uses the Case Studies approach on a sample of 16 colleges (40 per cent).
- Instead of attempting a review of previous research on teacher education in a separate Chapter, it seeks to feed the findings of relevant researches in the body of the thesis at appropriate points of discussion.

Thus, the present doctoral attempt has its own utility and justification.

## 1.2 THE PROBLEM : ITS SCOPE AND LIMITATIONS

The present study relates to the training of secondary school teachers in Gujarat State in historical perspective as well as the analysis and appraisal of present day trends and issues involved therein. It is particularly limited to the B.Ed. teacher education programme of the universities of Gujarat, though some passing and incidental observations are made on the graduate basic teacher training programme of the State Department of Education.

There are three major dimensions of the present study, viz., development, organisation and administration including finance and programmes.

One is the development in historical perspective. This includes the survey of the growth and development of teacher education in Bombay State (of which Gujarat was an integral part till 1960). But this survey is not restricted to mere quantitative expansion in terms of increase in the number of colleges, physical facilities in colleges: plant, the staff, the student enrolment, etc., but in relation to the State, Society, Secondary Schools and Secondary School Teachers. The complex, integrated interactions of political, social and economic factors and forces are broadly reviewed in order to throw up a more concrete and realistic picture of the growth of teacher education in Gujarat in the later half of the nineteenth century. The underlying assumption is that development of teacher education

is connected with the changes and development in secondary education and both the secondary education and teacher education develop through the impact of the inter-acting, political, social and economic factors shaping education in a territory. The development is viewed as a complex, inter-locking, related phenomenon and not as a phenomenon of growth, expansion and change in an isolated way.

The discussion of the influences of the political, social, cultural and economic factors on the development of teacher education is limited to the period of historical growth. Similarly, the examination of sociological background is limited to the study of students and staff. A treatment on a large scale of multi-dimensional factors would have in itself constituted an independent doctoral work.

The second dimension pertains to organisation, administration and finance. Here, the facets like motivating factors in establishments, management boards, their philosophy and objectives, the physical facilities in college plants, recruitment of staff, admission procedures for student-teachers, the inter-connected relationships among the management, college, principal, staff and students, the organisational climate, and its impact on staff morale, the background of student-teachers, their motivation and aspiration levels, the costing of teacher education, government grant-in-aid and economic stability of the private B.Ed. colleges are included. This dimension has figured in only very few studies on secondary school teacher education at State levels.

The third major dimension in the present study is the changing pattern of teacher training programme. It refers to the curricular change and development in the B.Ed./ programme in Gujarat over a period of time, the analysis of the present-day programme and examination of problems in theory, practical work and evaluation system.

The scope of the subject of the study is limited to the B.Ed. degree programme as approved from time to time by the Universities of Gujarat, particularly the Universities of South Gujarat, Baroda, Sardar Patel, Gujarat, and Saurashtra. The teacher education programmes of the Gujarat Vidyapeeth and of the State Education Department are dealt with marginally or in passing reference. The inservice programmes for secondary teachers offered by some teachers' colleges in Gujarat are not included in the scope of the present study, though some data on this aspect are collected through one of the tools. Some of the colleges of education in Gujarat also offer post-graduate teaching (the M.Ed. course) and research programmes (Ph.D., etc.) These programmes are also not included in the scope of the present study. The scope is limited to mainly the B.Ed. degree programme : its theory, syllabus, practice teaching, practical work and tests and examinations. Newer developments like student-teacher interaction, micro-teaching<sup>ing</sup>, training through simulation, programmed learning, aptitude testing, video-tape teaching, etc. are only marginally touched while discussing the problems of teacher education.

### 1.3 THE OBJECTIVES OF THE STUDY

Some of the objectives of the present research are indirectly hinted earlier.

Its most obvious major objective is to prepare a well-documented and scientific study of the development of teacher education in Gujarat. Not many States have attempted through inquiry into the history and present position and practices in secondary school teacher training. Gujarat State is comparatively a young State. It is essential that scientific account of the development of education in various segments and branches should be taken up at the earliest time. Most of the persons who played an important part in shaping teacher education in Gujarat from 1935 onwards are still alive. It is, therefore, important and urgent that a story of the development of teacher education in Gujarat at the secondary level be built up using as much data as possible from the living participants in the great drama of the developing teacher education in Gujarat.

The second major objective is to take a stock of the facilities and resources in terms of college plant, staff, organisation climate and instruction of the present day colleges of education functioning in Gujarat. Such a survey is necessary to get base-line data which could be used for future improvement and reconstruction. And it is very crucial and urgent that the teacher education of high school teachers be streamlined and strengthened at the earliest, as it is the teacher who is going

to be a key factor in the improvement of standards of teaching, learning and evaluation in schools. The Kothari Commission has sharply brought out the need for improving teacher education in the following words :

" A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvement in the education of millions."

