Chapter I

INTRODUCTION

Quality education is a powerful instrument of social, political, cultural and economic change. It thus implies that successful implementation of the plans and programmes of any country most heavily depends on the quality of education that the country is able to provide to its citizens.

The people of India, on attainment of independence, committed themselves and resolved, "to constitute India into a Sovereign Democratic Republic and to secure to all its citizens:

Justice—social, economic and political;

Liberty of thought, expression, belief, faith and worship;

Equality of status and opportunity; and to promote among them all;

Fraternity assuring the dignity of the individual and unity of the Nation."
The nation, therefore, is striving and struggling hard to attain self-sufficiency in food, economic growth and full employment, social and national integration and create a secular, united and strong democratic state, and secure the rights to the downtrodden who never enjoyed their rights in the past.

Quality education is the only instrument that enables us realize the aspirations of the people of India in a short period of time. The Kothari Commission rightly recognised the importance of the instrument when it said:

The destiny of India is now being shaped in her classrooms. This, we believe, is no mere rhetoric. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people. On the quality and number of persons coming out of our schools and colleges will depend our success in the great enterprise of national reconstruction whose principle objective is to raise the standard of living of our people.²

As such the fulfilment of the destiny of free India depends to a very great extent on the quality education.
1. **Focal Importance of Teacher in the Total Educative Process**

The pivotal position of the teacher in any system of education cannot be questioned. The strength of any educational system must largely depend upon the quality of its teachers. The teacher is 'a maker of men'. No one exercises a greater influence upon the mind of the child than a teacher. He is the most vital instrument in education. On him depends to a very considerable extent the success of any educational programme. The Mudaliar Commission aptly pointed out the fact that, "the reputation of a school and its influence on the life of the community invariably depend on the kind of teachers working in it."

It is on the quality of teachers that a country's citizenry primarily depends for excellence in all walks of life.

Therefore the quality of the teacher in an education system is a more important factor than all the other educational factors put together — syllabus, textbooks, equipment, buildings, etc. He is the nucleus, the central sun from which all other factors receive warmth and vitality. The same view was expressed by Humayun Kabir when he said,
that "the efficiency of a system of education rests on the quality of the teachers. Without good teachers, even the best of systems is bound to fail. With good teachers, even the defects of a system can be largely overcome."4

A.C.Devegowda has emphasised the focal importance of teacher in the following words:

The efficiency of an educational system depends largely on the efficiency of its teachers. Buildings, equipment, curricula, books and teaching methods are no doubt important. But no other aspect of education is so vital and significant as the men and women who actually teach in our schools. It is they who can make proper use of the buildings and equipment, who can give life and meaning to the curriculum, who can make the books interesting or dull and who can make teaching methods inspiring or soul killing.5

Therefore it is truly said that the quality of a nation depends upon the quality of education that it provides to its citizens; and the quality of education in turn depends to a large measure upon the quality of teachers that a nation possesses.
Thus the centrality of the teacher in any scheme of education seems indisputable.

2. Need for Selecting the Right Type of Personnel to Teacher Education Course

It has been rightly recognised all over the world that the quality of education and its contribution to national development depends, to a very great extent, on the quality, competence and character of teachers of the nation.

India is actively engaged in a programme of educational reform and reconstruction covering almost all aspects and branches of education. Great efforts are being made to provide free and compulsory elementary education to all children in the age group of 6 to 14. Facilities are being provided on extensive scale to avail secondary education to those who wish to have it. Many of the states have made secondary education free and other states too are falling in line with them. Considerable expansion is also taking place at higher education stage.

But mere provision of educational institutions at all levels is not enough. What is most urgent and important is to equip each classroom with a highly competent teacher.
Our ability or inability to provide competent teachers will determine the success or failure of the national system of education.

Therefore, our immediate problem is how to secure a sufficient supply of the right kind of people to the teaching profession. Deliberate, sincere, concentrated and continuous efforts must be made to recruit young and intelligent men and women who show promise of becoming good teachers.

If selection of the most suitable people to be teachers is a matter of importance to the five per cent of the population who become teachers, it is no less important a matter to the 100 per cent who become students. Most of the actual unhappiness experienced by children as well as by teachers in schools might be prevented by improved teacher selection.

