

SOCIAL BACKGROUND OF STUDENT-TEACHERS
AND DEVELOPMENT OF TEACHER EDUCATION
PROGRAMME IN GUJARAT (1938-1971)

The account of the operation of the training colleges has revealed many readily apparent shortcomings, ranging from the authoritarian approach of the principal and faculty's unfavourable working circumstances to the colleges' characteristically pedantic approach to a largely outdated and irrelevant curriculum. These problems are compounded by the controls and limitations placed on the colleges in the form of the university-prescribed syllabus, textbooks and examination.

- John Lipkin

(in "Secondary School Teachers Education in Transition")

CHAPTER

3

SOCIAL BACKGROUND OF STUDENT-TEACHERS AND DEVELOPMENT OF TEACHER EDUCATION PROGRAMME IN GUJARAT (1938 - 1971)

3.1 INTRODUCTION

Development of a teacher education programme is integrally related to the policy of the State, the development of the School System, the programme of the schools or the type of the needs of the society which the school system is called upon to meet, the teachers recruited for the school system and the tasks the State and the society assign to them. In the previous Chapter, an attempt was made to build up a developmental picture of secondary schools in Gujarat during the British rule of India in the perspective of their political, social, economic and cultural contributive factors, and thereby to review broadly some of the determinants of teacher education

in Gujarat during the British period. In this Chapter, this story of the study of development is taken further and some demographic and sociological aspects of student-teachers of the secondary training colleges of Gujarat and the development of teacher education programme in its various dimensions - the gradual changes that came into it and the factors that were responsible for these changes will be discussed. As there has been very little research done in this field so far, the Chapter constitutes an original contribution of the investigator.

3.2 BACKGROUND OF STUDENT-TEACHERS IN GUJARAT IN TWENTIES AND THIRTIES

It was shown in the previous Chapter that the first secondary teachers' training college for the whole of Bombay Province was established at Bombay in 1906 by the then Government of Bombay. The College admitted every year only 35 students, of whom 30 were selected from Government High Schools and 5 from private aided schools (1). No fuller data about these teacher-trainees are available.

The Bombay S.T. College conducted the S.T.C. Diploma Course between the years 1906 and 1923 and thereafter the B.T. Degree Course of the Bombay University. Most of its student-teachers came from Government high Schools. The total intake of the College was so small and ~~and~~ as it was drawn from all

parts of the Bombay Province, the number of teachers admitted from Gujarat high schools must be very small. As over 90 per cent of teachers from Government High Schools came from the upper strata of society, the Hindu student teachers of thirties must have belonged to castes like Brahmins and Banias and other communities like the Parsis and the Indian Christians.

The expansion of the Bombay S.T. College took place after 1927. In 1928, its strength was raised to 60 and a larger number of seats were made available to teachers from private aided schools (2). The strength was further raised to 75 in 1932-33 and to 100 in 1933-34. The data on the educational qualifications, age, sex and social composition of the student-teachers upto 1938 are not available. But one gets some broad indications about them from the general information about secondary teachers that could be deduced from the Annual Reports of the Bombay D.P.I. and the autobiographical and biographical literature of this period written in the Gujarati language. It appears that most of the student-teachers were male; they belonged roughly to the age of thirties; they came from the higher Hindu caste-groups or the Parsis; nearly all of them came from urban areas; most of them had a degree in Arts and that too in pass class. This is an assumption based on the fact that a graduate with a good class or a Master's degree, by and large, opted for a more lucrative and prestigious job than that of a teacher and second class Honours and first

class Bachelor's as well as Master's degree were awarded very strictly and ~~to~~ only ^{to} few students.

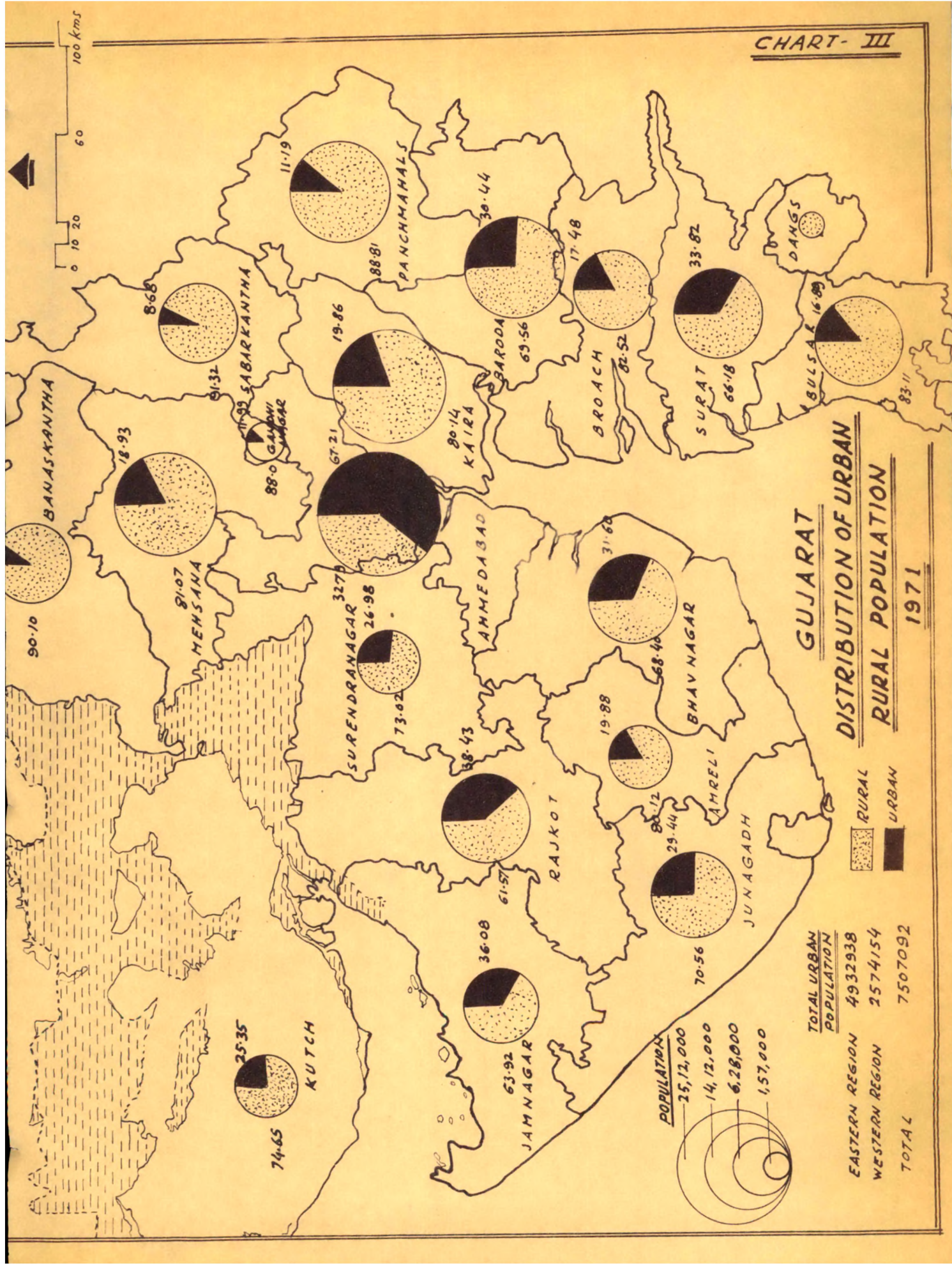
The first Secondary Teachers' Training College in Gujarat was established in 1938 at Baroda by the Government of Baroda on the recommendations of Mr. R. Littlehailles, Educational Adviser, Baroda State. The College was originally established to meet the needs of untrained graduate teachers and inspecting staff of the Baroda Government. It was calculated at that time that there were 240 untrained graduate headmasters, teachers, inspectors, mahal vidyadhikaris, ^{and so on.} ~~etc.~~ for whom training facilities were to be created (3). It was suggested that a provision of training 25 to 30 graduates each year should be made. The Littlehailles Report throws some light on the difficulties the graduate teachers experienced in getting admission in training colleges. The Report (4) states that seats for teachers from Baroda were not easily available at the training colleges at Bombay, Madras and in Bihar, Orissa, Punjab, U.P. and Hyderabad (Deccan). "Only 6 places were available at the S.T. College, Bombay, for teachers from Indian States and for those places there was a good deal of competition" "The demand from local graduates at Madras made it impossible to undertake to reserve any places for graduates from Baroda"....."No graduate from Baroda could be admitted in Central Provinces".....There was no accommodation in Patna". These ^{ta} questions (4) from the Report of Mr. Littlehailles

show that the graduate teachers from Baroda State faced a critical situation in getting admission into the 15 training colleges in the country. So, the Baroda S.T. College was established in 1935. It was affiliated to the Bombay University for the B.T. degree training course later in 1938.

The S.T. College, Baroda, admitted teachers of high schools of the Baroda State, of the native States of Kutch and Kathiawad and some aided schools of British Gujarat. In 1938, out of the 45 teachers admitted for training at Baroda 20 were from the Baroda State, 11 were of the Native States of Kutch, Junagadh, Jamnagar, Dharampur, Mahikantha Agencies and Dewas States, and the remaining from the high schools of the British areas such as Bombay, Thana, Surat District, Kaira District and Ahmedabad.

An attempt will now be made to analyse the demographic, social and educational structure of the student-teachers who entered the portals of the secondary training colleges in Gujarat. This analysis will be presented mainly under three divisions : (a) thirties and forties, (b) fifties, and (c) sixties and upto 1971. Where separate data for colleges of education could be had from their office records, the analysis will be presented college-wise, selecting one college from each of the five universities of Gujarat, viz., the M.S. University of Baroda, Gujarat University, Sardar Patel University, South Gujarat University, and Saurashtra University.

CHART- III



3.3 URBAN-RURAL STRUCTURE OF THE BACKGROUND OF STUDENT-TEACHERS

As stated earlier, there were 45 teacher-trainees admitted in the first B.T. batch of the S.T. College, Baroda, in 1938. Forty or 88.89 per cent of them came from urban areas and only 5 or 11.11 per cent came from semi-rural areas. The urban habitations from where most of the teacher-trainees came were Baroda, Surat, Ahmedabad, Bombay, Dewas, Dharampur, Junagadh, Thana, Palanpur, Patan, and Mandvi (Kutch).

The fact that a large proportion of the student-teachers from urban areas would enter the training college in thirties was to be naturally expected as high schools in Gujarat were concentrated largely in urban areas in the thirties and that the Baroda S.T. College drew its trainees mostly from Government High Schools conducted by native States, the policy of which was to establish high schools in cities which could easily supply an adequate staff of graduate teachers and draw a reasonable number of pupils.

In 1942 and 1949, almost the same position continued. In 1942, 57.4 per cent of the total 75 trainees were from the urban areas and only 42.6 per cent from rural areas. The cities from which most of the student-teachers came in 1942 were : Baroda, Bhavnagar, Ahmedabad, Broach, Bombay, and Rajkot. The rural areas were from almost all the districts and from

From Saurashtra, the Kheda and Surat districts, there were maximum student-teachers. Of the total 5 women students on the college roll, all of them came from cities (Bombay, Baroda, Amreli, Navsari, and Nasik). In 1949, the percentage of teachers who came from cities was 51.38. They came from cities like Baroda, Bhuj, Surat, Ahmedabad, Bulsar, Bhavnagar. Of the 9 women students on the roll of the college, 7 came from four cities - Baroda, Surat, Ahmedabad, and Amreli and only two came from the rural areas - one each from Surat district and Kaira District.

It could safely be concluded that till the end of forties the advantage of teacher training was mostly taken by graduate men and women teachers from urban areas and particularly from large cities like Bombay, Baroda, Ahmedabad, Surat, Bulsar, Bhavnagar, Rajkot, and Amreli. Teachers from rural areas were gradually catching up the trend.

During the fifties, the urban-rural structure of the background of the entrants to the colleges of education began to change. In 1951 at Baroda, of the total 75 student-teachers in the B.Ed. College, 40 per cent were from urban areas. This included 12 per cent of women entrants. The teacher trainees coming from rural areas had out-numbered those coming from urban areas. However, 12 out of the 13 women students were from cities. The number of cities represented by the B.Ed. students had also increased. Students had then begun to come from urban areas like Godhra, Patan, Dhangadhra, Visnagar,

Patan, Petlad, Ankleshwar, Junagadh, Siddhpur and even outside Gujarat from cities like Poona, Bhopal, and Dhulia. In case of rural areas also the circle was widening. The A.G. Teachers' College at Ahmedabad started functioning in 1952. In the first year, it had about 70 per cent of students drawn from urban areas. The entrants from rural areas of North Gujarat and Saurashtra gradually increased. In 1959, the percentage of student-teachers coming from rural areas was around 63. At Ahmedabad, in 1959, there were 8 women students, of whom 6 were from urban areas. At Baroda, in 1959-60, the trainees from urban areas numbered 54 (45.4 per cent). Among the rural area students, 67.9 per cent came from four districts only - Baroda, Kaira, Surat, and Broach. In 1959-60, only 17.6 per cent of trainees at Baroda were ladies, and 15.1 per cent were from urban areas.

Thus, by 1960, the climate for teacher education had fairly spread in rural areas. The proportion of urban-rural teacher trainees had roughly become 4:6 in Gujarat. Women graduate teachers from rural areas had begun to join teachers' colleges, but still their proportion was small. A large number of women teacher trainees had continued to be drawn from city areas. The probable reasons ^{were} ~~are~~ sociological. In rural areas of Gujarat, there was acute shortage of women teachers (5). And, the small number of graduate women who had joined high schools as teachers were either unmarried girls and who had not made

up their minds whether to take up teaching as a career or not, or they were married women with family and therefore just could not leave the family and go to Baroda or Ahmedabad for receiving training. Both at Baroda and Ahmedabad, more than half of the women teacher trainees were local. This is also understandable in the light of the above ground. In the case of men teachers, the economic factor was an important determinant. Most of the high schools in Gujarat (it was 82.4 per cent in 1959-60)⁽⁶⁾ were private aided schools. Very few of them deputed their teachers for training on full or half pay. Teachers with family found it difficult to go for teacher training with no income to support their family during their training period and no financial help to meet their training expenses. Urban school teachers were comparatively in a better position inasmuch as they had subsidiary source of income from private tuition work. But rural high school teachers had not much of such economic advantages. In fifties, a B.Ed. degree would cost a non-resident teacher-trainee roughly about Rs.1500 to Rs. 2000 (7).

Table 3.1

Urban-Rural Structure of the Habitation of B.Ed. Teacher Trainees
in Sixties and Upto 1971
(Figures in Percentages)

Year	B a r o d a		Ahmedabad (A.G.)		S u r a t	
	Urban	Rural	Urban	Rural	Urban	Rural
1961	53.57 (32.14)	46.43 (8.92)	45.46 (10.90)	54.54 (2.72)	-	-
1962	41.88 (19.65)	58.12 (10.25)	47.28 (15.45)	52.72 (2.72)	57.58 (25.75)	42.42 (3.30)
1963	37.28 (18.18)	62.72 (10.00)	48.19 (10.90)	51.81 (2.72)	53.64 (17.27)	46.36 (4.54)
1964	44.44 (27.35)	55.56 (14.53)	35.72 (11.42)	64.28 (2.14)	60.00 (29.00)	40.00 (5.45)
1965	50.00 (33.33)	50.00 (5.84)	34.55 (15.45)	65.45 (2.72)	50.00 (13.63)	50.00 (4.54)
1966	46.28 (29.75)	53.72 (18.70)	39.29 (9.28)	60.71 (2.85)	38.18 (22.72)	61.81 (6.36)
1967	47.31 (37.72)	52.69 (19.76)	26.47 (9.41)	73.53 (4.11)	63.64 (23.63)	36.36 (3.63)
1968	45.52 (33.10)	54.48 (13.79)	30.91 (13.63)	69.09 (4.54)	68.19 (31.81)	31.81 (5.45)
1969	33.33 (25.93)	66.67 (25.93)	25.00 (16.81)	75.00 (2.27)	69.10 (34.55)	30.90 (4.54)
1970	43.00 (30.00)	57.00 (16.26)	25.91 (11.36)	74.09 (3.63)	66.37 (28.18)	33.63 (8.18)
1971	46.91 (32.10)	53.09 (19.76)	43.19 (19.09)	56.81 (1.81)	66.37 (26.36)	33.63 (6.36)

Note :- Figures in brackets represent percentages for females.

Source :- Office Records of the respective Teachers' Colleges.

In 1960, the Secondary Teachers' College (later on named as the M.B. Patel College of Education) was started by the Sardar Patel University at Vallabh Vidyanagar. Vidyanagar itself is predominantly a rural area. The Vidyanagar S.T. College draws more than three-fourths of its teacher trainees from rural areas. A study by Arvind Patel in 1970 showed that 78 per cent of the teacher trainees came from rural areas; of the men trainees 91 came from rural areas and of women trainees 32 per cent came from rural areas (8).

Table 3.1 shows that at Baroda, the proportion of student teachers coming from rural areas had increased in sixties. It touched a high limit in 1963 (62.72 per cent) and in 1966 (66.67 per cent), but ordinarily it ~~was~~ ranged from 50 per cent to 58 per cent. The mean per cent of the rural students at Baroda during the period 1961-1971 was 55.49. At the Ahmedabad A.G. Teachers' College, it remained still higher. Between 1964 and 1970, it was even higher than 60 per cent touching the high limit of 69.09 per cent in 1968, 75.0 per cent in 1969 and 74.09 per cent in 1970. The mean per cent of the rural student teachers in the B.Ed. class at Ahmedabad was 63.18. Thus, Ahmedabad drew more student-teachers from rural areas than Baroda did. At Surat, the position was altogether different. There, the student-teachers from urban areas dominated. Between 1961 and 1971, the percentage of rural student-teachers ranged from 30.90 to 61.38, the mean percentage being 40.69. The Surat College touched the peak of enrolment of rural students in 1966 (61.81 per cent).