It is often said that secondary education is the weakest link in Indian education. There is a marked tendency among teachers to perpetuate the traditional methods of teaching. The present national objectives of education and aspirations of people demand speedy and effective improvement in student motivation, teaching-learning process and achievement. This needs the large-scale use of newer dynamic methods and approaches in instruction and more effective utilisation of instructional aids and materials. This accomplishment is possible only if the present professional education of teachers is made effective. It is with this purpose, an attempt is made in this study to review and examine the present teacher education programme at the graduate level.

During the last seven or eight years there has taken place in Gujarat unprecedented expansion in teacher education colleges at the secondary level. The number of colleges has more than doubled. The annual out-put of the B.Ed. qualified students



these days is to the tune of over 3,000. Hardly 60 to 70 per cent of them find a job-placement in high schools, and the stock of unutilised and unemployed trained graduate teachers has begun to accumulate. The third major objective of this study is, therefore, to examine this question and make recommendations as to what extent the present policy of universities and State Government to permit uncontrolled expansion of teacher education colleges be allowed to continue.

Among the other objectives are included the following :

- To study the impact that the political, social, cultural and economic factors had on the growth and development of teacher education in Gujarat;
- To study the background of the staff and student-teachers of the colleges of education in Gujarat;
- To study the organisational climate in some selected colleges of education; and
- To review and examine the recent trends and issues in teacher education at graduate level in Gujarat.

These are the main objectives of the present study.

#### 1.4 RESEARCH TOOLS AND METHODOLOGY

The main sources of data collection used in this study are indicated at the end of every chapter. The sources fall into four parts. In the first part ~~are~~ such sources as published government reports, books, papers, articles, calendars and

catalogues, college prospectus and university handbooks, annual magazines, educational journals, seminar and conference reports and proceedings, proceedings of University Academic Councils and Syndicate Resolutions, etc. The second part includes unpublished government or institutional records which are not easily available to the public. In the third part are included opinions and views expressed during pre-scheduled interviews, unscheduled group meetings and discussion and off-the record, private and confidential observations-remarks made by student teachers, staff members, college principals and administrators. The fourth part includes published and unpublished research in form of M.Ed. dissertations, Ph.D. theses, research abstracts, research papers and articles and research projects, year books and research encyclopaedias.

The research tools used for data collection are as under :

- Tool No. 1 : Proforma for the survey of existing position in teachers' colleges.
- Tool No. 2 : Rating Scale Sheet to study the perception of the present B.Ed. students about the theory and practical work done at the B.Ed. level.
- Tool No. 3 : A questionnaire to study the social, economic and educational background of the present B.Ed. students and to study their motivation and aspirational levels.
- Tool No. 4 : A questionnaire to study the background of the teacher staff of the colleges of education today.

Tool No. 5 : An Opinion-survey Sheet to collect what the staff members think about the present B.Ed. programme.

Tool No. 6 : An Opinion-survey Sheet to collect the perception of the heads of practising schools and staff members of the colleges of education about the basic academic equipment of student-teachers, their general attitude to the teaching profession, their sincerity of purpose and action and their professional interest.

Tool No. 7 : An Opinion-survey Sheet to get the views of distinguished educationists about the strength and weakness of the present teacher education programme and suggestions that they would like to make for its improvement.

Tool No. 8 (3 in number) : For Case Studies of about 40 per cent of the colleges of education.

The administration of tools constituted a great challenge for the Investigator. It was extremely time-consuming and very expensive. The co-operation of the colleges was slow and not at all spontaneous. There was considerable hesitancy to supply, at times, even some innocent-purely academic-data, on the part of some college principals. It becomes a heart-breaking task to collect data even from research-oriented college principals and teachers.

The main methods of research used were : observation, interviews, survey and case-studies. The Investigator took detailed notes of his observations and discussions during his personal visits to a number of colleges of education and talks and discussions that he had with some educationists, college principals, senior and junior staff members, head-masters of practising schools and some student-teachers.

The sample varied with tools. The determining factor in this variation was nothing but the availability of larger responses. Otherwise the sample consisted of randomly selected 16 colleges out of the total 40 colleges of education in position in Gujarat State in 1972. The sample is so structured that (i) at least one teachers' college from one of the five Universities of Gujarat is included in it, (ii) more colleges are from Gujarat University as it has the largest number of teachers' colleges affiliated to it, (iii) colleges from all regions - Southern Gujarat, Central Gujarat, Northern Gujarat and Western Gujarat (Saurashtra and Kutch) are included; (iv) some rural teachers' colleges are also included in the sample; and (v) all the types of management - university, government, education societies (excellent, average and poor background, reputation and record) are also covered in the sample.

The different samples used for different tools <sup>are</sup> ~~is~~ shown below :

- Tool 1 : Sample 27 colleges (67.5 per cent)
- Tool 2 : 21 colleges, 814 pupils (around 25 per cent)
- Tool 3 : 1519 student-teachers (46.7 per cent)
- Tool 4 : 16 colleges (40 per cent)
- Tool 5 : Unselected number
- Tool 6 : Unselected number
- Tool 7 : Unselected number
- Tool 8 : 16 colleges (40 per cent)

It will be seen that most of the data included in the sample are based on a 40 per cent sample of institutions, staff or students.

