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EMPIRICAL ANALYSIS

Chapter IV

TEACHERS VIS-A-VIS STUDENTS

So long the perspective of teacher-student relationship from the Vedic times down to the late twentieth century has been portrayed. Under the given perspective, let me now proceed to deal empirically with the teacher-student relationship at the undergraduate college level for the given academic year within the geographical periphery of North Bengal.

Meeting Ground

A teacher is adjudged good or bad in view of his total behaviour in relation to his students and others — behaviour as a teacher or teaching behaviour including teaching capabilities and behaviour as a person or personal behaviour including moral responsibility and moral integrity.

The first meeting ground between a teacher and his students is, usually, the class room¹ where a teacher is able to know his students, at least, by their faces, and students are able to know their teacher, at least, by his teaching. It is here that a teacher and his students meet day after day, and knowing of each other — knowing a teacher in many respects by students and knowing students by a teacher in many respects — widens if not completes.

Again, in the class room, students, particularly, the serious ones, observe the teacher from different angles of view and gradually form their opinions about the teacher. ~~But~~ Teacher too is able, by degrees, to know many of his students in terms of their merit and otherwise. A teacher, however careful, does not succeed in concealing all of his nature. He often comes out in his real nature in course of his exchange, in the class room, with his students. Students, readily, grasp it and try to test their views about the teacher. The class room activities of a teacher — his behaviour, teaching abilities, his indifference to, or interest for, studies and students — are found to play important role in forming an image of him in the minds of students.

270 students from the sample colleges are asked whether class room activities of a teacher are important in forming an image of him in the minds of students, 86.7 per cent of the students have answered in the affirmative. The relevant table (4 : 1) is given below :

Table 4 : 1

Attitudes of students towards the class room activities of a teacher : whether the class room activities of a teacher are important in forming an image of the teacher in the minds of students.

Code names of the colleges		Yes	No	No Reply	Total
P ₁	Students	20 (100.0)	-	-	20
UC	Students	48 (100.0)	-	-	48
GS ₁	Students	34 (94.4)	2 (5.6)	-	36
P ₂	Students	24 (92.3)	2 (7.7)	-	26
GS ₂	Students	24 (52.2)	22 (47.8)	-	46
G	Students	64 (91.4)	6 (8.6)	-	70
N	Students	20 (85.3)	4 (16.7)	-	24
Total		234 (86.7)	36 (13.3)	-	270

47.8 per cent negative replies from the respondents in a women's college (GS₂) notwithstanding it is observed that students, even the poor ones, can estimate,² very often correctly, who of the teachers, are teaching well and who teaching worse. They can also see through who, of the teachers, are trying to befool them — that is, who are not properly dealing with the subject yet trying to maintain the posture of doing the thing rightly.

In order to hold the full attention of students to the subject being taught, a teacher is required sincerely to endeavour to prepare himself mentally and in matters of his subject. And this endeavour includes, inter alia, research. Research and teaching are complementary.³ Every teacher runs the obligation of extending the horizons of his subject as much as those of his students' minds. And this makes it imperative for a teacher to be engaged in research. Research by a teacher may encourage research by a student — at least a research mentality is most likely to be injected into students.

But, in practice, it is found that only 30.0 per cent of teachers are engaged in research though 66.0 per cent of them admit that research and teaching are complementary. Relevant tables are : 4 : 2 and 4 : 3 respectively.

Table 4 : 2

Attitudes of teachers towards Research : Whether they are engaged in it.

Colleges		Yes	No	No Reply	Total
P ₁	Teachers	5 (38.5)	8 (61.5)	-	13
UC	Teachers	10 (47.6)	11 (52.4)	-	21
GS ₁	Teachers	2 (12.5)	14 (87.5)	-	16
P ₂	Teachers	-	8 (100.0)	-	8
GS ₂	Teachers	1 (11.1)	8 (88.9)	-	9
G	Teachers	11 (57.9)	8 (42.1)	-	19
M	Teachers	1 (7.1)	13 (92.9)	-	14
Total		30 (30.0)	70 (70.0)	-	100

4 Table 4 : 3

Attitudes of teachers towards Research and Teaching : Whether Research and Teaching are complementary.