The Table also throws very significant light on urban-rural composition of women student teachers. Most of the women students at ^{Vadodara} ~~Varoda~~, Ahmedabad and Surat were from urban areas. At Baroda, the percentages of urban women students ranged from 18.18 in 1963 to 37.72 in 1967, the mean percentage for 1961-71 being 29.02; the percentages of rural women student teachers ranged from 5.48 in 1965 to 25.92 in 1969, the mean percentage for 1961-71 being 14.61. At Ahmedabad, the proportion of women students was much less than at Baroda both in respect of urban and rural backgrounds. There, between 1961 and 1971, the percentages of urban women students ranged from 9.28 in 1966 to 19.09 in 1971, the mean percentage was 13.07 and the percentages of rural women student teachers ranged from ^{4.54 in 1969 to} 1.81 in 1971, ~~to 4.54 in 1969~~, the mean percentage being 2.93. At Surat the mean percentages of urban and rural women teachers in the period 1961-1971 were 25.29 and 5.13 respectively. Surat had less proportion of women student teachers from urban areas than Baroda but more than Ahmedabad. It has also less percentage of rural women student teachers than Baroda but more than Ahmedabad.

3.4 SEX AND AGE DISTRIBUTION OF THE B.ED.

STUDENT TEACHERS OF GUJARAT

In the previous Section, some incidental reference was made to the sex distribution of student teachers of the colleges of education in Gujarat. In 1938, when the S.T. College, Baroda, began admitting students for the B.T. Degree of the Bombay

University, to which it was affiliated in that year, the proportion of men-women teacher trainees was roughly 89:11. The position slightly improved in 1942 when this proportion became roughly 85:15. Even in 1945, the proportion of men-women teacher trainees was 88:12.

Table 3.2 gives the details of sex and age distribution of teacher trainees at the Baroda S.T. College in the years 1938, 1942 and 1945. The Table shows that (1) the bulk of the trainees belonged to the age-groups 27-29 and 30-32 years; (2) most of the women student teachers were in their twenties; and (3) there were more persons of advanced age among men than among women. The mean ages and S.D.s for 1938, 1942 and 1945 can be seen from Table 3.3. In the thirties, the mean age of the entrants to the college of education was 28.80 years. In the forties, the mean age had slightly increased - it had become about 31 years. The scatter from the mean age in the 1938, 1942 and 1945 B.T. batches was about four and a half.

Table 3.3 also throws side light on the trend towards selection procedures for admission to the B.T. Course at Baroda. Teachers from Government High Schools of the Baroda State and other native States were mostly deputed teachers. They were very probably selected for training on the basis of seniority. The second criterion seems to be greater teaching experience on the part of the candidates. Other things being equal, women candidates were, perhaps, given preference. It does not appear

Table 3.2

Sex and Age Distribution of Student-Teachers at Baroda S.T. College
(1938,1942,1945)
(Figures in percentages)

Age Group	1 9 3 8			1 9 4 2			1 9 4 5		
	M	W	T	M	W	T	M	W	T
22-23	8.89	2.22	11.11	1.33	-	1.33	1.33	1.33	2.66
24-26	17.79	4.44	22.23	1.33	6.67	8.00	12.00	6.67	18.67
27-29	24.45	4.44	28.89	25.33	6.67	32.00	17.33	2.67	20.00
30-32	22.22	-	22.22	24.00	1.33	25.33	22.67	1.33	24.00
33-35	11.11	-	11.11	18.67	-	18.67	18.67	-	18.67
36-38	-	-	-	6.67	-	6.67	9.34	-	9.34
39-41	2.22	-	2.22	6.67	-	6.67	5.33	-	5.33
42-44	2.22	-	2.22	1.33	-	1.33	1.33	-	1.33
Total	88.90	11.10	100.00	85.33	14.67	100.00	88.00	12.00	100.0

Note :- M = Men; W = Women; T = Total

Source :- Office Records of Faculty of Education and Psychology,
Baroda.

that candidates from rural areas were given any preference. These deductions were supported by some of the old B.T. students of the Baroda Teachers' College who were interviewed by the investigator.

Summarising broadly the position of teacher education in Gujarat at the end of the British period in the matter of demographic characteristics, one could say that the mean age of the B.T. student-teacher who entered the B.Ed. class was 31 years, the standard deviation from this mean age was about 4.5; the bulk of the student teachers belong to the age-range of 27-32 years; there was 1 woman student against every 9 men teachers; and 4 out of every 10 student-teachers came from urban areas and 6 from rural areas; and the feeder districts for Baroda were mainly four - Vadodara, Kheda, Surat, and Bharuch - in decreasing order.

In the fifties, the sex and age structure of the B.Ed. candidates began to change slightly with a trend towards an increased intake of younger persons as a result of great awakening and the spread of education in urban and country sides. In the fifties, there were five secondary teachers' colleges in Gujarat; two at Vadodara, two at Ahmedabad, and one at Porbunder.

Table 3.3
Mean and S.D. of the Ages of Student-Teachers in
Gujarat (1938-1959)

	Mean Age in Years	S.D.

(a) <u>Thirties and Forties</u>		
1938	28.80	4.47
1942	31.13	4.39
1945	31.12	4.47
(b) <u>Fifties</u>	Male Female Total	Male Female Total
1952	31.00 33.40 32.20	3.90 3.05 3.47
1959	31.60 34.65 33.12	3.65 2.35 3.00

Source :- Office Records of Colleges of Education at
Baroda and Ahmedabad (A.G. Teachers').

Table 3.4

Sex and Age Distribution of Student Teachers of Colleges of Education at Baroda
Ahmedabad and Porbunder

(1952 and 1959)

(Figures in percentages)

Year	Below 25 years			25-30 years			31-35 years			Above 35 years			Total		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
1952	6.66	3.34	10.00	45.33	10.00	55.33	24.00	2.00	26.00	8.67	-	8.67	84.66	15.34	100.00
1959	9.93	7.31	17.24	44.71	12.64	57.35	17.50	4.92	22.42	2.99	-	2.99	75.13	24.87	100.00

Note :- M = Men; W = Women; T = Total

Source : Records of the Offices of the respective Colleges.

Table 3.4 shows a new trend towards increased intake of women student-teachers. In 1952, the percentage of women student teachers which was in 1945 12.0 had risen to 15.34 per cent and it further improved to 24.67 per cent in 1959. Thus, the training colleges in Gujarat had begun to be more responsive to the needs of secondary schools in respect of trained women teachers. Further, another trend had begun to manifest itself. More student-teachers younger than those in thirties and forties had begun to enter the portals of colleges of education. The percentage of student-teachers below the age of 25 years, which was only 5.3 in 1945 had become 10 per cent in 1952 and 17.24 in 1959. The probable major reasons for this development were the following. There was greater expansion of secondary education and higher education in Gujarat after independence. This had improved the employment prospects in high schools for the young graduates. The high schools in Gujarat had begun to recruit younger graduates than before and in order to ensure their job permanently, the younger graduates, after a service of a year or so, were trying to get into teachers' colleges to get themselves trained.

During the fifties, the bulk of the trainees belonged to the age-group of 25-35 years - it was 83.3 per cent in 1952 and 77.3 per cent in 1959. The number of trainees of age 35 and above was in decline - it was 8.6 per cent in 1952 and 6.0 per cent in 1959. The mean age of the male entrants to the college of education was around 32 years and of the female entrants around

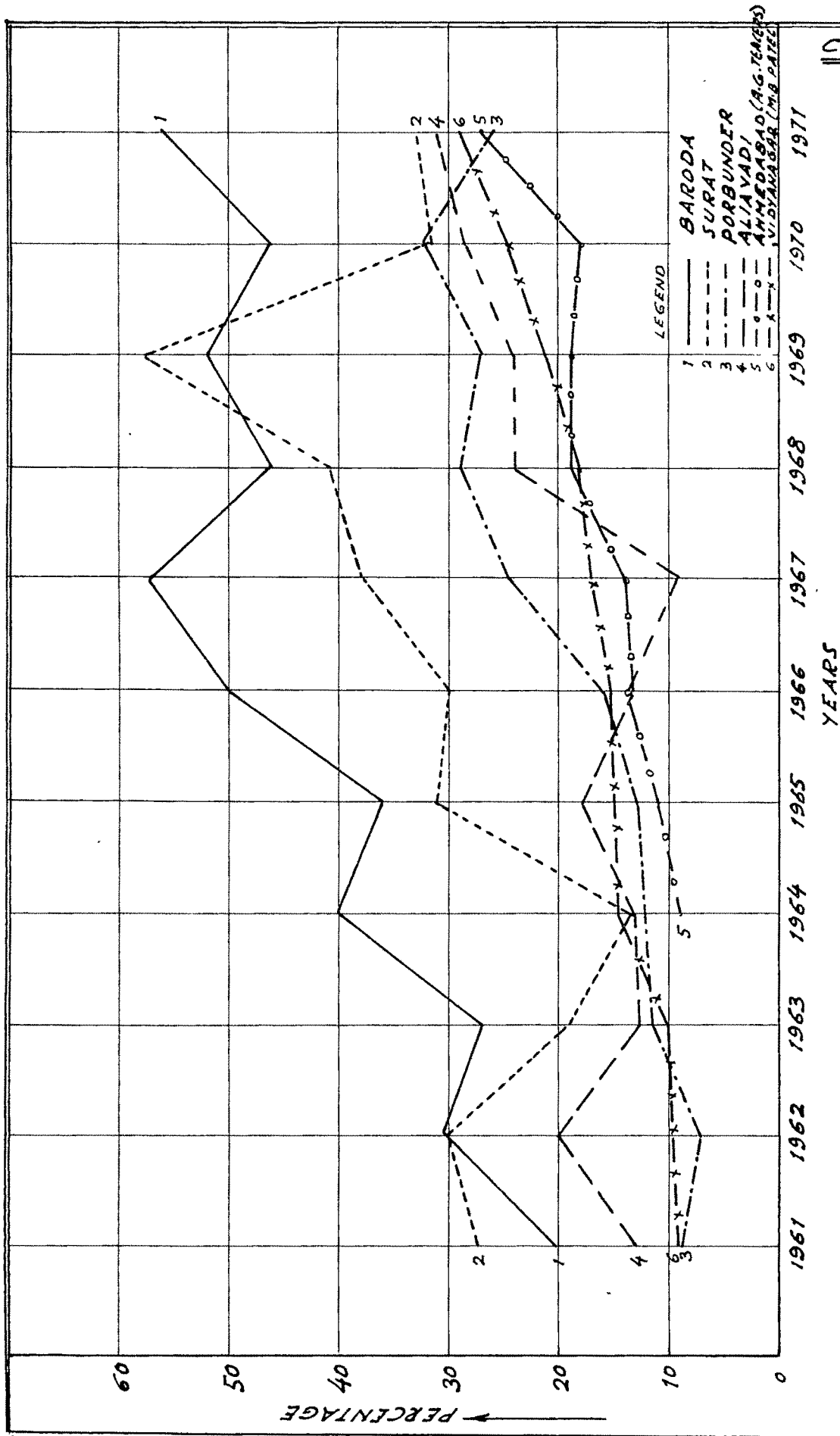


CHART-IV

PERCENT OF WOMEN STUDENT TEACHERS IN SELECTED COLLEGES OF
EDUCATION IN GUJARAT STATE

33 years. This is despite the new trend of the more of younger students below the age of 25 years entering the portals of teachers' colleges in Gujarat. In the fifties the scatter of the ages of the student-teachers from the mean age had decreased from that in the forties. That means that a more homogenous group in the matter of age than before got into the college of education in the 1950s in Gujarat.

Table 3.5

Percentage of Women Student Teachers in Selected Teachers' Colleges of Universities of Gujarat

	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971
Baroda	20.3	30.4	26.9	40.0	36.2	50.0	57.5	46.2	51.9	46.4	55.7
Ahmeda- bad (AG Teachers)	12.8	20.1	12.6	12.8	18.1	13.3	13.8	13.9	18.8	17.9	26.9
Vidya- nagar (MB Patel)	9.2	9.7	10.3	14.6	14.9	15.3	17.1	18.6	21.6	24.9	29.0
Surat	27.5	30.0	19.1	13.6	30.9	30.0	38.1	40.9	58.1	31.8	32.9
Porbun- der	8.73	7.14	12.37	15.66	29.06	32.11					
		11.45	13.20	24.65	26.65	26.12					
Aliabada	-	-	-	9.1	10.9	13.5	9.1	24.2	24.2	28.6	31.2

Sources : Office records of the respective colleges of education

Table 3.5 gives the trend in the enrolment of women student teachers in one of the colleges of education in each of the five Universities of Gujarat. The figures show that in each of the five colleges of education - and incidentally in all the five Universities of Gujarat - the proportion of women student teachers entering the portals of the B.Ed. class has increased in the decade 1961-1971. The size of this increase has become more striking particularly from 1965 and onwards. This may be probably due to the fact that the output of women graduates from Universities of Gujarat has been rapidly increasing since 1965. This could be seen from the following figures of Baroda, Gujarat, Sardar Patel, South Gujarat, and Saurashtra Universities.

Table 3.6

Output of Women Graduates in Arts and Science in Gujarat* (1965-70)

University	1965	1966	1967	1968	1969	1970
Baroda University	263	327	430	452	485	541
Gujarat University	1501	1545	1775	1915	2011	2083
Sardar Patel Univ.	370	375	483 500+	660 664+	825	957
South Gujarat Univ.	-	-	-	-	-	-

Source : Annual Reports of the University concerned.

* The figures are for B.A.s and B.Sc.s and they are approximations, estimated from the examination results of the Universities using the sex-ratio in degree classes in each University.

+ Number of women students enrolled in the Third Year B.A. and B.Sc. Classes.

Table 3.5 shows that Baroda had, all throughout the sixties and even beyond that, maintained a lead in having the largest percentage of women student teachers. In 1961, Baroda had one-fifth of its B.Ed. students as women. The proportion of women teachers thereafter went on increasing, with intermittent rise and fall, to such an extent that in 1969 women students outnumbered men students. In 1969, more than half of its student teachers were women. That position has continued, more or less, since then.

The College at Surat comes next to Baroda. It began with an enrolment of 27.5 per cent of women students in 1961. Thereafter, the proportion of women student teachers at Surat has been 3 or 4 out of every ten.

In comparison to Baroda and Surat, Ahmedabad has been enrolling smaller proportion of women student teachers. This is probably due to the fact that at Ahmedabad A.G. Teachers' College more candidates come from rural backward areas of North Gujarat(9).

At Vidyanagar, the proportion of women student teachers has been on an increase since 1961. It was 9.2 per cent in 1961, improved to 14.9 per cent in 1965, further rose to 18.9 per cent in 1969 and to 29.0 per cent in 1971. The probable reason for a smaller intake of women student teachers at Vidyanagar is that the college draws most of its students from the Patel community where women had only recently come forward to join the teaching profession and about 85 per cent teachers come from rural areas(10).

At the Colleges of Education at Porbunder and Aliabada the proportion of women candidates entering the portals of secondary teachers' college is smaller than is the case with the secondary teachers' colleges in the mainland of Gujarat. The main reasons are the larger extent of conservatism in the society in Saurashtram lesser number of young women going into colleges, less favourable social environmental and tradition obtaining in Saurashtra for women to take up teaching as a career and greater rural character of the land.

If the average of the enrolment of women students in the five colleges is taken, it shows a definite and decisive trend towards the greater proportion of women getting into the portals of colleges of education in Gujarat in the 1960s. The average increases from 19.63 per cent in 1961 to 24.84 in the mid-sixties and to 40.21 per cent towards the close of the sixties. It is safer to conclude that 4 out of every 10 candidates entering the colleges of education in Gujarat are women. From Table 3.9 it would be seen that the college at Baroda had highest proportion of women students below 25 years of age. In Saurashtra (Aliabada and Porbunder), the proportion of women students is not only lowest but the proportion of younger women students is also the lowest. In mainland Gujarat, the same observation can be made about the college at Vidyanagar. (Vide - Table 3.9)

Table 3.7 and 3.8

Age Distribution of Student Teachers of Colleges of Education at Baroda, Ahmedabad, and Surat in Sixties and upto 1971

Year	Figures in percentages									
	Baroda		Ahmedabad (A.G.)		Surat		Alilabad		Porbunder	
	Below 25	25-35	35+	Below 25	25-35	35+	Below 25	25-35	35+	Below 25
1961	33.03	58.93	8.04	19.27	64.22	16.51	-	-	-	4.85
1962	25.65	73.50	0.85	14.68	71.56	13.76	51.52	39.39	9.09	20.41
1963	17.59	75.93	6.48	12.15	79.44	8.41	45.45	46.37	8.18	18.75
1964	28.21	68.38	3.41	8.57	80.00	11.43	42.73	49.09	8.18	10.30
1965	22.30	63.08	14.60	57.27	30.91	11.82	30.91	60.00	9.09	15.10
1966	40.00	55.83	4.17	43.36	51.05	5.59	58.18	37.27	4.55	18.07
1967	35.93	57.49	6.58	36.15	57.23	6.62	37.27	56.26	6.37	10.96
1968	27.58	67.58	4.83	38.25	55.76	5.99	45.45	49.10	5.45	23.93
1969	49.38	43.21	7.40	38.53	53.67	7.80	45.45	45.45	9.09	16.51
1970	35.56	56.70	7.74	49.09	47.27	3.64	45.45	49.09	5.46	11.93
1971	40.13	55.26	4.60	50.45	45.00	4.55	53.64	41.82	4.54	15.59
Average	32.35	61.41	6.24	32.54	58.72	8.74	45.58	47.42	7.00	15.52

Source :- Office Records of the respective colleges.

Tables 3.7 and 3.8 reveal a number of interesting things of sociological significance :

- (a) In the sixties, the trend in younger teachers joining the colleges of education is accentuated. The mean ages of the entrants into the portals of college of education at Baroda along with their S.D. are given below. The corresponding data about other colleges were not available.