Graduates in education who do not make a successful career of teaching are likely to experience frustration and disillusion which adequate guidance might have prevented. Society which invests heavily in the training of teachers, will not realise a net return on this investment in the case of teachers who do not enter or who survive briefly in the profession.
Therefore promising candidates amongst those seeking admission to teacher education course should alone be selected keeping in view the following:

i. It is desirable to prevent or dissuade candidates who would be poor teachers from entering the profession;

ii. When the demand for teacher training or for teaching positions exceeds their availability, it is important to select those individuals most likely to become good teachers; and

iii. As the formal failure rate in teacher education tends to be very low, it is best to exclude potentially weak teachers from the profession before they are admitted to training.

The present position in India in this regard, however, is far from satisfactory. After exploring all other avenues - administration, business and other more lucrative professions the youth turn to teaching as a last resort. Even after joining the teaching profession many of them leave it as soon as they are able to find better jobs in other professions.

To-day the teacher is only too often one who has knocked at many doors and after disappointment everywhere taken to teaching as a last resort. This not only means that the
average teacher is poor in quality, but what is worse, he is a frustrated and disappointed man. Nothing can be of greater danger to the future of a community than a situation in which the young and growing minds of children are warped by contact with bitter and cynical men.7

A study of the qualifications of those entering the teacher training colleges revealed that 80% of them were third divisioners, a few were second divisioners, and a first divisioner was very rare indeed.8

Thus our schools have become more or less the places of refuge for the unfit and the mediocre. These uninterested and disappointed teachers are also incompetent teachers, and it is not only they who suffer but also their pupils. What a great economic and social loss to the country!

If the country is prepared to tolerate the existing conditions of teachers any longer, it has no right to expect either any improvement in the quality of education or any success in its scheme of educational expansion.9

Thus it is quite evident from what has been stated above that there is an urgent need for selecting the right
type of personnel to teacher education course and teaching profession.

3. Present Admission Procedures for Selecting Candidates to Teacher Education Course in India

The success of all educational efforts depends ultimately on the selection, recruitment and training of teachers. Tremendous load of responsibility, therefore lies upon the teacher training institutions at different levels to select from prospective candidates those most likely to be successful in teaching and an asset to the teaching profession.

Therefore teacher training institutions are required to select candidates for admission through a well organised objective method of testing.

As the present study aims at the development of a battery of tests for selecting candidates to teacher education course at the secondary education level, this section is confined to the subject of selecting candidates to teacher education colleges in the country.

Selection of suitable candidates is possible only when the number of candidates seeking admission is
significantly higher than the seats available in the college of education.

**TABLE 1 : Number of Applications for Admission and Selection of Candidates in Central Institute of Education, Delhi (1967-70)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of applicants</th>
<th>Number Selected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1967-68</td>
<td>716</td>
<td>179</td>
</tr>
<tr>
<td>1968-69</td>
<td>979</td>
<td>167</td>
</tr>
<tr>
<td>1969-70</td>
<td>1030</td>
<td>152</td>
</tr>
</tbody>
</table>

**TABLE 2 : Number of Applicants for Admission, Number of Seats Available, and Number Selected Finally for B.Ed. Course in all the Eight Colleges of Education Affiliated to the Karnatak University (1975-79)**

<table>
<thead>
<tr>
<th>University College of Education, Dharwad</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of applicants</td>
</tr>
<tr>
<td>Seats available</td>
</tr>
<tr>
<td>No. selected</td>
</tr>
</tbody>
</table>

Contd..
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Government College of Education, Jamkhandi</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of applicants</td>
<td>663</td>
<td>541</td>
<td>295</td>
<td>294</td>
</tr>
<tr>
<td>Seats available</td>
<td>100</td>
<td>40</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>No. selected</td>
<td>106</td>
<td>45</td>
<td>108</td>
<td>100</td>
</tr>
<tr>
<td><strong>Government College of Education, Gulbarga</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of applicants</td>
<td>573</td>
<td>462</td>
<td>265</td>
<td>291</td>
</tr>
<tr>
<td>Seats available</td>
<td>100</td>
<td>40</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>No. selected</td>
<td>124</td>
<td>40</td>
<td>104</td>
<td>104</td>
</tr>
<tr>
<td><strong>Government College of Education, Belgaum</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of applicants</td>
<td>650</td>
<td>580</td>
<td>455</td>
<td>302</td>
</tr>
<tr>
<td>Seats available</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>No. selected</td>
<td>185+</td>
<td>155+</td>
<td>90</td>
<td>100</td>
</tr>
<tr>
<td><strong>Kotturswamy College of Education, Bellary</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of applicants</td>
<td>270</td>
<td>192</td>
<td>259</td>
<td>174</td>
</tr>
<tr>
<td>Seats available</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>No. selected</td>
<td>168+</td>
<td>111</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td><strong>Shivaji College of Education, Baad, Karwar</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of applicants</td>
<td>140</td>
<td>150</td>
<td>149</td>
<td>141</td>
</tr>
<tr>
<td>Seats available</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>No. selected</td>
<td>110</td>
<td>119</td>
<td>94</td>
<td>100</td>
</tr>
</tbody>
</table>

Contd..
The above tables - 1 and 2, clearly indicate that the number of candidates seeking admission to the colleges of education is quite large compared to the number of seats available in them.

It may not be unreasonable to expect that the number of qualified candidates seeking admission into the colleges of education will be increasing in future for the following reasons:
i. Teaching profession is being made more attractive by offering higher salaries, better conditions of work and higher social status;

ii. The number of graduates and postgraduates in general academic discipline coming out of colleges and universities is increasing continuously every year; and

iii. Opportunities in other professions are limited to such graduates and postgraduates.

Therefore it may be concluded that there is an increasing rush of eligible candidates to available colleges of education and there are limited seats to absorb all of them. Hence it is quite essential and obligatory to have a good selection procedure in the interest of the individual, the nation and the profession itself.

The Department of Teacher Education, National Institute of Education (N.C.E.R.T.) conducted a survey of admission procedures followed in Secondary Teacher Training Institutions in India in 1971-'72. Amongst other things, detailed information pertaining to (i) existing admission procedures in the colleges of education, and (ii) admission tests and tools (if any) used by them, was sought from the principals of all the 354 colleges of
education in India. 203 colleges (57%) supplied the information.

The data received were studied under the following heads:

i. Minimum requirement of academic qualifications,
ii. Age range,
iii. Admission tests (written and oral),
iv. Interview committee (consisting of what personnel),
v. The traits observed during interview,
vi. Weightage given to teaching experience,
vii. Weightage given to previous academic record, and
viii. Co-curricular activities, etc.

The study revealed the following:

i. The applications are invited through advertisement in the newspapers. After screening the applications the candidates are called for interview.

ii. Generally the interview committee consists of the principal as the chairman and a few senior teacher-educators of the college as members.

iii. The committee by and large considers the following traits during interview:
   a. Personality,
   b. Expression,
c. General knowledge,
d. Attitude towards teaching profession,
e. Health and physical fitness,
f. Financial viability to pursue the course,
g. Knowledge of the content,
h. Cultural activities,
i. Sports, N.C.C., scouting etc., and
j. Teaching experience etc.

iv. In some colleges, candidates are required to write essays in English and Regional language through which their knowledge and written expression is tested.

v. In very few colleges, written tests and intelligence tests are also administered.

vi. Every state has evolved a system of giving marks starting right from Matriculation upto M.A./M.Sc. for securing first or second or third division in each of the examinations. The total of these marks is added to the marks obtained in interview and written tests.

vii. Majority of the training colleges admit students on the basis of their marks in the degree examination and the interview. Even the interview is just an apology in most of the colleges.

viii. Certain percentage of seats is reserved for S.C., S.T., B.T. candidates and also for relations of military personnel and deserted women.

ix. In some states, 60 to 75 per cent of candidates (who are untrained teachers) are deputed by the Government.
Minimum qualification laid down for admission is B.A./B.Sc. with 40% to 45%.

Age limit fixed - 18 to 30 years.

The Department of Teacher Education, (N.C.E.R.T.) undertook subsequently another study with a view to developing tools for admission to teacher training institutions.

As a part of the study, data pertaining to the admission procedures/criteria employed by the teacher training institutions at the secondary level in the country for selection of candidates to teacher education course were collected. 116 colleges of education supplied the necessary information.