## 1.5 DIVISION OF THE SUBJECT

The presentation of the report of the present study is organised under nine chapters.

Chapter I is introductory. It follows the lines usually found in doctoral thesis. The problem is stated and its importance and justifications are made out. In this study, a brief review of the doctoral researches on secondary school teacher training done in India and in the University of Michigan, Ann Arbor, Mich., U.S.A. on teacher training in Gujarat and Maharashtra is presented and the techniques, methods and distinguishing features of this doctoral work in comparison to the other doctoral theses are briefly examined and discussed.

This discussion is calculated to point out ~~xx~~ the importance and justification of the present research study. The chapter also discusses other aspects of the present study : its scope and limitations, objectives, research tools and methodology, the sample and organisation of the research report.

Chapter II is mainly historical. It traces the development of teacher education in the former Bombay State of which Gujarat was a part or a division, under the British influence. The development of teacher education is studied against ~~xx~~ <sup>the</sup> background of the impact of the State, the society and the secondary school on teacher training. Four <sup>d</sup>eterminants of the development of teacher education in Gujarat are discussed in the Chapter.- the political factor, the social factor, the cultural factor and the economic factor.

Chapter III is also largely historical. In it, an attempt is made to present the changing demographic and sociological background of student-teachers in Gujarat from twenties onwards to the present day. The urban-rural structure of the background of student-teachers is also briefly examined. Certain definite social and cultural trends are noted. The sex and age distribution and caste-composition of the B.Ed. student-teachers of Gujarat from 1930s onwards have received brief but sharply focused treatment. These data about teacher-trainees come to light for the first time. An attempt is also made in this Chapter to identify changes and development in the B.T./B.Ed.



training programmes firstly of the Bombay University (1923-1949) and after 1949 of ~~the~~ Universities of ~~India~~ <sup>Madhya Pradesh</sup> ~~Gujarat~~ <sup>Gujarat</sup>. The Chapter also examines and discusses the expansion of colleges of education in Gujarat upto date.

Chapter IV deals with facts and issues relating to organisation and management of colleges of education in Gujarat and surveys some of the major physical facilities provided in the college plants of these colleges. Several issues like location and planning of colleges of education in Gujarat, the need fulfilment of different districts of Gujarat <sup>with</sup> ~~in~~ regard to facilities for teacher training, the size of student enrolment - their intake capacity, the motivation of the persons or organisations in establishing teachers' colleges, the management ~~and~~ of the private aided colleges of education, the college plant - the environment, the campus, the building, the instructional rooms, other rooms, the play-ground facilities, the library facilities, the laboratory and museum facilities, residential facilities for staff and students, etc., the admission procedures ~~for~~ student selection, and such other aspects of administration are discussed on the basis of the data yielded by the field study.

Chapter V deals with the staff-teacher educators of the colleges of education in Gujarat. It discusses particularly their background, motivation factors, aspiration level and organisational climate prevailing in teachers' colleges. Several facts about teacher educators of Gujarat are discussed in this

Chapter - their growing community, their age of entry in a teachers' college, their qualifications, teaching experience, professional promotion and advancement, organisational climate and leadership qualities of college principals, the human skill and relationship and the staff morale.

Chapter VI presents a similar study of the background of the 1971 B.Ed. students of teachers' colleges in Gujarat. The focal points of study in this Chapter are : the age at entry, qualifications at entry, rural origin, family background, motivating factors, aspiration levels, the academic background and effectiveness, etc. etc.

Chapter VII discusses mainly the teacher training programme - the B.Ed. theory syllabus, the time-table and weightage to different teacher courses, the main objectives of the courses, the methods and quality of theory lectures, student attendance at these lectures, the student-teachers' perceptions of the utility, relevance and effectiveness of the content of the theory courses, the organisation of practice-teaching, lesson planning, patterns of practice-teaching, the quality and standards of training in teaching, the practical work, off-campus programmes, tests and tutorials and examination reform. The accent on these discussions is raising the effectiveness of the B.Ed. teacher training from the point of the growing needs of present-day high schools and complex needs of classroom teaching.

An analysis of the finances of teacher education is attempted in Chapter VIII. It discusses State Government's financial policy towards teacher education, recent change in the U.G.C. policy to B.Ed. level teacher education programme, grant-in-aid to private colleges of education, annual budgets of teachers' colleges, costing of teacher education, etc.

Chapter IX is the final Chapter in the thesis. It summarises the main findings of the Study, and makes several recommendations for the strengthening and enrichment of teacher education of graduate teachers in Gujarat. Some of the issues and problems discussed in this Chapter are : the role of the State Board of Teacher Education, perspective planning in teacher education in Gujarat, professional training of teacher educators, the use of new training aids, tools, materials and techniques, research in training and teaching and examination reform.

The Appendices in the thesis include Appendix on suggested areas of further research, the research tools used in the study and the bibliography.

It is hoped that the findings of the present Study will be useful in streamlining the organisation and administration of teacher education of graduate teachers in Gujarat and improving the quality of the training programme, so that secondary education in the State is given a fresh and progressive look.

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