Table 3.9

Age Distribution - Sex-wise - of Student Teachers of Selected Colleges
of Education in Gujarat
(1961, 1964, 1968 and 1971)
(Figures in percentages)

	Below 25 years		25-35 years		35 years		T o t a l	
	M	W	M	W	M	W	M	W
<u>1961</u>								
Baroda	9.82	23.21	38.39	20.54	8.04	-	56.25	43.75
Ahmedabad	10.31	11.10	52.46	15.30	6.04	-	73.60	26.40
Sardar Patel	4.60	5.75	81.60	3.45	4.60	-	90.80	9.20
Surat	37.88	13.64	28.78	10.61	7.58	1.51	74.24	25.76
Aliabada	-	-	-	-	-	-	-	-
Porbunder	1.84	2.91	77.58	7.96	9.71	-	89.13	10.87
<u>1964</u>								
Baroda	7.69	26.50	46.15	15.39	4.27	-	57.11	41.89
Ahmedabad	31.74	20.18	25.85	17.41	3.0	1.81	82.69	17.37
Sardar Patel	10.57	6.50	69.11	7.32	5.69	0.81	85.37	14.63
Surat	33.64	9.09	42.73	6.36	6.36	1.82	82.73	17.27
Aliabada	3.03	6.06	66.97	3.03	20.91	-	90.91	9.09
Porbunder	7.55	7.55	77.66	4.82	7.22	-	87.63	12.37
<u>1968</u>								
Baroda	9.65	17.93	43.45	24.13	0.69	4.14	53.79	46.21
Ahmedabad	35.30	14.70	43.00	4.20	2.80	-	81.10	18.90
Sardar Patel	32.54	7.94	47.62	8.73	2.78	0.39	82.94	17.06
Surat	19.09	26.36	37.28	11.82	5.45	-	61.82	38.18
Aliabada	18.18	18.18	41.92	8.08	13.64	-	75.76	24.24
Porbunder	5.99	17.94	56.41	11.12	8.54	-	70.94	29.06
<u>1971</u>								
Baroda	9.22	30.91	33.55	31.71	1.97	2.63	44.74	55.26
Ahmedabad (A.G.Trs.)	38.18	15.00	31.18	10.64	2.91	1.18	73.18	26.82
Sardar Patel (M.B.Patel)	30.59	16.47	40.00	11.76	0.39	0.79	70.98	29.02
Surat	33.64	20.00	30.00	11.82	4.54	-	68.18	31.82
Aliabada	18.18	9.09	49.35	19.48	3.90	-	71.43	28.57
Porbunder	10.81	10.81	63.59	15.31	5.51	-	73.88	26.12

- (b) The B.Ed. student batches contained younger women. The average percentage of women student teachers in the six colleges was 19.63 in 1961, 20.49 in 1964, 35.57 in 1968 and 40.36 in 1971.
- (c) The bulk of the B.Ed. teacher trainees belongs to the age group 25-35. The average percentage in this age sector in the six colleges in 1961 was 78.19, in 1964 was 69.99, in 1968 was 60.45, and in 1971 was 57.98. However, there is a clear trend towards decreasing the size of this age-group. Saurashtra colleges have greater proportion of the students of the age-group 25-35 than the colleges in mainland Gujarat.
- (d) In the decade 1961-1971, among the five colleges, the college at Surat had the largest number of younger students below 25 years of age admitted in the B.Ed. Class. The college at Porbunder, the proportion of this age-group of students was the lowest. The average percentage of enrolment of student-teachers below 25 years of age during 1961-1971 for the five colleges ^{was} ~~were~~ respectively Surat 45.48, Ahmedabad 32.54, Baroda 32.55, Aliabada 30.98, and Porbunder 10.58.
- (e) More of the elder student-teachers were at Aliabada in Saurashtra and Ahmedabad in mainland Gujarat. The average percentage of student-teachers of the age 35+ during 1961-71 was 9.36 Aliabada, 8.74 Ahmedabad, 7.62 Porbunder, 7.00 Surat, and 6.24 Baroda.

Sullivan, in his study on teacher education and social change in Gujarat, gives figures relating to the age of the trainees by colleges and the sex distribution (11).

Table 3.10
Age of the Trainees by the Colleges
(Figures in percentages)

College	Below 26	27-35 years	36+ years	Total
1. A.G. Teachers' College, Ahmedabad	51.92	43.27	4.81	100.00
2. M.B.Patel College, Vidyanagar	49.13	44.83	6.04	100.00
3. Faculty of Education and Psychology, Baroda	61.17	32.04	6.79	100.00
4. G.B.T.C., Rajpipla	17.14	71.43	11.43	100.00
Average	44.84	47.89	7.27	100.00

The above figures corroborate the earlier trend noted by this investigator about more younger persons entering the portals of colleges of education. Sullivan's figures show that the proportion of youngest teachers ^{was} ~~were~~ highest at Baroda, the second best at Ahmedabad and the third best at Vidyanagar.

It further supports the earlier discovered fact that nearly half of the student-teachers of ^{the} colleges of education

in Gujarat till 1964 belonged to the middle age-group 25-35 years. The Graduate Basic Training College at Rajpipla drew more matured students than the three B.Ed. Colleges.

3.5 CASTE COMPOSITION OF B.ED.

STUDENTS OF GUJARAT

Another important sociological dimension of the study of the background of the B.Ed. student-teachers in Gujarat was caste. An observation was made earlier that most of the teachers in high schools in Gujarat in the first quarter of the nineteenth century were Hindus and that the bulk of them came from the Brahmin community. From the office records of the S.T. College, Baroda, it would be possible to analyse the caste-structure of student-teachers who were admitted into it in thirties and forties. Here also, the three years - 1938, 1942 and 1945 - are selected for analysis. The following table gives the number and percentage of caste composition of the student-teachers in Gujarat for the years 1938, 1942 and 1945.

Table 3.11

Caste composition of the Student-Teachers in Gujarat (1938,
(1942 and 1945)

Caste	1938		1942		1945	
	No.	%age	No.	%age	No.	%age
(a) <u>Hindus</u>						
Brahmin	30	66.6	34	45.55	30	40.0
Bania	5	11.2	23	30.6	15	20.0
Jain	-	-	1	1.3	1	1.3
Patidar	5	11.2	4	5.3	10	13.5
Kayastha	-	-	1	1.3	2	2.6
Lower Caste Groups *	1	2.2	7	9.5	9	12.2
Total (a)	41	91.2	70	93.3	67	89.6
(b) Parsis	2	4.4	2	2.6	2	2.6
(c) Christians	-	-	1	1.3	3	3.9
(d) Muslims	2	4.4	2	2.6	3	3.9
Total (b,c,d)	4	8.8	5	6.5	8	10.4
Grand Total	45	100.0	75	100.0	75	100.0

* Includes C.K. Prabhu, Maratha, Prajapati, Kshatriya, Khatri, Mali, Suthar, Pancholi, Gamil.

Source :- Office Records of the S.T. College, Baroda, for the years 1938, 1942, and 1945.

The above table shows that out of every 10 teachers who joined the S.T. College, Baroda, for training between 1938 and 1945, 9 were Hindus and the remaining ones came from the Parsi, Christian or Muslim communities. Among the Hindus, around 90 per cent were from higher castes, and even among the higher ~~caste~~ ^{caste} Hindus, the bulk consisted of the Brahmins and Banias; the student-teachers from caste-groups other than Brahmins and Banias have been also on an increase; student teachers from lower caste groups, too, show a significant increase since 1938. Thus, there is predominance of the Brahmin community among the student-teachers, but there is a clear trend towards student teachers coming from other communities also.

Table 3.12 shows the caste-structure of the teacher trainees for the years 1952 and 1959. The figures for 1952 and 1959 include the data of student-teachers at Baroda and Ahmedabad (A.G. Teachers' College). The R.G. Teachers' College at Porbunder came into existence in 1955.

Table 3.12

Caste Composition of Student-Teachers at Baroda, Ahmedabad
and Porbunder in 1952 and 1959

Caste	1 9 5 2			1 9 5 9			
	Baroda	Ahmeda- bad	Ave- rage	Baroda	Ahmeda- bad	Por- bunder	Ave- rage
Brahmins	46.00	38.35	42.18	37.28	30.30	23.81	30.46
Jains and Banias	23.00	30.1 ¹⁴ ₃	26.5 ⁶ ₆	24.53	23.23	23.81	23.86
Patidars	13.00	20.55	16.78	19.10	28.28	46.02	31.10
Low Caste	9.00	8.22	8.61	12.73	9.09	1.59	7.80
Muslims	3.00	1.37	2.1 ⁸ ₈	3.64	5.05	4.77	4.49
Christians	4.00	1.37	2.69	2.72	4.05	-	2.29
Parsis	2.00	-	1.00	-	-	-	-
	100.00	100.00	100.00	100.00	100.00	100.00	100.00

P.S.:- The college at Porbunder was established in 1955.

Source :- Office Records of the respective colleges.

It was also noted earlier that in the pre-independence period in the thirties and forties of the present century the bulk of the student-teachers in the Baroda Teachers' College came from the two higher caste groups of Brahmins and Banias and between them the Brahmins were the more predominant. From Table 3.12, it appears that in the fifties also the Brahmins and Banias still continued to be the largest caste-group between them, but other caste groups, viz., the Patidars and the lower

caste groups had also begun to come into prominence. In 1959, the average percentage of student-teachers belonging to Brahmin-Bania communities was 54.32, whereas the percentage of student-teachers belonging to the Patidar community was 31.10 and other caste-groups was 14.58 (Vide - Table 3.12). That means that student-teachers from communities like Patidars and lower groups like Koli, Harijan, Mali, Suthar, Rajput, Khatri, etc. had also begun to join the teaching profession and the professional teachers' colleges ~~and the~~ to prepare themselves for careers in teaching in high schools. The number of females had increased, but they largely came from the Brahmins and Banias among the Hindus and from the Parsis and Christians from other communities. The real spurt in the number of women student-teachers would be seen in the sixties (Vide - Table 3.5). The number of student-teachers from the Parsi, Christian and Muslim communities continued to be small when compared to the number of student-teachers from the Hindu Community.

Sullivan, in his study referred to earlier, has given the following caste-composition of the four Teachers' Colleges of Gujarat in the year 1964.

Table 3.13

Caste Distribution of Student-Teachers in Percentage
according to College
(1964)

College	Brahmins	Banias	Others	Total
Ahmedabad (A.G.Teachers')	25.96	47.12	26.92	100.00
Vidyanagar (M.B. Patel)	22.41	60.34	17.25	100.00
Baroda (Faculty of Education & Psy).	45.10	35.29	19.61	100.00
Rajpipla (G.B.T.C.)	32.35	35.29	32.36	100.00
Average	31.44	44.51	24.05	100.00

Source :- E.E. Sullivan : Education in Social Change, Asia,
1968, p.28

The figures show that even in 1964, 75.95 per cent of almost three-fourths of the student-teachers came from Brahmins and Banias. Among them, the student-teachers from the Bania communities were predominant as a whole at all places except at Baroda where Brahmins outnumbered Banias. The student-teachers from other caste-groups and communities constituted less than one quarter of the total enrolment.

Table 3,14 presents year-wise social data of the college of education at Surat, Baroda and Ahmedabad from 1965 to 1971.

Table 3.14(1)

Caste Distribution of B.A. Student Teachers according to College
(1965 - 1971)

	Brahmins		Banias		Patidars		Other Upper Castes		Lower Castes		Parsis		Muslims		Christians	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
<u>1964-65</u>																
Baroda	26.72	10.35	9.48	10.34	11.21	11.51	-	-	12.07	1.72	-	0.86	2.53	2.53	0.96	05-00
Ahmedabad	20.00	35.00	2.22	5.00	46.67	10.00	7.73	15.00	21.11	15.00	-	-	1.11	5.00	1.11	15-00
Surat	36.36		22.73		15.09		6.64		7.27		0.91		10.00		00-00	
Porbunder	52.18	14.23	3.89	42.86	21.74	-	-	-	13.05	42.86	-	-	4.34	-	-	-
<u>1965-66</u>																
Baroda	6.66	10.00	15.00	17.50	16.00	11.00	1.67	0.83	7.50	3.33	-	2.50	4.17	1.66	-	2.50
Ahmedabad	26.61	57.89	3.23	10.53	32.26	5.26	13.70	21.05	13.55	3.27	-	-	4.34	-	0.80	-
Surat	40.91		30.00		13.13		1.82		4.54		2.73		1.82		00-00	
Porbunder	21.43	33.43	14.23	15.39	23.57	-	-	-	32.86	33.45	-	7.69	2.36	-	-	-
<u>1966-67</u>																
Baroda	10.18	14.97	9.53	20.35	9.93	10.73	0.59	1.80	9.53	4.79	0.59	1.20	1.79	1.79	1.19	1.19
Ahmedabad	15.28	77.27	4.17	-	54.86	4.84	6.95	-	15.28	9.09	-	-	2.77	4.55	0.69	4.55
Surat	41.81		10.91		19.09		10.91		10.00		0.91		5.45		0.91	
Porbunder	18.19	22.22	27.27	44.44	20.00	-	-	-	27.27	27.73	-	-	7.27	-	-	5.56
<u>1967-68</u>																
Baroda	12.50	13.23	11.03	16.17	9.56	9.56	0.0	0.73	3.84	7.35	-	-	8.09	-	0.74	2.20
Ahmedabad	21.02	43.90	2.27	12.20	43.29	19.51	6.82	4.83	15.91	12.20	0.57	-	3.98	2.43	1.14	4.83
Surat	39.09		3.13		15.46		20.00		6.36		00-00		9.13		2.73	
Porbunder	36.14	41.13	26.51	3.82	21.69	-	-	-	9.63	44.12	-	-	6.03	2.94	-	2.94
<u>1968-69</u>																
Baroda	14.19	8.02	6.17	17.23	17.23	8.02	3.05	9.02	3.09	7.40	-	-	3.70	2.47	0.61	0.61
Ahmedabad	16.57	46.51	5.71	2.33	40.00	11.63	10.23	20.93	22.36	6.97	-	-	4.00	2.33	0.57	9.30
Surat	34.55		13.64		20.00		15.46		6.36		00-00		4.54		00-00	
Porbunder	31.25	51.72	31.25	10.35	10.00	-	-	-	25.00	31.03	-	-	2.50	6.90	-	-
<u>1969-70</u>																
Baroda	14.04	12.39	7.79	14.43	9.79	3.76	3.24	2.53	1.55	5.15	-	-	5.67	1.54	0.51	1.03
Ahmedabad	14.92	33.43	4.42	10.25	45.30	15.32	10.50	12.82	22.66	15.33	-	-	1.10	2.56	1.10	5.73
Surat	26.36		23.64		22.73		16.36		3.64		1.92		4.54		0.91	
Porbunder	22.97	54.29	14.87	11.43	13.92	2.25	-	-	40.54	31.43	-	-	2.70	-	-	-
<u>1970-71</u>																
Baroda	2.63	15.79	7.89	15.13	9.37	3.55	9.87	5.26	6.63	7.21	-	-	1.31	5.26	3.95	1.97
Ahmedabad	17.39	37.29	3.11	13.56	40.37	13.64	9.31	13.56	22.93	10.17	-	-	3.73	2.39	3.11	3.23
Surat	37.27		10.00		22.73		8.13		11.82		2.73		6.36		0.91	
Porbunder	25.64	55.07	29.49	6.45	11.54	6.54	-	-	29.49	25.81	-	-	3.84	3.22	-	-

CASTE COMPOSITION OF B.ED. STUDENTS
(1965 AND 1971)

CHART-V



The corresponding data for colleges of education from Saurashtra could not be had as the colleges there did not maintain such detailed office records. (They include all castes under the general nomenclature of 'Hindus'.)

Table 3.14 shows that in all the four colleges, the Brahmins, the Baniyas and the Patidars constitute the bulk of the student population; student-teachers from lower Hindu caste-groups have been in increase, but their proportion still continues to be small in comparison to that of the higher caste groups. Student-teachers from Muslim, Christian and Parsi communities have been also small in proportion. Table 3.14(2) given below shows the average of the percentage of men and women student-teachers in all the four colleges from 1965 to 1971.

Table 3.14(2)

Average Percentage of Men and Women Student-Teachers
Caste-wise in Colleges at Baroda, Ahmedabad and
Porbunder (1965 - 1971)

Caste Groups		1965	1971
Brahmins :	Men	32.96	15.22
	Women	19.88	37.05
Baniyas :	Men	6.79	13.49
	Women	17.73	11.71
Patidars :	Men	26.54	20.59
	Women	7.07	11.24
Lower Castes:	Men	15.41	19.68
	Women	19.86	14.41
Muslims :	Men	2.68	2.96
	Women	2.53	3.82
Christians:	Men	0.66	2.35
	Women	5.00	1.72

The table shows that though the percentage of men Brahmin student-teachers has decreased, the proportion of women Brahmin student-teachers ^{has} ~~have~~ considerably gone up in 1971. In the case of student-teachers from the Bania community, the percentage of men student-teachers ^{has} ~~have~~ gone up, but that of women student-teachers ^{has} ~~have~~ gone down. The reason is that at the Porbunder College, the proportion of women student-teachers belonging to the Bania community was small in 1971. In the case of student-teachers from the Patidar community, the percentage in the case of men student-teachers has gone down, but it has gone up in the case of women student-teachers. Men student-teachers from the lower Hindu caste groups have increased, but women student-teachers from the same caste groups have gone down. This is probably because at the Porbunder College, no women student-teachers from lower caste groups entered into this profession. The proportion of student-teachers from the Parsis, Muslims and Christian communities has remained small despite some slight increase in their proportion.

It would be seen from the foregoing discussions on caste composition of the student-teachers entering the portals of the secondary teachers' colleges in Gujarat that the Brahmins, traditionally the highest caste in the Hindu society and at one time holding almost unchallenged monopoly in recruiting teachers have been losing that vantage position in the last twenty years, and other higher caste groups such as Banias and Patidars have

been emerging as other dominant groups on the educational scene. With the increasing spread of university education among lower caste Hindus in Gujarat in the post-independence period, it is understandable that graduate teachers from the lower strata of the society are also getting into secondary teachers' colleges so that they could pursue permanently the teaching career in high schools. Of course, their number has still continued to be small as compared to the number of student-teachers from the higher caste-groups. It would, therefore, be safe to conclude that the traditional belief that education is reserved for the higher strata of the society has all but vanished.

Further, it would be seen that an increasingly greater number of women ^{has} ~~have~~ been coming forward to take up to the teaching profession. That explains why the rush of women students in the colleges of education in Gujarat has been on an increase especially since the later half of the sixties.

3.6 OTHER SOCIAL DATA

ABOUT STUDENT-TEACHERS

Sullivan, in his study referred to earlier, has also given some other social data about the student-teachers of some of the colleges of education in Gujarat for the year 1964-65. The Table 3.15^{is} based on the social data about the student-teachers of Gujarat as presented in Sullivan's Study.

Table 3.15

Some Social Data About Student-Teachers of Gujarat in 1964-65
(Figures in Percentages)

	College of Education at				Average/ Total
	Ahmeda- bad	Vidya- nagar	Baroda	Raj- pipla	
<hr/>					
(a) <u>Marital Status</u>					
(i) Single	17.31	20.87	42.72	22.86	25.94
(ii) Married	82.69	79.13	57.28	77.14	74.06
 (b) <u>Type of Family</u>					
(i) Joint family	72.82	73.91	69.31	78.79	73.71
(ii) Nuclear family	27.18	26.09	30.69	21.21	26.29
 (c) <u>Attitude Toward Arranged Marriages</u>					
(i) Against arranged marriage	39.13	43.27	46.74	59.37	44.69
(ii) Favoured parents' advice	50.00	50.96	40.22	13.07	45.94
(iii) Undecided	10.87	5.77	13.07	6.02	9.37
 (d) <u>Attitude Toward Caste Endogamy</u>					
(i) Favourable	-	-	-	-	66.18
(ii) Not favourable	-	-	-	-	27.98
(iii) Undecided	-	-	-	-	5.84
<hr/>					

Source :- E.E. Sullivan : Education in Social Change, Asia, 1968, pp. 28, 40, 41, 44, and 46.

From Table 3.15, it will be seen that about three-fourths of the trainees are married. Baroda stands out with the largest number of unmarried teacher-trainees. This is understandable when it is borne in mind that Baroda also had in 1964-65 the largest number of female students and that 63.64 per cent of all female trainees were single. There has been recently a tendency among urban female graduates to go in for B.Ed. training immediately after their graduation, because they do not immediately get job any where, the high schools will not employ them without a training qualification and parents prefer that they be occupied in some learning instead of remaining idle at home and wandering about.

It is further seen that about three-fourths of the student-teachers come from joint families. Sullivan observes -

"If living in a joint family is associated with traditionalism, it is another helpful factor pointing out the socio-economic differences between the students at each college. Rajpipla has the most students living in a joint family with 78.79 per cent and Baroda the least with 69.31 per cent".(12)

The data regarding ~~mx~~ the trainees' attitude to arranged marriages and caste endogamy are given to show the social nature of their minds, i.e. whether they are traditional in social outlook or are modern. This kind of information is necessary because the teacher is now being considered as the most powerful social change agent and he cannot bring about social change and help in modernising the traditional Gujarati society unless he has improved his own attitudes.

The figures show that more student-teachers are traditional in their outlook towards freedom to choose one's life partner in marriage. However, "several trainees from Ahmedabad and Vidyanagar took a more independent position by stating that this was essentially a personal and individual matter and that they expected to make this choice alone".(13) The trainees' attitude towards caste endogamy seems to be also more traditional than modern. Thus, Sullivan's data go to suggest that the Gujarat student-teachers are themselves a more traditional-minded group and his conclusion is that colleges of education are able to effect only a small change in their social values and attitudes.(14)

Such is the emergent sociological picture of the student-teachers from thirties to sixties in the colleges of education of Gujarat. The picture is changing rapidly in some aspects like sex, age-distribution and caste composition and is changing slowly in the matter of beliefs and attitudes.

3.7 GRADUATE TEACHER TRAINING PROGRAMME IN GUJARAT DURING THE BRITISH PERIOD

In the preceding six sections, an attempt was made to present a developmental picture of the social structure of the student-teachers who entered the colleges of education in Gujarat from thirties to sixties. In the sections that follow, a further attempt will be made to analyse and interpret

curriculum development of teacher education at the first degree (B.T. / B.Ed.) level in the last seventy years or so.

(a) S.T.C.D. Training Course

A reference was made in Chapter II about the S.T.C. Examination started by the Bombay Education Department in 1899. With this development, the first effort to train secondary school teachers was made in Bombay Province - in Gujarat. But the S.T.C. was a Certificate Course and it could be taken up by non-graduate and graduate secondary teachers as well. It was also mentioned in Chapter II that between 1906 and 1923, the S.T.C. Diploma Course was in operation for high school teachers. The Course was offered at Bombay in the S.T. College. From the Reports of the D.P.I., Bombay, it appears that the teachers who were admitted in this Course were practising teachers, that they were largely university graduates and that they came from all parts of Bombay Province including Gujarat. The following excerpt from the Quinquennial Review on Progress of Education in India (1902-07) gives an idea of the training programme piloted under the Diploma Course at the S.T. College, Bombay:

"The students are actually under instruction for about 18 hours a week. They attend lectures on method, psychology and the history of education; and they are taught elocution and drawing. Most of the time of the staff, however, is spent either in the latter. The students are required to do as much teaching as possible under supervision, the amount actually accomplished during the second term being perhaps six hours on an average for each student". (15)

(In demonstration or in criticism lessons, especially during the second term)

Mr. W.H. Sharp, the Bombay D.P.I. (1907-1917) shed further light on the internal organisation of this training programme(16)

- The study of general educational problems was not encouraged except so far as they emerged from the study of history of education;
- Special attention was paid to the study of the history of Indian education;
- Only two books were prescribed by the Education Department for the Diploma examination, viz., (1) Quick's Educational Reformers, and (ii) Sully's Psychology for Teachers;
- A Course on School Equipment was provided which used to last almost the whole year;
- Two Courses on Teaching of Matter and Method were provided. ~~which~~ The Principal taught the course in languages, history and geography, and the Vice-Principal taught the course in science and mathematics;
- The Course on General Method was dealt with both by the Principal and the Vice-Principal;
- During the first term, an hour a week was devoted to Black-board Work and an hour a week to Phonetics, and Elocution during the whole year, special attention being devoted to the delivery of poetry;
- Demonstration Lessons were provided;
- Each trainee was required to give 10 Criticism Lessons during the year.*

* The students do nothing but watch during the first month, then they give lessons under the supervision of the staff..... Science graduates only follow the scientific part of the work and learn in the laboratory the improvements needed for the new Science Course and to a small extent put boys through them.(17)

This pattern of the training programme for secondary school teachers continued till 1923. It was controlled by the Education Department. A Board comprised of Members of Training College Staff and Inspectors from the Department was charged with the evaluation of the candidates. The evaluation was based on the student's teaching ability and the results of examinations given throughout the year. Those students who successfully completed the one-year training programme were awarded the S.T.C.D. Diploma. (18,19)

(b) The Bombay B.T. Course (1923-1949)

In 1923, the Bombay S.T. College came to be affiliated to the University of Bombay. With it, a new Chapter in the history of the development of teacher education for secondary school teachers opened up. The S.T.C.D. Diploma Training Course in vogue was abolished and a degree course leading to the Bachelor of Teaching (B.T.) of the Bombay University was instituted in its place.

The B.T. training course deviated from the S.T.C.D. Diploma Course in two important matters. Firstly, as the B.T. trainees were to be all university graduates, the teaching of 'content' or 'matter' of the S.T.C.D. Course was dropped and the new programme was restricted to education subjects; secondly, the curriculum reflected some of the early twentieth century British advances in Pedagogical Theory and it marked a beginning of a focus on India's particular education problems.

The first B.T. training programme had principally three focal points : (20,21)

" 1. Science of Education :- Philosophy and Psychology.

A study of the aims of education, the function of the school with regard to the child development, the acquisition of skill, knowledge and tact, and the development of conduct, will, and character;

2. History of Education :- A study of history of education in Europe from the Renaissance, a study of India's educational history, and present-day problems in education with special reference to the problems of India; and

3. Practice of Education :- A study of school management, including hygiene, the methods of teaching in general, and the methods of teaching particular subjects, at least one of which had to be either English or Science. The other options included classical languages, vernacular languages, mathematics, history and geography.

The B.T. Examination carried 1000 marks in all. It consisted of written examination in 5 papers, each carrying 100 marks and 500 marks for practical examination in which candidates were tested in their practical skill in class management and class teaching. To qualify for the award of the B.T. Degree, it was necessary for a candidate to obtain 40 per cent mark separately in Theory (Part I) and Practical (Part II) Examination.

The B.T. training course since then came to be revised. Major revisions were made in 1923-29, 1939-40 and 1947.

Sullivan's criticism is that this training programme was not evolved to suit the needs of the Indian secondary schools, but it was straightway borrowed from the London Institute of Education.

"From interviews with Mr. P.K. Chhatre, a former staff member of the Faculty of Education and Psychology at Baroda, and Dr. J.M. Mehta, the former Vice-Chancellor of the M.S. University of Baroda, it is clear that the London University Institute of Education supplied the personnel for the Bombay Training College..... Around 1925, H.R. Hamley and H.V. Hampton were in power at the Bombay Training College. Both men were disciples of Sir Percy Nunn, Principal of the London Institute from 1922 to 1936, and author of Education : Its Data and First Principles. The book was very popular among Indian educators and it was used as a Bible for many years. Hamley and Hampton "revised" the Bombay Syllabus, which originally came from London, to meet the needs of the local Bombay area. The major change was to alter the practice teaching from block lessons to individual or "stray" lessons, a mistake according to Mr. Chhatre, which persists today".(22)

The University examination for the B.T. degree in 1923 did not very much differ atleast in form, from the Departments S.T.C. Examination. It consisted of Part I and Part II. The Part I consisted of a written examination in theory based on prescribed courses. The Part II Examination was a practical examination in which the candidate was expected to give evidence of his ability in class management, his skill in using educational equipment, aids and material, his grasp of

the content of the topic to be taught, his skill in questioning and enlisting pupils' participation in the learning activity in the subjects he had selected for special method. In addition to this practical examination conducted by the examiners appointed by the Bombay University, evaluation by the headmaster of the practising school of the candidate's practical work done all throughout the year carried some weightage in the process of making judgement for awarding the degree.

The changes introduced in the B.T. Syllabus between 1923 and 1949 were not many and of radical type. The major changes were as follows :

- The course in the history of European education was abolished;
- The candidates ceased to be required to offer compulsory either English or Science as one of their Special Methods of Teaching (since 1939);
- Complete freedom of choice of two special method subjects were provided;
- The practical portion of the curriculum came to be more clearly enunciated. For instance, the following requirements were added in 1929-30 for the B.T. degree which remained in effect upto 1949, i.e. the period under review :
 - (i) attendance at demonstration and discussion lessons;
 - (ii) observation of teaching;
 - (iii) teaching practice of not less than 30 hours;

- (iv) attendance at tutorials for discussion of practice teaching; and
- (v) practical experience of experimental psychology and experimental education.

In Gujarat, the first secondary teachers' training college came to be established in 1935 as a result of the recommendation of an Education Committee (1934) headed by Mr. R. Littlehailes, a British Education Officer who was Educational Adviser to the Government of the Baroda State. Mr. Littlehailes, in his report, laid a very great stress on the professional training of secondary school teachers and after examining three alternatives for providing professional training for the graduate teaching of the Baroda State, he concluded that the best alternative would be to open a secondary teachers' training college at Baroda(23). Regarding the curriculum, Mr. Littlehailes said :

"I propose that the course of study be that prescribed by the University of Bombay for their B.T. Degree; and that a diploma or certificate be granted by the Baroda Education Department at the end of the course after its satisfactory completion. If it is decided subsequently that affiliation should be sought, then it will be easier to secure it under the Bombay University Course than if we developed some other course of study".(24)

Sullivan remarks that Mr. Littlehailes injected the British terminology of "time-table", "theory section", "practical section", and "method master" which were then used in the London Institute of Education and which since then had continued to be used in the three first colleges of education that came to be established in Gujarat upto 1964 (25).

The S.T. College at Baroda was started in 1935 as a temporary measure by the Baroda State Government. As recommended by Mr. Littlehailes, the College adopted the B.T. Syllabus of the Bombay University described earlier. In 1938, the College was provisionally ~~aff~~iliated to the Bombay University for the purpose of the examination for the Degree of Bachelor of Teaching. In the interview with some of the old staff members of the College, the Investigator found that the College had a lot of difficulty in getting permanent affiliation with the Bombay University, because the then Principal of the S.T. College, Bombay, wielded great influence in the Bombay University being an Englishman and he did not want a rival teacher education institution in the Province to come up which would challenge one day its supreme and super^uposition in the field. It was an arduous struggle and Baroda won in the fight eventually with the precious help of an Indian - the late Professor R.V. Parulekar - who was one of the members of the Visiting or Inquiry Committee. The College got permanent affiliation with the Bombay University in 1938.

The College had two Departments, the upper one dealing with the training of graduate teachers and the lower one which was concerned with the training of matriculate or under-graduate teachers. For the B.T. training programme, the College admitted in the beginning 50 students of whom 15 were selected from the Government High Schools of the Baroda State, 8 from Grant-in-aid schools of the Baroda State and the remaining 27 seats

were kept open for teachers from the native States of Kathiawad, Kutch and Gujarat and for teachers of private high schools of British Gujarat (26). It appears from the 1938 Prospectus of the College that the Baroda State teachers were charged Rs.150 tuition fees per year whereas the others had to pay Rs. 300 per year.

The training programme at Baroda was the same as at Bombay and Kolhapur, being the common programme prescribed by the Bombay University. But there appears to be in operation a kind of keen ^{competition} ~~competence~~ among the three colleges. From the interviews and discussion the Investigator had with some of the old staff members and students of the S.T. College, Baroda, it becomes clear that the Baroda College took to the training programme very seriously and sincerely and put their best efforts and talents. Thoroughness, hard work, systematic and intelligent planning, experimentation and innovativeness ^{and} ~~ness~~ were the characteristic features of the training programme at Baroda. Under the intelligent, enlightened and vigorous leadership of Principal T.K.N. Menon, the Baroda S.T. College soon acquired fame not only in Gujarat but in the whole of Bombay Province and the supremacy and monopoly of the Bombay S.T. College was effectively challenged. Within a period of less than a decade, the Baroda programme became so well-known that the glory of the Bombay S.T. College was almost eclipsed.

There is no denying the fact that the B.T. programme of the Bombay University at Bombay, Baroda, and Kolhapur was very narrowly conceived and it was British-oriented. But nothing different could have happened at that time when the English officers dominated the educational scene and their views always prevailed eventually. Further, the leaders at Bombay, Baroda, and Kolhapur were the products of the British Universities, and it was natural that they would advocate and practise such a training programme through which they themselves passed ~~through~~ and/or with which they were thoroughly acquainted. The halo effect of British education and training was supreme at that time and hardly any research in teacher training was undertaken anywhere in India.

The objectives of the teacher training programme were also limited to the training of classroom teachers into the art and science of teaching. An acquaintance with the science of education, a knowledge of the history of the development of education in India and the emergent problems and skill in the practice of teaching - these were the main objectives and focal points. New ideas like educational innovations and experiments, curriculum development, attitudinal change value, inculcation and social change were far advanced at that time. Whatever was fed into the teacher training programme had come from British officers, professors, D.P.I.s and education officers; the Indian view point had yet to come. It would, therefore, not be right to judge the training programme of graduate teachers in Gujarat

that operated from 1923 to 1949 under the Bombay University according to modern standards and viewpoints.

3.8 DEVELOPMENT OF GRADUATE TEACHER EDUCATION PROGRAMME IN GUJARAT IN FIFTIES

In the previous sections, one part of the present inquiry into the development of teacher education in Gujarat, viz., the sociological aspect was covered. The second part dealing with the development of teacher education programme will be dealt with in the pages that follow.

During the fifties, the B.Ed. programmes of the M.S. University of Baroda and of the Gujarat University and the Graduate Basic Training Diploma Course were in operation. The main features of these programmes and the major revisions effected in them in the fifties will be briefly discussed in this section.

(a) The Baroda B.T./B.Ed. Programme

The Maharaja Sayajirao University of Baroda came into existence in 1949, and the S.T. College, Baroda, was developed into the Faculty of Education and Psychology with Professor T.K.N. Menon as its first Dean. The Faculty adopted the then prevailing B.T. Course of the Bombay University for its own B.T. Examination.

The B.T. Examination consisted of Part I and Part II.

In Part I, the candidates were examined in five papers :

- Paper I : Theory of Education
Section I - Educational Psychology, and
Section II - Experimental Psychology and
Statistical Method.
- Paper II : Theory of Education
Section I - Principles of Education, and
Section II - General Methods.
- Paper III : Practice of Education (Methods)
Method of any two of the following :
English, Modern Indian Language, Sanskrit,
History, Geography, Mathematics, and Science.
- Paper IV : Educational Administration
Section I - School Organization and Management,
and
Section II - School Hygiene and Educational
Administration.
- Paper V : Section I - Outlines of History of Indian
Education, and
Section II - Indian Education and Its Problems.

In Part II of the B.T. Examination, candidates were tested in practical skill in class management and class teaching. This training programme, in broad outlines, was almost the same as was formulated and practised by the Bombay University before the Baroda University came into existence. The earlier condition

laid down by the Bombay University that a candidate should produce a satisfactory certificate that he has served as full-time teacher for 100 working days before 31st day of January on the staff of a recognised school or schools prior or subsequent to their keeping two terms' attendance at the training college continued.

It would, thus, be seen that the Baroda University B.T. Course continued to be cast in the traditional mould. The teacher under training was given a broad understanding of a number of aspects of educational psychology, mental tests, statistical methods applied to education, the philosophy and principles of education, the general method, the modern developments limited to a few innovations like the project method, the Dalton Plan and the supervised study, special methods of teaching any two school subjects and history of education in India. He prepared lesson plans and taught 15 lessons in each of the two special methods in school subjects selected by him/her during the course of the year under the guidance and supervision of the members of the staff of the Faculty teachers. The theory of education (Part I), and practice of education (Part II) functioned separately because there was little integration in actual practice.