Colleges		Yes	No	No Reply	Total
P ₁	Teachers	5 (38.5)	8 (61.5)	-	13
UO	Teachers	17 (80.9)	4 (19.1)	-	21
GS ₁	Teachers	12 (75.0)	4 (25.0)	-	16
P ₂	Teachers	4 (50.0)	4 (50.0)	-	8
GS ₂	Teachers	8 (88.9)	1 (11.1)	-	9
G	Teachers	12 (63.2)	7 (36.8)	-	19
M	Teachers	8 (57.1)	6 (42.9)	-	14
Total		66 (66.0)	34 (34.0)	-	100

Students expect, in addition, that a teacher when teaching a subject needs be sympathetic and alive to the needs of students. A sympathetic and responsive teacher wins the admiration and respect from students. Table 4 : 4 shows that 91.1 per cent of students are respectful to such a teacher.

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Table 4 : 4

Attitudes of students towards a teacher who is excellent in class room performance and kind to students : Whether students are respectful to such a teacher.

Colleges		Yes	No	No Reply	Total
P ₁	Students	20 (100.0)	-	-	20
UC	Students	48 (100.0)	-	-	48
GS ₁	Students	36 (100.0)	-	-	36
P ₂	Students	18 (69.2)	8 (30.8)	-	26
GS ₂	Students	44 (95.7)	2 (4.3)	-	46
G	Students	64 (91.4)	6 (8.6)	-	70
M	Students	16 (66.7)	8 (33.3)	-	24
Total		246 (91.1)	24 (8.9)	-	270

As already referred to, a sympathetic and responsive teacher wins the admiration and respect from students. But such teachers are still very few. Table 4 : 5 shows that 11.9 per cent of the sample students find none sympathetic, that 10.4 per cent find one sympathetic, that 11.1 per cent find two sympathetic, that 44.4 per cent find few sympathetic and 22.2 per cent find many of their teachers sympathetic.

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Table 4 : 5

Students' views : Whether they find their teachers sympathetic to them.

Colleges	None	One	Two	Few	Many	No-Reply	Total
P ₁ Students	-	-	-	20 (100.0)	-	-	20
CC Students	-	10 (20.8)	12 (25.0)	22 (45.8)	4 (8.4)	-	48
CS ₁ Students	6 (16.7)	8 (22.2)	6 (16.7)	16 (44.4)	-	-	36
P ₂ Students	2 (7.7)	-	-	6 (23.0)	18 (69.3)	-	26
CS ₂ Students	16 (34.9)	2 (4.3)	4 (8.7)	8 (17.4)	16 (34.7)	-	46
G Students	6 (8.6)	4 (5.7)	8 (11.4)	32 (45.7)	20 (28.6)	-	70
M Students	2 (8.3)	4 (16.7)	-	16 (66.7)	2 (8.3)	-	24
Total	32 (11.9)	28 (10.4)	30 (11.1)	120 (44.4)	60 (22.2)	-	270

Now the question to be dealt with is whether sympathy alone can draw a student to a teacher. Students do not feel drawn to a teacher who is only sympathetic but unable to satisfy the intellectual curiosities of his students. Sympathy is no substitute⁷ for good teaching. As is already clear from the table 4 : 4, sympathy as well as good teaching are necessary. An over dose of sympathy in an inefficient teacher may be construed as his weakness and even as a trick to cover up his teaching deficiency. It is found that students are even prepared to tolerate

authoritarian streaks⁸ in the nature of a teacher provided he is able to satisfy his students by his teaching.

Table 4 : 6 shows that 31.9 per cent affirmative, 65.9 per cent negative replies while 2.2 per cent no-replies have been made by students to the question whether they like a worse-performing unscholastic but kind teacher.

Table 4 : 6

Students' views : Whether they like a worse-performing unscholastic but kind teacher.

College		Yes	No	No Reply	Total
P ₁	Students	8 (40.0)	12 (60.0)	-	20
UC	Students	26 (54.2)	22 (45.8)	-	48
GS ₁	Students	12 (33.3)	24 (66.7)	-	36
P ₂	Students	6 (23.1)	20 (76.9)	-	26
GS ₂	Students	22 (47.8)	20 (43.5)	4 (8.7)	46
G	Students	8 (11.4)	60 (85.7)	2 (2.9)	70
H	Students	4 (16.7)	20 (83.3)	-	24
Total		86 (31.9)	176 (65.9)	6 (2.2)	270

Table 4:7 shows that 58.6 per cent affirmative and 38.5 per cent negative, replies while 2.9 per cent no-replies have been made by students to the question whether they like a well-performing scholastic but authoritarian teacher.

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Table 4:7

Students' views : Whether they like a well-performing scholastic but authoritarian teacher.

College		Yes	No	No Reply	Total
P ₁	Students	14 (70.0)	6 (30.0)	-	20
UC	Students	24 (50.0)	24 (50.0)	-	48
GS ₁	Students	24 (66.7)	12 (33.3)	-	36
P ₂	Students	18 (69.2)	8 (30.8)	-	26
GS ₂	Students	24 (52.2)	18 (39.1)	4 (8.7)	46
G	Students	40 (57.1)	26 (37.1)	4 (5.8)	70
A	Students	14 (58.3)	10 (41.7)	-	24
Total		156 (58.6)	104 (38.5)	8 (2.9)	270

A good teacher but not a good man is disliked by students. A good man but a bad teacher is not liked either. A good teacher as well as a good man is liked and respected by students. A teacher to be a good teacher requires also to be a good man¹⁰ if his teaching is to

leave a permanent impact upon his students. With this end in view, he is to be a teacher more by heart than by profession. Mental qualifications of a teacher have to be given precedence over his educational qualifications. Educational qualifications are essential but mental qualifications¹¹ are found to be more essential, taking in view the present day situations. Table 4:8 makes it clear. The table (4:8) shows that 84.0 per cent of teachers support and 9.0 per cent oppose the view. 6.0 per cent of teachers hold that both the qualifications are equally important and 1.0 per cent give the no-reply.

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Table 4:8

Teachers' views : Whether mental qualifications of a teacher are more important than his educational qualifications.

College		Yes	No	Both	No Reply	Total
P ₁	Teachers	13 (100.0)	-	-	-	13
UC	Teachers	18 (85.8)	1 (4.7)	2 (9.5)	-	21
GS ₁	Teachers	12 (75.0)	1 (6.3)	2 (12.4)	1 (6.3)	16
P ₂	Teachers	5 (62.5)	3 (37.5)	-	-	8
GS ₂	Teachers	8 (88.9)	1 (11.1)	-	-	9
G	Teachers	15 (78.9)	3 (15.8)	1 (5.3)	-	19
M	Teachers	13 (92.9)	-	1 (7.1)	-	14
Total		84 (84.0)	9 (9.0)	6 (6.0)	1 (1.0)	100

But the expectations, in practice, are found to have failed. Many of the teachers are reported to fail to satisfy their students with their teaching and personal behaviour¹³ inside or outside the class room. Some teachers are often absent without the students concerned being informed. Many are found to do their allotted duties half-heartedly. All these badly affect students' esteem for their teachers. They hold low opinion about their teachers. And relation between such teachers and the affected students is anything but good.

Table 4:9 makes it evident that students remain discontent with their teachers. Of the respondents, 10.4 per cent find none, 3.7 per cent find one, 15.5 per cent find two, 51.1 per cent find few and 19.3 per cent find many of their teachers able to satisfy them (by their total behaviour including teaching and personal behaviour).

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Table 4:9

Attitudes of students towards their teachers : Whether teachers are able to satisfy their students (by their total behaviour including teaching and personal behaviour).

Coll- eges		None	One	Two	Few	Many	No- Reply	Total
P ₁	Students	2 (10.0)	-	6 (30.0)	12 (60.0)	-	-	20
UC	Students	2 (4.2)	2 (4.2)	12 (25.0)	32 (66.6)	-	-	48
GS ₁	Students	-	8 (22.2)	12 (33.3)	16 (44.5)	-	-	36
P ₂	Students	2 (7.7)	-	-	10 (38.5)	14 (53.8)	-	26
GS ₂	Students	18 (39.1)	-	2 (4.3)	6 (13.1)	20 (43.5)	-	46
S	Students	-	-	6 (8.6)	52 (74.3)	12 (17.1)	-	70
H	Students	4 (16.7)	-	4 (16.7)	10 (41.6)	6 (25.0)	-	24
Total		28 (10.4)	10 (3.7)	42 (15.5)	138 (51.1)	52 (19.3)	-	270

Analysis of the perfunctory behaviour of teachers (referred to, at the end of this chapter) bring out clearly two facts :

- 1) Teachers, so far their behaviour is concerned, fail to recognise that students, too, are honourable persons fit hear honourable words from their teachers, and
- 2) They fail to encourage questioning mentality among their students.

Private Tuition

Private tuition¹⁵ for money plays a major role in fraying the tempers of teachers who indulge in it. Many teachers enter class room private tuition-tired. A good many hours of their day and night is spent on tutoring students, privately for money. When such teachers come to class room they are mostly found reluctant to exert themselves to the desired extent to satisfy students by teaching the subject for which the class is meant. Students not-tutored by the teacher remain dissatisfied.

Students privately tutored by a teacher for money are alleged to be given preferential treatment by the teacher concerned. And such preferential treatments lead to tension in the minds of students not-tutored by the teacher. Students tutored by different teachers are found to be divided into opposing groups and develop a peculiar yet subtle tension between themselves.

Meritorious but financially poor students are found to be the worst sufferers in the competitive private tuition market. Such students fail to afford private tuition and consequently fail to score the marks other much less brilliant but financially rich students score on the strength of private tuition. "Even the first class holders do not actually deserve firstclass but for the private tuition. Those who deserve it, do not have it for they do not have the proper attention in the class," remarked a teacher. Private tuition and other monetary

pursuits by teachers prove to be the ^mstabling blocks on the way to good teaching.

A good many teachers have come down in the competition with others from other professions — competition for earning more and more money. Busy with earning more and more money, teachers are not in a position to do justice to the profession they belong to. They are bound to neglect their duties towards the general students. The result is soon felt by students in that the covering of syllabi remains incomplete. As they fail to have their allotted classes largely because of their neglect, students suffer.

It may be pointed out that private tuition alone is not the deterring factor. There are still many teachers who do not attend private tuition. Their time is spent in politics, in doing house-hold chores, coaching their own children and finally their idle nature kills a major portion of their time. And they are found not easy of access to, and willing to spend their time on, students for no gains. Table 4:10 makes it explicit. Of the respondents, 18.5 per cent find none, 10.4 per cent find one, 17.8 per cent find two, 40.0 per cent find few, 11.9 per cent find many of their teachers easy of access and willing to spend their time on students in matters of their studies etc. and 1.4 per cent have given no-replies.

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Table 4:10

Students' views : Whether they find their teachers easy of access and willing to spend their time on students in matters of their studies etc.

Coll- eges	None	One	Two	Few	Many	No Reply	Total
P ₁ Students	2 (10.0)	-	-	18 (90.0)	-	-	20
UC Students	-	16 (33.3)	10 (20.8)	20 (41.7)	2 (4.2)	-	48
GS ₁ Students	4 (11.1)	6 (16.7)	6 (16.7)	18 (50.0)	2 (5.5)	-	36
F ₂ Students	2 (7.7)	-	4 (15.4)	6 (23.1)	14 (53.8)	-	26
GS ₂ Students	20 (43.5)	4 (8.7)	10 (21.7)	6 (13.1)	2 (4.3)	4 (21.7)	46
G Students	18 (25.7)	2 (2.9)	12 (17.1)	36 (51.4)	2 (2.9)	-	70
M Students	4 (16.7)	-	6 (25.0)	4 (16.7)	10 (41.6)	-	24
Total	50 (18.5)	28 (10.4)	48 (17.8)	108 (40.0)	32 (11.9)	4 (1.4)	270

Whatever the causes, dereliction of duty by teachers is not questioned. Teachers may be grouped into several categories ~~vis-a-vis~~ vis-a-vis their neglect of duties and the resulting incomplete covering of the syllabi :

1. Those who are regular in holding their classes and also eager to hold extra classes to cover the syllabi;
2. Those who fail to hold their requisite classes and do not bother about taking extra classes; and

3. Those who fail to cover syllabi but announce to the students that their syllabi are covered. How? Students are suggested a few "important" chapters or "questions" to read and that completes the covering of the syllabi.

Students stand disillusioned with their teachers in the background of their behaviour ~~contrary~~^{Contrary} to expectation and relation between students and such teachers fail to come to the expected level and misunderstanding between them follows. As mentioned early,¹⁷ students are found to be respectful to teachers who are excellent in class room activities and kind to students. Such teachers are reported to be never insulted. Teachers insulted and ridiculed, mostly, lack the good qualities including good teaching and sympathetic dealings with their students. It is a fact that, in every college, there are a few teachers whom students respect profoundly and endeavour to follow their ideals in their lives. Table 4 :11 demonstrates it. Relation between such teachers and their students is most desired one. The table (4.11) shows that, of the respondents 40.1 per cent find none, 22.2 per cent find one, 18.5 per cent find two, 14.1 per cent find few, 2.2 per cent find many of their teachers fit to be emulated while 2.9 per cent give the no replies.

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Table 4:11

Students' views : Whether they find teachers, among their teachers, whom they like to emulate.

Coll- eges	None	One	Two	Few	Many	No Reply	Total
P ