CHAPTER 2

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Generally it is taken for granted that the students entering primary teachers training institutions have accepted teaching as their life's work and as such they would be interested and work sincerely in all areas of training. Although one would desire the situation to be so, the present state of affairs needs critical investigation. The All India working group on teacher education has also suggested "Teachers' attitude towards training programme" as a subject for research work.

The syllabus for primary teachers' certificate in Gujarat State has been divided into four groups:

1. Craft
2. Education
3. Academic subjects
4. Community - life

The first and the fourth are the areas introduced in teacher training only after the acceptance of Basic education for the nation. They are not only new factors but also more important according to the ideology of Basic education because of their impact
upon the remaining two areas. The academic subjects are to be taught in correlation with craft and community-life and the education is to be provided through various activities of the two areas. Thus community-life and craft affect the matter and method of the remaining areas.

As they are very important areas, the student teachers' attitude towards community-life and craft should surely be positive and these attitudes should be enriched by the training programme. It is however found that many persons working in the field of teacher education hold an entirely opposite opinion. The same is felt at the time of incidental talks with student teachers also.

If this is the situation i.e. if the programme for training cannot help develop positive attitudes in the student teachers towards community-life and craft, it demands a serious consideration of all aspects of these areas. It is a strange situation if the students do not find any elements worth learning or any skills worth acquiring in these areas and if they learn it helplessly only because they are part of the syllabus. The hearty involvement of the students in the programmes is inevitable to make their training fruitful. How can the teacher utilise
community-life and craft in the development of the children, when he receives training without conviction?

Under these circumstances, it is very important for those who are interested in Basic education to investigate into the attitudes of the student teachers. The present investigation was therefore planned to meet particularly this urgent need.

The objectives of this investigation are as follows:

1. To assess the attitudes of the student teachers towards community-life
2. To assess the attitudes of the student teachers towards craft
3. To probe into the factors responsible for the formation of the attitudes
4. To find out the change taking place into the attitudes by the usual training
5. To investigate whether any positive change can be brought about in the attitudes through a special programme in the two areas.
The investigator started the work with the following assumptions:

1. It is possible to make a positive change in the attitudes of the student teachers towards community-life and craft.

2. The type of the institution, student teacher's sex, his former education and his teaching experience are important factors in the formation of the attitudes.

3. Some new things can be revealed by probing deep into both the areas separately instead of looking to the matter broadly.

4. The attitudes of the teacher-educators influence the attitudes of the student teachers.

5. The attitudes depend much upon the scheme of work and upon the spirit with which they are executed in the institutions. Therefore the attitudes also can be changed by changing the schemes and the spirit.

The following limitations in this work need a special mention:
1. The investigation has been limited to the State of Gujarat

2. Remedial programme of the investigation was carried out by the sample institutions themselves, so naturally the results were limited to the interest, ability and spirit of the workers in the institutions, although the investigator took enough care to impress upon them the usefulness of the programme.

The definitions of important terms used in this report are as follows:

1. Students - student teachers taking training in the primary teachers training institutions

2. Ordinary fresh students - students who have studied in traditional schools and have no teaching experience (OFS)

3. Basic oriented fresh students - students who have studied in Basic schools for three years or more and have no teaching experience (BFS)
4. Ordinary students with teaching experience - students who have studied in traditional schools and have a teaching experience of two years or more (OES)

5. Basic oriented students with teaching experience - students who have studied in basic schools for three years or more and have a teaching experience of two years or more (BES)

6. Institution - A primary teachers training institution

7. Instructor - The person who works as a teacher in the institution

8. Craft Instructor - The instructor, who is teaching craft to the students in the institution

9. Principal - Principal of the institution

10. Educator - All teachers in the training institutions - craft instructors, instructors, and principal

11. Staff members - Educators, clerks and peons all together

12. Other educators - Persons who have experience of teacher education and are known in the field of basic education in
13. Craft - The main craft being run in the institution.