During the fifties, the teacher training programme of the Baroda University moved far ahead of the Bombay University teacher programme. It was true that the changes made and innovations introduced were not of radical nature. The

programme could not get away from the inherited British-oriented model. But it soon began to show signs of change and development.

The Baroda S.T. College had already begun some new practices in teacher training. The College had established the practice of requiring each student to write one essay every fortnight on any educational topic previously announced. The purpose was to encourage a regular habit of library reading, note-keeping and note-making and to give trainees practice and training in organising their thoughts in a setting similar to that of an examination hall. When the Baroda S.T. College developed into the Faculty of Education and Psychology of the M.S. University, it continued this practice. But it was linked up with students' tutorial work. A new practice followed. Essays were corrected by the staff as before, but they now began to be discussed by the Faculty teacher at the time of tutorials. Baroda was pioneering in introducing tutorials in its teacher education programme in fifties, a feature - an innovation - which even up-to-day could not find place in Gujarat University B.Ed. Colleges.

While the objectives, methods and programme of teacher training remained mostly the same as before, the Baroda teacher training programme introduced the following changes and innovations :

- From 1951-52 onwards, the student-teachers were required to submit a project "on a topic belonging to any branch of educational theory and practice. For this, each trainee was required to work under the guidance of a member of the staff. The preparation of the project formed one of the important items of practical work"(27).
- Certificate Courses of Study in Hindi and Physical Education for B.T. students were introduced in 1952-53. The Prospectus of the Faculty for 1954-55 states -

"In view of the gradually growing realisation of the need and importance of physical education for the younger generation, the Certificate Course in Physical Education is made compulsory for all B.Ed. and T.D. candidates. Those who failed to attend P.T. for the prescribed number of days are considered not eligible to appear at the final examination".(28)
- Provision of 20 per cent weightage in Theory Papers to sessional work in 1952-53.
- The change in the nomenclature of the B.T. Degree into the B.Ed. Degree in 1953-54 (In the Bombay University this change was effected in 1956).
- Revision of the B.Ed. Course in 1954-55 which introduced the following new elements :(29)
 - (i) In Section I, Paper IV 'hygiene' was added along with 'School Organisation and Management'.
 - (ii) Section II, Paper IV on 'School Hygiene and Educational Administration' was substituted by 'Problems of Education and Educational Administration'.

(iii) Section I, Paper V on 'Outlines of History of Indian Education' was dropped altogether.

(iv) A new Paper V entitled 'Special Fields of Education' was introduced. One of the following options ~~were~~ was used :

Section I : Basic Education;

Section II : Rural Education;

Section III : Educational and Vocational Guidance;

Section IV : Physical Education;

Section V : Education of Handicapped Children;

Section VI : Experimental Education;

Section VII : Audio-Visual Aids in Education.

In this new course, 50 per cent of marks were assigned to theory and 50 per cent to practical work done by the trainee.

(v) The Special Method in Home Science was added.

- Improved organisation of tutorials. "During periods allotted for tutorials, the tutor discusses with individual students their lesson notes and practice teaching, their progress in studies, their co-curricular activities and also their personal problems".(30)
- Introduction of the system of off-campus practice-teaching in 1955-56.
- Provision of practical work in 1955-56 in some of the selected primary and pre-primary schools in the Baroda City including the Chetan Balwadi attached to the Faculty of Home Science.

- A minimum prescribed library reading was made obligatory for the B.Ed. students in 1956-57 and they were required to maintain the records of their library reading which were taken into consideration in deciding marks for sessional work.
- The requirement of teaching practice underwent a radical change in 1957-58. The O.B.Ed. 383 (ii) (c) of the Baroda University prescribed the following : "Teaching practice of not less than 20 lessons in one field selected,* as a major field and an aggregate of not less than 10 lessons in the remaining two minor fields to be given at the discretion of the Dean, in schools with the previous approval of the Syndicate." (27)
- In 1957-58, a provision was made for teaching and training in three additional Special Methods (Practice of Education) viz., Social Studies, Agriculture, and Commerce.
- The B.Ed. Paper V on Special Fields of Education was reorganised in 1957-58. The Sections on 'Basic Education' and 'Education of Handicapped Children' were dropped and a new field in 'School Libraries' was added.
- Under the Ordinance B.Ed.383(a)(ii) of the Baroda University made in 1958-59, provision was made to admit graduates with no teaching experience to the B.Ed. Course but they were required to give 10 more practice lessons, i.e. 40 lessons.

* The fields of education from which the teacher trainee was required to select one as a major field were : (i) Secondary, (ii) Primary, and (iii) Pre-primary. After the selection of one major field, the remaining two were deemed to be minor ones.

Further, under the same University Ordinance, the concept and scope of compulsory practical work to be done by the teacher trainees were enlarged so as to include follow-up of assignments given to school children and correction of their home work, black-board work and preparation and use of audio-visual aids.

- In 1958-60, the B.Ed. Syllabus again underwent revision with the adoption of the following minor changes :

- (i) From Paper I, Section II on 'Experimental Psychology and Statistical Methods' was dropped and the Paper was reorganised so as to contain 'Principles of Education and Teaching' under Section I, and 'School Administration' under Section II.
- (ii) The Paper II contained Section I on 'Educational Psychology' and Section II on 'Educational Measurement and Health Education'..
- (iii) The new Paper III was to consist of two Sections - Section I on 'Current Problems in Indian Education', and Section II on 'Special Methods' which now included 10 special fields on optional basis with the addition of two new ones, viz., 'the Education of Backward Children', and 'the Social Education'.
- (iv) The new Paper IV included 11 Special Methods (from which any two were to be offered by the student-teacher), viz., English, Gujarati or Marathi, Hindi, Sanskrit, Social Studies*, History, Geography.

* Candidates offering Social Studies were not allowed to offer History or Geography.

- (v) The examination in Part II was made now to consist of four sectors, viz., (a) Practical Work - 100 marks, (b) Practice Teaching done during the year - 100 marks, (c) Projects, preparation of Audio-Visual Aids, etc. - 100 marks, and (d) Field-work - 100 marks.

Such was the emergence of the Baroda B.Ed. Degree Course by the close of the fifties. It would be seen that the teacher education programme had undergone changes both in the dry courses and practical work, though the philosophy, objectives, methods of teaching and evaluation had more or less followed the earlier traditional mould and focus. The radical changes introduced were far and few between. The older concepts of school organisation and management and general methods were given up and they were substituted respectively by the new concepts and curricular organisations of school administration and principles of education and teaching. A new programme of practical work-oriented Special Field was introduced for the first time. There was growing realisation that in order to improve and enrich the professional equipment of the teacher in the high school, he should be imparted specific knowledge of and be given some field or practical experiences in areas such as rural education, educational and vocational guidance, experimental education, audio-visual education, school libraries, school administration, education of backward children, physical education, preparation of better examination, etc. This innovation showed that the Baroda University teacher education programme had begun to move

out of the rigid groove and frame-work it had inherited from the Bombay University in the early years of the fifties.

The Baroda University programme was also bold enough to take up the challenge of preparing teachers of practical streams, which had come into being as a result of the recommendations of the Mudaliar Secondary Education Commission (1952-53). The Baroda University was one of the very few universities to provide for the training of high school teachers of home science, agriculture, commerce and art education in its regular B.Ed. degree programme. Thus, it became responsive to the changing needs of the school system. In this, it was a pioneer. Very few universities in India, in those days, offered facilities of special methods in all high school subjects at a time. In that way, it did try to meet the changing and expanding needs of high schools in Gujarat.

Another outstanding contribution of the Baroda secondary teacher education programme was both the concept and effective operation of off-campus rural training. This new element in the teacher training programme enlarged and enriched the practical experiences of student teachers considerably. The student teachers were divided into small batches each of 8 to 12. Each batch, under the direction and supervision of one staff member, went to a rural area school, lived there a corporate camp life. The teacher and the trainees came into close contact of one ^{another} ~~other~~ during their outside stay for a fortnight. They planned together practice lessons, demonstration

lessons, exhibitions, cultural programmes, village survey, excursions, etc. The Off-campus programme was a well-focused training in leadership qualities, community living, sociability, corporate organisation, planning and execution, creative work, cultural activities, and living and working in rural setting. It was indeed a singular contribution of Baroda and perhaps of its dynamic leader Professor T.K.N. Menon. As one of the old Baroda B.Ed. students of the fifties put it : "The fifteen day off-campus training gave us what the regular nine month teacher training mostly failed to do - training in adjustment, attitude formation, value inculcation, broadening our interest and outlook, increasing our self-confidence, sharpening our teaching and allied skills and competence, training in group dynamics and making teacher training experiences memorable and enjoyable".(31)

The Baroda teacher education programme of the fifties also considerably enlarged the scope of the practical work to be done by the student-teachers on a compulsory basis. It included obligatory training in the manipulation of audio-visual materials and machines, practice teaching in Baroda high schools as well as primary and pre-primary schools and in off-campus rural schools; preparation of projects, teaching aids, etc., field work and practical examination.

The above were the achievements on the credit side. But there were a number of things on the debit side also. From the interviews, the investigator had with some of the student-

teachers who underwent the B.T. training course in the fifties, the following inadequacies of the programme were pointed out by them :

- There was rather disproportionate emphasis on theory and college lectures. About 30 to 40 per cent of lectures in each of the five theory papers could have been eliminated as they did not have a focus on the training needs of a class-room teacher or the broadening of his professional understanding or outlook.
- The theory lectures were not properly integrated with the main objective of the teacher-training, viz., to prepare efficient classroom teachers for high schools - the training programme did not appear as an integrated whole but it mostly remained 'Part I' and 'Part II'.
- The significance of the inclusion of the teaching of psychological experiments and educational statistics in a teacher training course was doubtful as the two courses did not directly fit in with the needs of classroom teachers - they should not at least have been made obligatory for all.
- Even the courses in Special Methods were too much theoretical and there was little coordination between Special Methods lectures imparted in the College and practice teaching done by the trainees in Schools. Method masters spoke on methods which they themselves had hardly practised or tried out. The talking done by them was often in the air, unrelated to classroom environment and situation.

- In practice teaching there was too much of rigid casting of 'lesson planning' and 'steps of teaching' into steel frame jackets - the originality or creativity was not only provided for but the authoritarian insistence by college supervisors (lecturers) to plan and practise 'teaching' on traditional lines stifled all urge for experimenting with tools, techniques and procedures of teaching. One of the old students of the Faculty reacted sharply in the following words :

" We were much more motivated lot than the present day teacher trainees. We were also basically equipped much better. We went to the training college with fervour and enthusiasm. We wanted to know more about education, its principles, its process, its tools, its rich possibilities. The uppermost desire in our mind was to pick up both the art and science of teaching - we wanted to be better teachers and serve the community much more meaningfully and effectively. We wanted to be educationists too. I don't think that the training programme was based on our job and function analysis. It was both a kind of liberal professional education but very loosely conceived and organised, and a training in class teaching-craft. It was more of a 'training' than of professional equipment on creative lines. If at all we could bring any originality or creativity in our teaching, it came later on - much later on, but it required efforts to get away from the rigid notions of teaching indoctrinated in our minds by the Method Masters and Supervisors". (32)

One student ridiculed the insistence of the staff on formal postures and manners in these words :

"You asked me not to stand, while teaching, with crossed hands. So, I started placing them behind on my back. This you objected. So I placed one hand in the pocket of my trouser.

This also you objected. I can't cross my hands in front; I can't place them behind on my back; I can't put my hand in the pant pocket. Then, tell me what I do with my hands. I can't cut them off."

Such were the short-comings of the B.Ed. training in the fifties. On the top of these, Sullivan remarks that the training programme had remained British-oriented and not much geared to the life, needs and aspiration of Gujarat's community and schools. It does contain some grain of truth (33). However, the Baroda teacher education programme of the fifties definitely marked an improvement. It had initiated a trend towards deepening and broadening the theoretical component of the B.Ed. programme and the enlargement of the practical programme and thereby made an effort to increase the utility and effectiveness of the teacher education programme in Gujarat.

(b) The Gujarat University B.T./B.Ed. Programme

In 1949, another University had come to be established in Gujarat, viz. the Gujarat University. The M.S. University of Baroda being a unitary and teaching university had a Department of Teacher Education in its Faculty of Education and Psychology. But the jurisdiction of the Gujarat University covered the whole of Gujarat excluding the area of the M.S. University of Baroda, and its character was primarily of the affiliating type. It did not have a teachers' college of its own. The A.G. Teachers' College in Ahmedabad which came into existence in 1952 and the R.G. Teachers' College in 1955 were affiliated colleges. The

Gujarat University, after it came into existence, framed its own B.T. Degree programme of training secondary graduate teachers.

The Gujarat B.T./B.Ed. Programme during the fifties followed largely the Bombay model then in operation. Curiously enough, the Baroda Syllabus does not appear to have influenced much the Gujarat Syllabus. The degree was also at first named as 'B.T.' (Bachelor of Teaching) and later on it was re~~n~~amed as B.Ed. (Bachelor of Education).

The Gujarat B.Ed. teacher education programme could not easily get out of the British-oriented pattern as the Baroda programme did. The reason may perhaps^{be} in the difference in leadership at Ahmedabad and Baroda. The Ahmedabad A.G. Teachers' College was headed by a person who was a retired Deputy Director of Education of the Bombay Education Department and most of the staff also consisted of retired Government Education Inspectors who all had their training in England. The Baroda leadership was exposed to much wider and richer educational influences and there was a better climate for change and experimentation at Baroda than at Ahmedabad.

The Gujarat University examination leading to the B.T./B.Ed. degree consisted of two parts -- the theoretical and the practical. The former, in the beginning, consisted of five papers on the Baroda Pattern. But in a couple of years, the Gujarat pattern began to change slightly. In 1958, the B.Ed.

Part I examination consisted of 6 papers : (1) Psychological (educational psychology and experimental psychology), (2) Philosophical (principles of education and general methods), (3) Practice of Education which provided 10 Special Methods such as English, Modern Indian Languages, Sanskrit, Persiah, French, History, Geography, Mathematics, Science and Civics and Administration (any two were to be selected by the trainees), (4) Educational Administration (School organisation and management and school hygiene and educational administration), (5) History of Education (Outline of history of Indian education and Indian education and problems, and (6) Educational Statistics and system of education in other countries.

The Practical Work at the B.Ed. Examination of the Gujarat University included attendance at demonstration and discussion lessons, observation of teaching as directed, teaching practice of principal teaching and practical experience of educational psychology and experimental education.

The special features of the Gujarat University B.Ed. degree programme were only three, viz., over-saturation of experimental psychology and educational statistics, provision of special methods in Persian, French and Civics and Administration and a study of the systems of education in other countries. The Baroda programme gradually got rid of the experimental psychology and educational statistics from its B.Ed. programme as something not directly useful to class room teachers,

whereas the Gujarat programme continued to emphasise it all the more. Further, while the Baroda programme tried to cut down the theory courses, the Gujarat programme increased it by providing 6 Papers. The Gujarat University, under the leadership provided by the Ahmedabad A.G. Teachers' College, made no attempt to assign some weightage to sessional work done by the student teachers during the course of their training, did not provide for compulsory courses for training in physical education and Hindi which were the needs of the day, did not provide special fields, did not formulate off-campus rural practical work, did make no efforts to provide for the training of teachers of practical streams in multipurpose high schools of Gujarat, did not provide for admission of fresh graduates to the B.Ed. degree course, and did very little to develop a training programme geared to the changing and expanding needs of Gujarat's high schools and the community. The only explanation that can be given for this backwardness is that the leadership in the A.G. Teachers' College was conservative; it did not have a forward look, the set up in the university also was not conducive to bold experiment or deviation from the beaten track and the dominant persons in the Ahmedabad College faculty were statistics and experimental psychology persons who over-emphasised these subjects.

(c) Graduate Basic Training Programme

This training course for graduate teachers grew out of the Bombay State's decision to convert all training institutions for primary teachers to the Basic education pattern as a preliminary step and effective method of universalising Basic education in Bombay State. The first Graduates' Basic Training Class in the State was organised in the S.T. College, Belgaum in 1947. Gujarat had its G.B.T.C. later and it was located first at Ahmedabad, but it was soon transferred to the village Dabka in the Baroda District in 1951-52 and thence to Rajpipla in 1953-54 (34). Initially the G.B.T.C. Course began after the B.T. examination. It led to the Diploma in Basic Education Examination of the State Government. Later on, this position was changed and the Diploma in Basic Education was made equivalent to the B.T. Degree of the universities in the State.

In the initial stage, when the Graduate Basic Training Centre admitted B.T. degree holders for training, the main objective of the programme was "to equip trainees in the special principles of Basic Education and to give them a working mastery over a main and subsidiary craft." (35). But since the G.B.T.C. began admitting the untrained graduate teachers, the training course underwent a radical change. The teacher education programme included almost all subjects taught in the university B.T./B.Ed. Courses. But it added instruction in the principles of Basic Education and a practical training in a craft. The programme included obligatory residence in hostel as training in community living and cooperation formed an important

element in the training.

Training in health, community life, manual work, cleanliness work, social and rural service work, etc. also acquired great importance besides the training in a craft. The methods used in Special Methods also showed a vital change. Student-teachers were exposed to training experience in correlated teaching and teaching a craft:

"The training programme places greatest emphasis on community life because it is necessary to give the trainees a clear understanding of the social objectives of education and the ideal of citizenship inherent in it. Residence in the hostel is, therefore, made compulsory with a view to giving the trainees a proper idea and experience of community living based on cooperation. Similarly an emphasis is placed on the organisation of safai and recreational programmes and social work camps in villages." (36)

The G.B.T.C. Course proved to be more strenuous than the B.Ed. degree training programme of universities in the State. The G.B.T.C. training programme applied only to a few trainees. In 1950, the number of teachers under G.B.T.C. training was only 27. The annual intake became 31 in 1954-55. In 1957, another G.B.T.C. College was opened at Mangrol in Saurashtra. In 1959, the total strength at Rajpipla and Mangrol was respectively 41 (33 men and 8 women) and 31 (28 men and 3 women). (37)

3.9 FURTHER DEVELOPMENT OF GRADUATE TEACHER EDUCATION PROGRAMME IN GUJARAT DURING THE SIXTIES AND IN THE BEGINNING OF THE SEVENTIES

(a) Baroda University B.Ed. Programme

The Baroda University secondary teacher education programme made further advances during the sixties. It breathed with the air of experimentation and innovation and showed signs of dynamism.

As far as theory of education was concerned, the following enrichment took place :

- In 1961-62, two more Special Fields - one of 'Advanced School Administration' and the other of 'Educational Evaluation and Testing Procedures' were added. The former was intended to provide preliminary orientation to those who intended to be head-masters of secondary schools. The latter constituted the first step in strengthening the examination reform movement initiated by the Central Examination Unit of All-India Council for Secondary Education and later on of Directorate of Extension Programme for Secondary Education. Thus, the Baroda B.Ed. programme began to show great responsiveness to the changing educational scene in Gujarat. Further, in the same year, Baroda expanded its facilities for training teachers of practical streams by providing three more Special Methods

in unorthodox subjects like Commerce, Art Education, and Music. In 1960-61, the facilities of training in the teaching of the secondary school subjects increased to 14.(38)

- In 1963-64, under O.B.Ed. 9, a condition for admission to the B.Ed. course was added to the effect that the candidate must not take up a part-time or full-time job anywhere during his/her period of training (39). This was done to secure concentrated effort and time of student-teachers to be directed to their professional preparation.
- In 1965, Baroda's Faculty of Education and Psychology under the inspiring leadership of the then Dean Professor M.S. Patel initiated a programme called "Better Faculty Programme" through democratic involvement of staff members, using the techniques of group dynamics and tools of instructional corporate planning. In June 1965, the Blue Print for Better Faculty Programme was published. ~~The~~ Dean Dr. M.S. Patel wrote in his Foreword :

"Since I took over the Dean of the Faculty last January, I have been seized with the idea of still improving the quality of teaching, training and research in the Faculty so as to keep them in line with the latest advances in teacher education. With this objective in view, I appointed a number of sub-committees with the specific directive that they apply their collective and co-operative thinking to the various programmes and activities of the Faculty, which had to be revitalised to keep pace with the changing needs of society".(40)

The Blue Print contains several Sections including those on professional growth of faculty members, orientation and guidance programmes for new students, planning better theory work, increasing the effectiveness of practice teaching,

student practical work and co-curricular activities, revision of the syllabuses, towards better testing and evaluation, better provision and utilisation of instructional materials, improving the tutorials and library work of students, etc. This Blue Print was intended to serve as "a guide for the next year's programme, and as a stimulus to each one of us to bring to our work in the Faculty a fresh outlook and commitment to the maintenance of the high standards of instruction and research for which our Faculty and the University have earned a place of distinction throughout India and Baroda." (41)

- In 1967-68, several revolutionary innovative measures were adopted in the B.Ed. programme :

- *- The Semester System was introduced in which (a) closely knit theory courses carrying a definite number of hours of credit were introduced; (b) the teacher was given freedom to frame his own course outlines with full freedom to revise it as and when he deemed it essential; (c) the teacher was given freedom to test the students in the course that he taught and the external university B.Ed. examination was altogether abolished, excepting a provision of Viva-Voce Committee consisting of 2 internal and 2 external members to be appointed by the University Syndicate to review the internal records of all the B.Ed. students and to settle their results;

- *- Hours of credit system was introduced;

- The system of marking by letter grades (on an eleven-point scale scheme) and the system of converting them into

grade points was adopted.

Thus, the Baroda University became the first University in India to adopt the Semester System based on complete internal assessment and grade-credit system in the graduate teacher training programme at the B.Ed. level. This could be done on account of the powerful dynamic and far-sighted leadership of the then Dean Professor M.S. Patel.

Between 1968 and 1972, the Baroda teacher training programme got more vitalised. In the light of the further experience the Reform in Semester System and Internal Assessment introduced in 1968 in the B.Ed. examination was improved upon and strengthened through continuous evaluation and feedback from the results. The following improvements have been effected between 1968 and 1972 in the B.Ed. teacher training programme :

- Specific objectives of each of the theory courses were formulated;
 - The content of courses on theory of education was revised, their internal organisation was made sharp and closely-knit with a focus on the needs of better classroom teaching and the scope of courses on special fields was enlarged by including some new areas;
 - (a) Seven obligatory core courses*, each carrying 2 credits
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course; (c) six new special fields* were added making the number of these optional courses to ten and each course was assigned 2 credits; (d) practical work like the preparation of teaching aids, manipulation of audio-visual machines and participation in tutorial each ~~will~~ ^{carried} carry 1 credit; (e) student teaching in schools in and around Baroda carried 12 credits; (f) the programme of off-campus rural schools was revised so as to include (i) community living programming and work in a place out of Baroda, (ii) planning and implementing a project on experimental or any educational innovation in a school, (iii) a study of the programme of some educational institutions, and (iv) planning and conducting an educational survey of a small scale in an industrial area - only one of which ^{was} ~~is~~ to be selected by a student teacher and it ~~will~~ ^{carried} carry 2 credits;

- The system of practice teaching also underwent changes. It now includes demonstration lessons by staff, criticism or discussion lessons by selected student teachers, and practice teaching by students through stray lessons, block teaching and internship. Supervision through classroom interaction analysis and immediate feedback are also practised in the case of about one-third students by way of experimentation. The work of students in student teaching is evaluated on the semester basis. Flexibility in the number of practice teaching and evaluation lessons to be

- * Course No. 522 : Better School Examinations
- Course No. 525 : Co-curricular Activities
- Course No. 526 : Institutional Planning and Advanced School Administration
- Course No. 528 : Rural Community Centred Education
- Course No. 530 : Linguistic and Language Learning
- Course No. 531 : Science Education.

given during the course of the training is introduced. The number of lessons to be given by a student-teacher now depends upon the progress he makes and his needs to attain a certain level of skill in class teaching and competence in classroom management. Practice lessons are supervised and evaluated on the basis of certain prescribed criteria and the grade for each lesson is communicated immediately after that block of practice programme is over.

- Admission requirements to the B.Ed. training programme ~~is are~~ raised. (a) It is now prescribed that a candidate for the B.Ed. degree must have taken the first degree as a regular candidate at least in the second class or he/she must have a Master's degree or must possess at least 2 years' teaching experience in a recognised school if the first degree is in the pass class. (b) It is further prescribed that no candidate admitted to the B.Ed. course shall undergo a regular course of study in any department or college. This condition was added with a view to secur^{ing} his/her undivided attention and participation in the B.Ed. teacher education programme.
- The students' performance in every course included in the B.Ed. programme (Courses 501 to 532) is judged on the basis of classroom tests, term papers and class-work. At the end of each semester, a comprehensive final examination based on the whole course covered during the semester is held. An eleven-point scale of evaluation is used for grading students' performance.

The objectives of the reformed new B.Ed. programme of the Baroda University are : (1) to ensure a better quality of intake of B.Ed. candidates; (2) to provide them such learning and training experiences so as to make them educationally well informed and skilled classroom teachers; (3) "to eliminate the authority of external agency like the University and external examiners and to vest in the members of the Faculty, individually and collectively, full authority to (a) evolve their teacher education programme, (b) to formulate various courses of study including inter-disciplinary courses, and to review them and revise them periodically with a view to keeping them up-to-date; (c) to determine their own plans of teaching and evaluation; and (d) to lay down a scheme of internal, continuing assessment of students' progress and to work it out without any let or hindrance". (42)

(b) Gujarat University B.Ed. Programme

The University of Gujarat graduate teacher education programme leading to the B.Ed. degree moved considerably out of its traditional focus and pattern during the ~~sixties~~^{sixties}. The new B.Ed. course that has come into force from June 1968 has some of the following good features :

(1) Formulation of Objectives : The new Syllabus lays down objectives of graduate teacher education : (43)

(i) To prepare future teachers at the secondary level.

- (ii) To help future teachers to develop competence to teach subjects of their specialization on the basis of adequate theory of learning and a sound knowledge of their special subjects.
- (iii) To develop in them understanding, interest and attitudes which will enable them (a) to foster an all-round growth and development, and (b) to provide guidance to individual pupils.
- (iv) To develop in them an understanding of the aims and objectives of education in the Indian background and to promote an awareness of the role of the school and the teachers in realising these aims and ideals.
- (v) To develop in them an understanding of a close relationship between the society and the school and between life and school work.
- (vi) To build in them a professional consciousness.

The formulation of specific objectives for teacher education of secondary teachers constitutes a distinct advance in curriculum making in this field. It marks the impact of the evaluation approach advocated by the Department of Educational Evaluation of the National Council of Educational Research and Training in teaching, training and testing at the secondary school stage. The Gujarat B.Ed. teacher education is rightly directed towards preparing competent classroom teachers. Around this core objective, other concomitant and related objectives are woven. In order to prepare competent teachers at the secondary level,

the student-teacher is to be helped to improve the knowledge of content of the two school subjects of his specialisation, acquire adequate knowledge of theory of learning, develop necessary understandings, interest and attitudes, perceive rightly and correctly the aims and objectives of education in Indian background, to realise and appreciate the relationship between the society and the high school and between life and school work and build up professional consciousness. These, indeed, are sound targets to be accomplished in any teacher education programme.

2. For developing skill in classroom teaching in the two subject areas of specialisation, the new course provides the following additional training experiences :

- (a) Participation in discussion lessons;
- (b) Observation of 60 directed lessons given by other candidates;
- (c) Providing both contents and methods of teaching in any two subjects of high school curriculum;
- (d) Provision of an additional subject of planning, procedures and evaluation of instruction (in Section I, Paper II);
- (e) Revision and enrichment of course-content on special methods of teaching;
- (f) For increasing motivation and achievement, 50 per cent weightage is given to practical work including student teaching done by the candidate during the year.

(3) For providing an adequate theory of learning and background knowledge and understanding of education in the Indian setting, the contents of the Paper on philosophical, sociological and psychological foundation of education are reorganised and modernised and new Papers on planning and education of instruction and modern trends and problems of education are introduced.

The B.Ed. Syllabus of the Gujarat University does not show how professional interest, attitude and consciousness are to be developed into student-teachers or how a proper understanding of the sociological forces and influences in education is to be built up in the future teachers. The Syllabus is silent on the development of values and personality of student-teachers. The Baroda innovations on Semester System, full internal assessment, classroom interaction analysis, enlarged concept of practical work, the alternatives provided to off-campus rural schools, development of new theory courses and enlarged programme of special fields, etc. do not seem to have made any appreciable impact on the Gujarat training programme. The Gujarat programme is much more on traditional and conservative lines.

(c) The B.Ed. Programme of the
Sardar Patel University

The Sardar Patel University was established in 1958. Its primary objective was to promote higher education in rural areas of Gujarat and to meet the developmental needs of the rural

community. Therefore, in 1959, when the University instituted a B.Ed. degree programme of its own, it was expected to be differently conceived-focused more on the professional preparation of rural areas high school teachers, equipping them with understanding and ability to tackle problems of rural schools. But these expectations were not realised. It appears that the University adopted the Gujarat University's B.Ed. Syllabus, then in operation. This was probably due to the fact that the Vice-Principal of the S.T. College had been recruited from the A.G. Teachers' College, Gujarat University who, naturally, pressed for the adoption of the Gujarat B.Ed. Syllabus about which he had personal experience. When the University's S.T. College began functioning in 1960, the new college of education followed the Gujarat inspired B.Ed. Syllabus. This development only meant that one more college of education to meet the needs of teacher education of high schools of the Kaira district was added to the then existing colleges of education at Baroda, Rajpipla (G.B.T.C.), Ahmedabad, Porbunder and Mangrol (G.B.T.C.)

The Vidyanagar B.Ed. Syllabus followed the prevalent pattern of teacher education in Gujarat. It made one-only one-departure - it prescribed a minimum 2 years' teaching experience in a recognised secondary school as a basic requirement for admission to the B.Ed. Class. The Vidyanagar Syllabus took the idea of the Special Field from Baroda and introduced a paper on Special Field of Education which provided seven optional Sections (of which only one was to be selected), viz., Basic Education, Rural

Education, Educational and Vocational Guidance, Physical Education, Education of Handicapped Children, Experimental Education, and Audio-Visual Education. A further improvement noticeable in the Vidyanagar B.Ed. Syllabus was that the Paper on Special Methods of Teaching included a Specific Scheme of practical work to be done by the student-teachers (44). It also incorporated Baroda's Scheme of the evaluation of practical work. Thus, the first B.Ed. Syllabus of the Sardar Patel University was largely based on the Gujarat University pattern and partially included some of the features of the Baroda B.Ed. programme. The same pattern of the Syllabus continued upto 1964.

But a feeling soon began to develop in the faculty members at Vidyanagar that their B.Ed. Syllabus was outdated (45). The three persons who built up a climate for a curricular change at Vidyanagar were Shri Ishvarbhai J. Patel, the first Principal of the S.T. College and later on the Vice-Chancellor of the Sardar Patel University, Dr. M.B. Buch, who succeeded Shri Ishvarbhai Patel as the Principal of the College and Shri R.S. Trivedi who succeeded Dr. Buch when he left Vidyanagar to take a position in the N.C.E.R.T. at Delhi.

In December 1964, Dr. D.B. Desai from the Baroda (Faculty of Education and Psychology) joined as a Reader in the faculty of S.T. College, later on renamed as the M.B. Patel College of Education, he took the wind of change with him from Baroda to Vidyanagar. He was instrumental in effecting an addition of

the Special Method of Social Studies and of a Special Field in Advanced Educational Administration and introduction of internal assessment of 20 per cent. Dr. D.B. Desai was further responsible for getting the details-content of each of the B.Ed. Syllabus papers revised and enriched on the Baroda pattern. It was again the leadership of an individual that brought in current thinking and fresh outlook in the Vidyanagar B.Ed. programme.

From the interview (46) the investigator had with Dr. D.B. Desai, several factors responsible for further B.Ed. curriculum development at Vidyanagar became evident. The mental readiness on the part of Vice-Chancellor Shri Ishvarbhai J. Patel, Principal R.S. Trivedi, Dr. D.B. Desai and some other senior staff members for an overhaul of the B.Ed. teacher education programme had taken place between 1965 and 1967; Principal Trivedi had already begun studying innovation and change in education and Dr. Desai in manpower planning and human relations; Principal Trivedi's visit to the U.S.A. in March-May 1967 and Dr. Desai's visit to the U.S.A. for six months in September 1967 gave a further impetus and direction to the change in the B.Ed. programme. After their return from the U.S.A., the leaders at Vidyanagar set themselves the task of the reorganisation of the B.Ed. programme. The four factors, viz., the mental readiness, the foreign travel, observation, and study, the impact of the Baroda Experiments and the Baroda Blue Print for Better Faculty Programme worked. They began with some minor changes, such as

abolition of the Section on "Current Problems of Indian Education". But the Vidyanagar Faculty members embarked upon a programme of curriculum revision and enrichment. Dr. Desai described in the interview the period between 1967 and 1969 as the 'incubation' period. By 1968, the staff of the M.B. Patel College of Education had grown to 28. To prepare such a big staff psychologically and professionally for a major breakthrough in the B.Ed. teacher education programme, would also require some time. Therefore, a programme of major change and enrichment was gradually evolved and built up. The spirit of the Semester System was injected in the curricular organisation; along with ^{it} the introduction of 20 per cent internal assessment was raised to 50 per cent. Precautions were taken so that internal assessment could not be abused; several checks and balances such as assessment by at least two, a scheme of assignment submissions, four level interviews*, the assessment of content was internalised; the introduction of Block Practice Teaching; in addition to regular Off-campus Rural Teaching Programme, the adoption of a five-day rural orientation programme to acquaint student teachers with rural setting and problems of rural high schools.

The Preamble to the Revised B.Ed. Syllabus, 1969, specific objectives ~~of~~ were laid down. Some of them were as under :

* The interviews were held at four stages; (i) at the time of admission, (ii) for selecting Special Method and Special Fields, (iii) after terminal examination results are declared, and (iv) before the Annual Examination. (At Baroda also the same pattern operated since long. So, it was the impact of Baroda practices.

"Developing professional skills, developing skills of communications, developing attitude towards experimentation, understanding of a teacher's role in the education of the child, understanding of the principles of human relationships".

The revised B.Ed. Syllabus of the Sardar Patel University of June 1971 introduced the following changes and additions :

- The condition of a minimum of two years' teaching experience in a secondary school prior to admission was dropped;
- The number of directed observation of lessons was reduced to 50 from the earlier requirement of 60;
- The maximum limit to the number of practice lessons is prescribed - it was 25 lessons distributed over classes V to X. Thus, the rigidity of 30 lessons to be given by all candidates irrespective of their background and progress achieved was removed; a Block Teaching Practice of about two weeks is prescribed under Ordinance R.Ed.I(ii)(c);
- Practical experience of educational psychology and experimental education on the part of B.Ed. candidates is made a part of requirement for practical work;
- The components of the Part II of the B.Ed. Examination - Practice of Education are more specifically laid down and a weightage of 300 marks out of the total of 400 earmarked for Part II Examination is assigned to the internal assessment on the following basis : (47)

(i) Practice Lessons	: 100 Marks (25.00 per cent)
(ii) Teaching Aid	: 25 Marks (6.25 per cent)
(iii) Lesson Journal	: 10 Marks (2.50 per cent)
(iv) Instructional Materials -	
Method I and II	: 50 Marks (12.50 per cent)
(v) Unit Plans and Their	
Evaluation	: 25 Marks (6.25 per cent)
(vi) Off-Campus	: 20 Marks (5.00 per cent)
(vii) Planning of experimental	
projects and action	
research designs	: 25 Marks (6.25 per cent)
(viii) Viva-Voce	: 15 Marks (3.70 per cent)
(ix) Preparation of Teaching	
Aids	: 30 Marks (7.50 per cent)

(The weightage of external university examination - one lesson in each of the two methods - was reduced to 25 per cent.)

- The Theory in Education is reorganised under Six Papers, viz., (1) Educational Psychology and Evaluation, (2) Theory of Education, (3) Trends and Techniques in Classroom Teaching, (4) Secondary School Administration and Supervision, (5) Special Methods (any two), and (6) Special Field (any one);
- A definite scheme of marking is laid down in Ordinance R.Ed. 2 for theory of education which includes 250 marks out of a total of 700 marks assigned to the theory of education - Part I Examination. The scheme of internal marks is laid down as under :

(1) Tests	: 120 Marks (17.1 per cent)
(2) Tutorials	: 30 Marks (4.3 per cent)
(3) Term Papers	: 30 Marks (4.3 per cent)
(4) Content Test	: 40 Marks (5.7 per cent)
(5) Field Work	
(Special Field Paper)	: 30 Marks (4.3 per cent)

Total	250 Marks (35.7 per cent)

Between 1969 and 1972, the Sardar Patel B.Ed. teacher education programme has made remarkable advances in objectives, theory courses, practical works, internal planning and evaluation. In this the work of M.B. Patel College of Education under the enlightened leadership of its Principal Professor R. S. Trivedi, and the highly motivated, intellectual and dynamic leadership of Dr. D.B. Desai, the Reader, has become remarkable. Taking a spark from the Baroda's effort to develop a Blue Print for Better Faculty Programme began in 1965, the M.B. Patel College has taken to institutional planning through yearly staff task-forces.

The practice-teaching programme is organised division-wise so that when one Division of the B.Ed. Class is teaching in practising schools, the principal and three staff members follow theory time-table. The internal assessment is raised to 50 per cent with clear-cut schemes of internal working prepared for various components of theory (Part I) and practical work (Part II). Experimentation in class teaching and internship in teaching have been introduced from June 1969 and June 1970

respectively. Efforts are being made to impart student-teachers 'production' skills, since 1969, in preparing unit plans and skills in preparing blue prints for setting better questions, and preparation of instructional materials with the help of possible A.V. Aids implemented since 1970. "The period devoted to Special Methods instead of becoming prescriptive have become more diagnostic. In some of the Method-papers such as 'languages' the syllabi have been cast into three specific areas, viz., (i) prescriptive, (ii) clinical, and (iii) evaluative".

(48) It is claimed that this approach 'establishes a close link between what is done in schools by student-teachers and what is being discussed by the Method Masters with them in lecture rooms.' (49) Teaching aids have begun to be assigned to student-teachers in a meaningful way. Such aids are assigned to student-teachers which are needed by a selected number of schools in the Kaira District. The teaching aids of B.Ed. students are distributed as gifts to schools. From 1971, the College has begun publishing a booklet called "Pathik" which is intended to serve as 'guide map' to trainees, and which, therefore, provides useful information about the objectives, guide-lines on learning-training experiences, criteria for observation of lessons, off-campus programme, assignments for internal assessment, the scheme of evaluation for the B.Ed. programme, unit-wise organisation of the six B.Ed. papers, notes for co-curricular activities, library work, tests, and sessional work.

During the interview, the investigator had with Principal R.S. Trivedi of the M.B. Patel College of Education, Vidyanagar, the new programme structure of teacher education in the College was commented upon as under :

"In view of the objectives, the programme structure of teacher education falls under three main areas : (i) intellectual, (ii) professional, and (iii) social and personal..... However, our main concentration is on the professional work-habits and professional science. With these main objectives, we provide work-experiences all throughout the year keeping in view the structured phases of the institution, viz., pre-service, inservice, and post-graduate and research". (49)

Thus, the B.Ed. Programme of Vidyanagar underwent a radical change in the last three years. The programme is more geared to the needs of classroom teachers. A claim is made by the Vidyanagar faculty that the lesson planning, the methodology and techniques of teaching and practical work assigned to the teacher trainees equip them to do their various duties as a regular classroom teacher much better than was the case in the past. The theory is provided more with a view to developing certain basic information and understanding of the learning-teaching process, the behaviour and the problems of adolescents, the changing high school and the role that education is being called upon to play in modernising the traditional society and as an instrument of change. It will take some time before the validity of the Vidyanagar claims can be determined. But one thing is certain. Vidyanagar has succeeded considerably in moving out of the traditional groove and it has begun to think

and strive for developing a teacher education programme which is more responsive to the needs of the Indian society. This it could do because the leaders at Vidyanagar - Principal R.S. Trivedi and Dr. D.B. Desai - were originally from Departments of Extension Services; they have live contact with schools; they set off an organisation like 'Biradari' which could give a constant feedback from schools and teachers.

In 1965, the Sardar Patel University introduced a five-year integrated B.Sc., B.Ed. degree programme with financial assistance from the Union Ministry of Education as a measure to strengthen science teaching at the high school stage. The programme could not be quite popular. It was discontinued as a result of the cessation of financial support from the Central Government.

The Sardar Patel University launched other two innovative and need-oriented teacher education programmes in 1965 - the five-year B.A., B.Ed. (English) Programme and B.Ed. (English) degree Programme.*

It will thus be seen that the Sardar Patel University's B.Ed. Degree programme ^{has} ~~have~~ become varied, better focused and planned with a slant on innovation and change.

* There were six papers : (1) English language and structure, (2) English Literature and Literary Appreciation, (3) The Phonetics of English, Applied Linguistics and Psycholinguistics, (4) Classroom Techniques for English, (5) Section I : Educational Psychology, Section II : Theory of Education, and (6) Secondary School Administration and Organisation.

(d) The South Gujarat University B.Ed.
Teacher Education Programme

In 1967, a separate University for the South Gujarat was established with its jurisdiction limited to the areas of the districts of Broach, Surat, Valsad and Dangs. At the time of the establishment of the South Gujarat University, the V.T. Choksi College of Education at Surat and Government Graduate Basic Training Centre ^{were} offering teacher training courses for graduate teachers. The college of education at Surat used to offer the B.Ed. degree course of the Gujarat University and the centre at Rajpipla Diploma Course in Education prescribed by the Education Department. The college at Surat provided all courses prescribed by the Gujarat University excepting the Special Method Course in Social Studies. It provided almost all the combinations in Special Methods. But the Special Method in Science was not allowed to be offered by Arts Graduates. The eight Special Fields in the college were : (1) School Administration, (2) Library Science, (3) Co-curricular Activities, (4) Social Education, (5) Mental Testing, (6) Education of handicapped children, (7) Vocational guidance, and (8) Audio-Visual Aids.

In 1969, the South Gujarat University set to itself the task of framing a B.Ed. teacher education programme of its own. In this, besides its own teachers in the V.T. Choksi College of Education, Surat, and Shrirang Shikshan College of Education, Billimora, it solicited the services of Professor D.M. Desai,

(Baroda University), Professor K.G. Desai (Gujarat University), Dr. D.B. Desai (Sardar Patel University), Professor P.A. Patel (Gujarat Vidyapeeth), Dr. H.G. Desai (Saurashtra University), and Principal Shakuntalaben Mehta (S.N.D.T. Women's University). Thus, the South Gujarat University B.Ed. course was prepared with the help of joint thinking of almost all the leading teacher educationists of all Universities of Gujarat.

The preliminary exercise at the formulation of the B.Ed. programme was on the lines of the Semester System and internal assessment. The great protagonist of this pattern was Professor C.C. Shah, the Ex-Vice-Chancellor of the South Gujarat University. However, this idea was dropped because it was not well received by the teaching staff of the two affiliated Colleges of Education at Surat and Billimora. Some of the points emphasised in the preliminary discussions and draft were as under :

- Reorganising each of the 6 theory papers in 4 units focused more or less on pedagogical needs of classroom teachers and their broad education-reorientation;
- Inclusion of a course on sociological aspect of education;
- Increasing emphasis on content in courses on Special Methods;
- Organisation of Special Fields under two Groups and the candidates to be required to choose one each Special Field out of the two groups;
- Keeping the prescription of 30 lessons common for all candidates, fresh as well as experienced;
- Assigning 20 per cent weightage to internal assessment of sessional work in question paper.

- Abolition of external university examination in two practical lessons;
- The evaluation of 'content' of the Special Method subjects to be done internally by each college staff member and 100 marks to be set aside for it; and
- The sessional work of the students to include one term paper in each term in all the four papers, 15 lessons in each of the two Special Methods, preparation of a project in one of the Special Methods and preparation of a teaching aid in the other Special Method, some weightage to be assigned to evaluation of candidates' participation in college assembly, games, community life, cultural programmes, debates, etc.

The Draft Outline of the B.Ed. Courses passed by the Faculty of Education was placed before the Academic Council of the University in 1970. It contained the following :

- Part I (Theory) to consist of the following 6 papers :
 - (1) Section I : Educational psychology related to growth and development and learning;
Section II: Methodology of classroom research, action research and elementary statistics.
 - (2) Section I : Principles and techniques of teaching;
Section II: Philosophical and sociological foundations of education (elementary treatment).

(3) Section I : School Administration, Health Education and Human Relations as they concern Teachers;

Section II: Modern trends and problems in Indian Education with special reference to Secondary Education.

(4) Section I : Measurement and Evaluation in Education;
Section II: Any two of the following Special Fields - any one to be selected from each of the two groups :

Group I : (i) Audio-Visual Education, (ii) Mental Hygiene, and (iii) School Library Organisation.

Group II : (i) Educational and Vocational Guidance, (ii) Education of the talented and the retarded Children, and (iii) Organisation of co-curricular activities in schools.

(5) Contents of any two subjects from the following :

(i) English, (ii) Gujarati, (iii) Hindi, (iv) Sanskrit, (v) History, (vi) Geography, (vii) Mathematics, and (viii) General Science.

(6) Methods of teaching of any two subjects from the above school subjects.

The concept of Practical work at the South Gujarat University got materially changed. Practical work became better organised and more comprehensive. The proposals for the

Academic Council of the South Gujarat University regarding B.Ed. Part II reform contained the following elements :

- Each candidate will have to write a term paper in each of the two terms in each section of the first Four Papers of the Theory Examination (Part I). Marks for the two papers in each Section will be 10, making a total of 80 marks for all the four papers. These marks are to be assigned by the teachers teaching these papers in a college;
- 50 marks are assigned to 30 practice lessons (15 in each Special Method Subject);

It appears that the Academic Council of the South Gujarat University did not see eye to eye with the framers of the new proposals on certain issues. The Council, therefore, referred back the proposals for the revised B.Ed. programme to Faculties. The Faculty introduced further changes in its original proposal. The B.Ed. revised syllabus finally adopted by the Faculty of Education, Academic Council and approved by the University Syndicate had the following deviations from the original proposals of the B.Ed. Programme Reform Committee :

- Paper I - Section II as Educational measurement and evaluation in the place of methodology of classroom research, action research, and elementary statistics;
- Paper II - Section II : Educational Techniques in place of 'Philosophical and Sociological Foundations';

- Paper IV - Section I : Methodology of experimental, action research, and elementary statistics;
- Paper IV - Section II : The former idea of two Groups and those of two Special Fields to be selected by the trainees ^{was} ~~were~~ dropped. Instead, the Special Fields were offered under one Group. Three new Special Fields, viz. Communication Media in Education, ~~was introduced~~, Co-curricular Activities and Continuing Education were introduced.

The original proposals for Part II Practicals were retained more or less. Attendance at tutorials and the term papers (Sessional Work) became obligatory.

Such was broadly the revised B.Ed. degree programme of the South Gujarat University.

(e) The Saurashtra University B.Ed.
Teacher Education Programme

The Saurashtra University, like the South Gujarat University, was carved out of the Gujarat University in 1967. At that time, there were 3 colleges of education operating in Saurashtra. The Saurashtra University instituted the B.Ed. degree in 1967. It largely adopted the Gujarat University B.Ed. degree syllabus. The scheme of papers ^{is} ~~are~~ the same as in the Gujarat University. The only deviation is that whereas the Gujarat Syllabus provides for 3 Special Fields, the Saurashtra Syllabus provides for 7

Special Fields, viz., (1) Audio-Visual Education, (2) Educational and Vocational Guidance, (3) School Library Organisation, (4) Basic Education, (5) Social Education, (6) Art Education, and (7) Hostel Organisation. Thus, the Saurashtra Programme includes two new Special Field Courses - the Hostel Organisation and Art Education - which are not to be found in any other University in Gujarat. The Saurashtra Programme also prescribes detailed topics of studies in content courses which form Section I in each of the Special Methods in Papers IV and V.

The Saurashtra B.Ed. Syllabus spells out the practical work to be done by the teacher trainees more specifically.

- 30 practice teaching lessons (40 in the case of fresh students); not more than 2 lessons per day could be given (50 marks);
- Term papers or essay on topics of theory papers (10 marks);
- Co-curricular activities such as lectures, discussions, dramatics, recreational activities and working and living in group (10 marks);
- Periodic tests (20 marks);
- At least 3 practical projects in relation to theory papers, such as :

Paper I : (i) Study of home and social environment of a gifted, a backward and a maladjusted child;
 (ii) Socio-metric study of groups in classroom;
 (iii) Experiments on learning, concept-formation, conditioning work and fatigue, etc.

- (iv) Administering a group test of intelligence or aptitude or an interest or personality inventory to a class and evaluation thereof.

- Paper II : (i) Preparation of a short achievement or diagnostic test on the subjects of specialization;
- (ii) Statistical treatment of the examination results of a class in one or more subjects;
 - (iii) Preparation of charts, graphs, on progress of education during the Five-Year Plans.

- Paper III : (i) Collection or study of different types of prose, poetry and play pieces;
- (ii) Field studies in history, geography and science;
 - (iii) Laboratory work in geography or science;
 - (iv) Participation in language, social studies, history, geography or science club.

- Paper IV or V : (i) Study of children's vocabulary, spelling mistakes, composition work, etc.;
- (ii) Preparation of teaching aids;
 - (iii) Conducting field studies and club activities of school pupils in various subjects.

- Paper VI : (i) Preparation of some audio-visual aids;
- (ii) Field study of a guidance set up or library;
 - (iii) Collection of career information; and

(iv) Participation in the activities of a school library.

This indeed is a novel feature of the Saurashtra B.Ed. Programme.

In 1971, the Saurashtra University introduced a modified form of the Semester System. It organised course-content of all the six theory papers semester-wise and introduced written examination in each paper at the end of each term. Both the Semester examinations are taken by the University. The examination in practical work is done at the end of the training period.

3.10 EXPANSION OF COLLEGES OF EDUCATION IN GUJARAT

Before this Chapter is concluded, it would be worthwhile to review broadly and briefly the expansion of teacher education in Gujarat.

In 1938, as stated earlier, there was only one Secondary Teachers' College at Baroda with an intake capacity of 35 graduates. The College's strength grew gradually to 75. The second college of education could not be established in Gujarat till 1952. The reason was not that there was no demand for it; in fact, there was an acute need of more training facilities because the percentage of trained secondary teachers in Gujarat in 1947 was only 47.9 ~~per cent~~ and there was too heavy a

pressure for admission on Baroda. The real reason why the expansion of the teacher education facilities in Gujarat was slow in forties and fifties was financial. The establishment and running a secondary teacher college was financially a heavy and strenuous undertaking. Lipkin also arrived at the same conclusion.

"In the main, the reason for the lag in the development of training colleges was due to their costly operation. Private enterprise was reluctant to establish such colleges because of the great financial deficit in operation they were likely to incur. The low student-teacher ratio (10:1) required in the training colleges as contrasted to Arts Colleges,.....was the chief cause of this relatively high operating cost".(50)

The second teachers' college to be established in Gujarat was the A.G. Teachers' College at Ahmedabad in 1952. It was made possible because of a munificent endowment received by its Managing Body of the Ahmedabad Education Society from Sheth Acharatlal Girdharlal. In 1955, the then Government of United States of Saurashtra established a teachers' college at Porbunder to clear a huge backlog of untrained graduate teachers of Saurashtra which was 61 per cent in 1957. (In the districts of the mainland of Gujarat, the percentage was 66.1). The fourth B.Ed. College ~~was~~ to be established in Gujarat was at Vidyanagar in 1960 by the Sardar Patel University. This was made possible because the initiative came from a University.

In 1960, the position of teacher education facilities in Gujarat in relation to the expansion of secondary education is summarised in Table 3.16.

SECONDARY SCHOOLS AND COLLEGES OF EDUCATION IN GUJARAT

(1961 - 1972)

CHART-VI

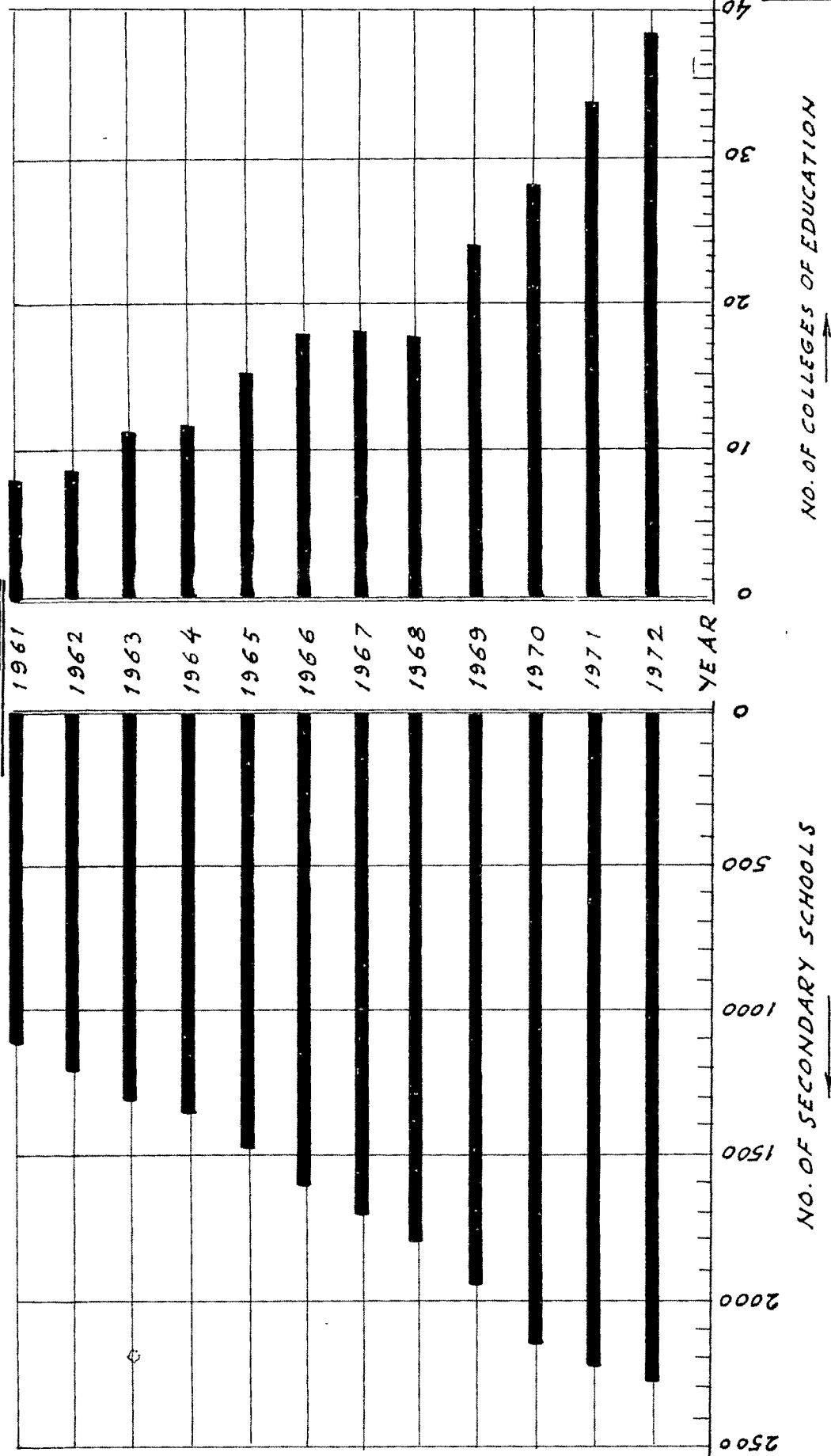


Table 3.16

Teacher Education Facilities in Gujarat in 1960

Number of Secondary Schools	Total number of Seco- ndary school teachers	Total number of Untrained Secondary School Teachers	Number of Teachers' Colleges	The Total Intake Capacity
986	12,608	5,260	26 (2 GBTC)	606 (73 GBTC)

In the next decade of 1961-71, there was unprecedented spurt in the growth of secondary teachers' colleges in Gujarat. This is shown in Table 3.17.

Table 3.17

Expansion of Secondary Teacher Training Facilities for Graduate Teachers in Gujarat (1961-1971)

Year	No. of Seco- ndary Schools	No. of Untrained Teachers	No. of Teachers' Colleges	Percen- tage Increase over the previous year	Their Intake capa- city	Percen- tage Increase over the previous year	Percen- tage of Trained Seco- ndary School Teachers
1	2	3	4	5	6	7	8
1961	1099	5882	8	14.28	476	16.32	43.39
1962	1210	6337	19	12.50	573	23.87	40.24
1963	1315	6621	12	22.22	710	19.53	38.23
1964	1364	6455	12	9.09	750	5.44	33.42
1965	1476	6438	16	25.00	957	30.78	30.55
1966	1590	6523	18	20.00	1237	29.22	29.39
1967	1704	7087	18	0.0	1249	2.32	30.70
1968	1803	6505	18	0.0	1524	23.31	25.99
1969	1943	6974	24	33.33	1799	16.29	26.50
1970	2150	6648	28	16.66	2036	15.92	NA
1971	2215	5747	34	21.42	2295	11.49	NA
1972	2280	5747	39	14.60	3425	10.84	NA

Source: Annual Administration Reports of the Education Departments of Gujarat Government, Gujarat 1971 and Perspective Plan of Gujarat 1974-1984.

(KALFADE)

The Table 3.17 shows that between 1961 and 1972 the number of secondary schools in Gujarat has increased more than twice-fold. If we take 1961 as the base year and accord it an index of 100, the growth in index in the number of high schools in 1972 is 174.4. The expansion of secondary schools has brought in more secondary school teachers. The total number of secondary school teachers in position in 1961 was 14,208 (2239 women teachers). In 1972, the number has crossed the range of 22,000. But with this growing recruitment of secondary school teachers, the size of untrained graduate teachers has remained quite high. In 1961, the number of untrained graduate teachers in Gujarat was 5,882 with the percentage of trained graduate teachers standing at a low 43.39. In the period 1961-1972, the number of the stock of untrained teachers had ranged from 7087 to 5747, the mean being 6413.

The number of secondary teachers' colleges during this period also increased spectacularly. The total number of secondary teachers' colleges which was only 8 in 1961 had become 39 in 1972. The percentage of increase of secondary teachers' colleges in the period 1961 to 1972 in the term of increase over the previous year ranged from 9.09 per cent to 33.33 per cent (excepting the years 1967 and 1968 when there was no increase at all). The mean percentage of increase was 15.77. The expansion of the colleges of education was more remarkable between the years 1969 and 1972.

The increase in the number of secondary teachers' colleges in Gujarat has resulted in the expansion of teacher training facilities. In 1961, the intake capacity of the colleges of education in Gujarat was 476. It rose to 2525 in 1972. On an average, the average yearly increase in the intake of the colleges of education has been from 2.32 per cent to 30.78 per cent, the mean percentage of increase being 18.36. Despite this remarkable increase in the seats in the graduate colleges of education, the number of untrained graduate teachers continues to be between 5500 and 7000 every year. The percentage of trained graduate teachers as seen in Column 8 of Table 3.17 is discouraging. In 1971, though the percentage of trained (matriculates, undergraduates, and graduates) teachers was 79.5, the percentage of trained graduate teachers was as low as 26.50 in 1969. In 1972 July, there were 40 secondary teachers' colleges in Gujarat with a total intake capacity of over 3,000.

From the above figures it appears that in the period of Fifth and Sixth Plan (1974-1984), the expansion of colleges of education is likely to continue. The Perspective Plan of Gujarat prepared during the President's Rule in Gujarat envisages vocationalisation of 20 per cent of secondary school pupils (51) and anticipates "additional enrolment during the Fifth Plan period (1974-79) of 10.07 lakhs in classes VI-VIII and 1.75 lakhs in classes IX-XI".(52) This will bring the progressive enrolment at the end of the Sixth Plan of 22.94 lakhs in Classes VI-VIII and 8.40 lakhs in Classes IX-XI.

CHART - VII



LEGEND

- ▲ TRAINED TEACHERS
- UN-TRAINED TEACHERS
- ◻ PERCENTAGE OF TRAINED TEACHERS

TRAINED AND UNTRAINED HIGH-SCHOOL
TEACHERS IN GUJARAT STATE

On the basis of increased enrolment of students in secondary schools, the authors of the Gujarat's Perspective Plan anticipate the recruitment of additional 9,000 teachers for secondary schools during the Fifth Plan and another 8,000 during the Sixth Plan. (53)

This Section is concluded with a district-wise analysis of the stock of trained and untrained secondary teachers in different districts in 1971.

Table 3.18

Total Number of Trained and Untrained Teachers
in Secondary Schools (District-wise) 1971

District	Trained	Untrained	Total
1. Ahmedabad	3,859 (79.9)	965	4,824
2. Amreli	370 (79.9)	93	463
3. Kutch	313 (63.2)	182	495
4. Kaira	3,185 (88.1)	432	3,617
5. Gandhinagar	171 (87.7)	24	195
6. Jamnagar	522 (65.6)	274	796
7. Junagadh	687 (63.6)	395	1,082
8. Dangs	15 (88.2)	2	17
9. Panchmahals	1,031 (77.2)	304	1,335
10. Banaskantha	365 (76.2)	114	479
11. Broach	1,002 (82.5)	213	1,215
12. Bhavnagar	767 (70.3)	324	1,091
13. Mehsana	2,195 (81.6)	494	2,689
14. Rajkot	1,106 (66.6)	555	1,661
15. Baroda	2,189 (84.9)	389	2,578
16. Bulsar	1,428 (84.9)	254	1,682
17. Sabarkantha	1,067 (79.9)	267	1,334
18. Surat	1,618 (83.7)	316	1,934
19. Surendranagar	376 (71.5)	150	526
Gujarat	22,266 (79.5)	5,747	28,013

Source : Perspective Plan of Gujarat, 1974-1984.

This clearly shows that in all districts there is a backlog of untrained secondary school teachers. This means that the present expansion of teacher education facilities in Gujarat is fully justified despite the fact that 20 to 50 per cent of the output of the present colleges of education remained unemployed. This high rate of unemployed B.Ed.s is largely due to the fact that women B.Ed.s are largely from urban areas and they are unwilling to move to rural areas on account of social reasons and that there is a tendency favouring immobility ingrained in Indian character. More of these problems will be discussed later on.

3.11 CONCLUSION

It will be seen from the foregoing discussion that in the course of the last three decades or so, the B.Ed. degree teacher education programme of Universities of Gujarat had made considerable advance, particularly after 1965. Its goal of preparing competent classroom teachers has succeeded gradually wearing off its British orientation, and it has become more responsive to the needs of the Indian society. The ground for much of Sullivan's criticism about its British source of inspiration and influence of the Gujarat teacher education programme has lost its validity.

The major achievements of the Gujarat B.Ed. degree based teacher education programme are the following : The objectives

of their B.Ed. syllabuses are formulated by each university of Gujarat. The core and common objective is the development of competence as effective classroom teachers with the implied skills in planning and organising instruction effectively, using various techniques, tools and materials of teaching-learning, in class management, formulating and using plans of instructional and non-instructional evaluation on more scientific, that is, objective-centred and objective and comprehensive lines, organising and implementing programmes like unit teaching, vocational and education guidance, scouting talent among school pupils and nourishing it, cultural and co-curricular activities, better school examinations, action research, educational experimentation and innovations. A teacher cannot function effectively by merely being absorbed in the classroom or school routines and programmes. He has to understand the changing scene in the society and in the Indian education and the great potentiality of the education process. To this end is made provision in the B.Ed. courses for knowledge-orientation of the student-teachers in the broad facets of the philosophy and sociology of education and problems of national development and national education. In the last decade some of the universities of Gujarat, particularly Baroda, Sardar Patel and South Gujarat, have succeeded in removing from their B.Ed. Syllabuses much of the useless lumber which was the legacy of the past. The Sardar Patel University's M.B. Patel College of Education has raised a meaningful slogan 'let us plan afresh - We will not look at old B.Ed. Syllabuses.' This is a very

significant development. The Baroda's pattern of courses, instead of papers and the convention it has developed that each teacher gives a fresh look to the outlines of the course he is going to teach portends well for the future of the teacher education at secondary school level in Gujarat. But still, the B.Ed. Courses of the Gujarat University and the Saurashtra University are more traditionally cast. From the interviews this Investigator had made about some of the colleges of education affiliated with the Gujarat University, the heads of institutions and some senior staff members had observed that the B.Ed. Syllabus is very heavy and some part of it is not very relevant to the professional preparation of secondary school teachers.

The B.Ed. Syllabus of the Baroda, Sardar Patel and Saurashtra Universities spell out the practical work clearly. This is another achievement of the Gujarat B.Ed. programme.

Baroda has already introduced the Semester and Grade-Credit System from 1967. The Sardar Patel has reorganised its B.Ed. papers on the basis of courses and it claims to have adopted the spirit of the semester system. The Saurashtra University has introduced the Semester System from 1971 so far as the theory examination is concerned. The South Gujarat Board of Studies in Education made a lion-hearted attempt in 1970-71 to introduce the Semester System and Internal Assessment but it could not succeed. The Gujarat University B.Ed. programme continues to be structural traditionally.

The Baroda University has moved to cent per cent internal assessment, the Sardar Patel to 50 per cent, the South Gujarat University to also 50 per cent in certain aspects of practical work. The Gujarat University and Saurashtra University are moving very slowly but cautiously in the matter of internal assessment - they have not been able to go beyond 20 per cent internal assessment owing perhaps to the fact that they each have a number of affiliated B.Ed. colleges and with a large measure of internal assessment, the work of maintenance of comparable standards in a University becomes difficult.

All these are on the credit side of the Gujarat B.Ed. teacher education programme. But debit side is equally formidable. The inadequacies and short-comings of the present Gujarat B.Ed. programmes are indicated below using the observations made by some of the prominent teacher educators with some of the heads and teachers of colleges of education in Gujarat, the following inadequacies of the current B.Ed. programme were lime-lighted :

- "Our present B.Ed. syllabuses, in my opinion, need a kind of surgical operation. In order that we can provide adequate and effective training experiences to our teacher trainees in the teaching craft and develop in them certain essential skills in group dynamics and in using communication media, we will have to think seriously about re-apportioning the proportion of time to theory work and the practical work in the ratio of 1:2 or 2:3".

(Dr. D.M.Desai, Baroda)

- "Educational technology knocks at our door. We will have to introduce our teacher trainees to some of the easily usable educational technologies through their B.Ed. programme".

(Dr. G.B. Shah, Baroda)

- "Effective and expeditious control of population is one of the urgent and crucial needs of the Indian society. School programmes can be used to create awareness among school children towards having small-sized families when they would grow into adults. School teachers should not only be oriented into population education but they should be equipped with certain skills to use the current instructional material in school curricula to create population awareness into the minds of the growing school children. The B.Ed. programme should provide a scope for initiating trainees in population education".

(Dr. B.P.Lulla, Baroda)

- "The B.Ed. programme should continuously be reviewed in the light of the changing and expanding needs of a growing society like ours. A B.Ed. teacher of 1971 should be professionally prepared to meet the needs of schools of 1973. Unless this is done, teachers we train will be found inadequate to meet the new challenges coming up before schools and they will not be able to be participants in the great drama of social, economic and cultural change".

(R.S. Trivedi, Vidyanagar)

- "The knowledge of explosion has changed the definition of learning. At the celebration of the UNESCO International Education Year, the Deputy Director General ~~of~~ had suggested a new definition^{of} learning which is 'learning to learn how to learn'. We should, therefore, through our teacher training programmes, initiate and inculcate this new learning skill to learn how to learn rather than stuffing their minds with information".

(Dr. D.B.Desai,Vidyanagar)

- "The teacher preparation needs to answer the call of the future. The teachers are not prepared for only today but for tomorrow. Any training based on the present needs will make the teachers unacceptable after five years. Hence, the syllabi must reflect the consideration of the needs of tomorrow".

(Dr. D.B.Desai, Vidyanagar)

- "Excepting the basic courses in education philosophy and sociology, educational psychology, craft of class management and school duties and national education, the other theory of education should grow out of seminars and the practical work the student teacher does in the practising schools and in the field."

(Dr. K.C.Bhatt, Bilimora)

- "A job analysis and tasks-analysis of high school teachers should be made on scientific lines and in perspective of the role envisaged by the Kothari Commission to education as instrument of social change, a bridge for national integration and promoter of national wealth. The functions of high schools should be clearly and realistically delineated. The B.Ed. teacher programme should be re-structured and re-framed with a view to equipping the teacher to perform the functions expected of him in this context fully and effectively."

(Dr.D.M.Bhavsar, Ahmedabad)

- "The needs of teachers of urban and rural high schools are different. The present B.Ed. programme is more urban-oriented. It should provide alternative optional courses which can be taken by student teachers from rural high schools with advantage. Methods of practice teaching should provide such tools and techniques which can stimulate and activise the minds of rural children who do not have as stimulating and motivating environment as urban children have".

(G.B. Shinde, Godhra)

- "The method masters should themselves teach every year for some time so that they are able to re-fashion the methods of teaching that are in tune with the needs and situations in classrooms. Unless this is done, they will not know what and where the difficulties of student-teachers are in implementing the new syllabuses and new methods of teaching."

(Poonambhai Patel, Borsad)

- "If the programme of work experiences in schools is to be made successful, the colleges of education should develop a forward look and prepare teachers under training in anticipation of the work he has to do in launching the programme of work experiences. This would require an addition to the objective of the B.Ed. programme, viz., 'To impart understanding of and training in planning and operating work experiences in schools to student-teachers'. Teacher trainees themselves should be involved in some work experience more relevant to their role and functions."

(Dr. G.P. Bhatt, Aliabada,
Saurashtra)

- "The theory papers should be cut down to 2 or maximum 3 or be remoulded into a few basic ones. The training programme should then focus on practical work keeping in mind what the student teachers are expected to do in schools".

(N.R. Kalyani, Mundra, Kutch)

- "The B.Ed. teacher education programme of the Universities of Gujarat should incorporate some of the worthwhile features of the Graduate Basic Training Centre's Diploma Course, viz., the community living, the co-operative group work, manual work, social service and productive craft. The Kothari Education Commission has emphasised that education should be geared to economic development. Education, at all stages, should provide experiences in productive economic activities".

(J.L. Rathod, Rajpipla)

- "The present B.Ed. programme is a hurried training programme. It accomplishes only ^{the} half ^{of} things - it turns out half-baked teachers. It should provide for at least a month's session in rural setting where attempts can be made to inculcate certain worth-while spiritual or moral or social values, develop sociability and habits of corporate work, provide training experiences in leadership in organising and implementing programmes for local community, make a beginning in developing professional sense through camp-fire seminars, role playing, stimulation exercises, etc., initiate them in developing communication skills - conversations, discussions, lecturing. We have to think seriously about taking the B.Ed. training course out of the present too much theory-loaded and practice teaching weighted position."

(H.R. Joshi, Surat)

These observations and comments are all from teacher educators of Gujarat. They provide a sharp pointer to some of the serious handicaps and short-comings of the current B.Ed. teacher education programme of the Universities of Gujarat. They indicate future direction and dimensions of change. A more detailed inquiry into these aspects of the B.Ed. programme will be taken up later in this study.

With this Chapter the developmental aspect of the present study on the graduate teacher education programme in historical perspective ends. In Chapters IV to IX of Part II, the results of the field study on the planning, organisation, programming and financing of graduate teachers education programme in the State of Gujarat will be described, discussed and evaluated.

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