The analysis of the data revealed the following:

i. Candidates are mainly selected on the basis of one of the following:

a. Previous achievement of the candidates,
b. Interview,
c. Previous achievement and interview,
d. Admission tests and interview,
e. Previous achievement, admission tests and interview.

ii. a. 56% of the institutions use only one of the three devices for selection namely achievement, interview and admission tests, and
b. 34% use two or more devices which are either achievement in combination with interview, or achievement in combination with admission test, or admission test in combination with interview or achievement in combination with interview and admission test.

iii. It was further noticed that merit of the candidates—overall percentage of marks, entire previous records, etc. are the main factors considered under achievement.

iv. As regards the criteria for interview, 43 colleges from the states of Karnatak, Tamil Nadu, West Bengal, Uttar Pradesh and Gujarat take into account the components like aptitude for profession, handicap in personality, knowledge of subject matter, language proficiency, etc.

v. It was also found out that aptitude test, subject tests, tests for language efficiency etc. are used mainly in the states of Tamil Nadu, Karnatak, Gujarat, Uttar Pradesh, West Bengal and Orissa by nearly 20 colleges only for selection of candidates to teacher education course.

vi. Some of the standardised batteries of tests used for selecting candidates to secondary teacher education course are –

a. M.M. Shah's Aptitude Test for Secondary School Teachers, and

b. G.P. Sherry's Interest and Personality Inventory.¹²
4. **Admission Procedure for Selecting Candidates to Teacher Education Course in Karnatak**

The requirements of admission for colleges of education in the state of Karnatak are:

i. Only those candidates who have obtained 45% of the aggregate marks in the first degree examination shall be eligible for admission to the B.Ed. course. This requirement is to be relaxed to the extent the number of candidates is not available in the respective categories for which reservations are made in accordance with Government Order No. ED 44 TGL 77, dated 18.5.1977.

ii. Students who have studied at least two of the following school subjects as optional subjects at the degree level are eligible for admission to the colleges of education.


iii. The distribution of students in the colleges of education according to methods of teaching of special subjects should be as indicated below:

a. **Language Group:**

Kannada, English, Sanskrit

Hindi, Marathi, Urdu etc. 35%
b. Arts Group:
   History, Geography 25%

c. Science and Mathematics Group:
   Physics, Chemistry, Mathematics and Biology 40%

A marginal adjustment to the extent of 5% may be permitted.13

In other respects the procedure followed does not significantly differ from the general selection procedure outlined by the All India Surveys conducted by the Department of Teacher Education (N.C.E.R.T.) quoted in the previous pages (ante, pp.13-17).

5. Inadequacies of the Present Admission Procedures

i. The admission procedure used for selecting candidates to teacher education course in most of the colleges of education is not comprehensive. That is, the admission procedure does not cover all the three aspects namely:

   a. Previous academic achievement,
   b. Interview, and
   c. Testing.

Moreover the weightage awarded to the above mentioned aspects and to the components of each of the aspects varies from college to college.
ii. The interview is just an apology in most of the colleges.

iii. In most of the cases the tests used are locally made either by an individual or by an institute using an adhoc procedure. They are not standardised ones.

iv. Although there are few standardised Indian tests used for selecting candidates to teacher education course, they are not comprehensive and their predictive validities are not very satisfactory.

For example - (a) M.M. Shah's Aptitude Test for secondary school teachers does not include personality and verbal ability factors. Again the inclusion of the professional information factor and adaptability factor in the test is not justifiable. The validity coefficient of the test where total success in teacher education course was used as the criterion is .502.

(b) G.P. Sherry's Battery does not include verbal ability component. And the predictive validity of the battery is not reported. 14

(c) R.C. Deva's Battery does not include the components -

i. interest in the teaching (profession),

ii. attitude towards pupils, and

iii. verbal ability.
The validity coefficient of the battery, where teaching success was used as the criterion is .565.

Moreover it is not known whether the batteries referred to above are culturally fair.

V. No standard battery of tests for selecting candidates to teacher education course at the secondary level is developed in the state of Karnataka.

On the basis of the above stated inadequacies of the present admission procedures, it is evident that there is an urgent need of developing a battery of tests for selecting right type of personnel to secondary teacher education course in this part of the country.
Footnotes


11. Ibid., pp.1-5.

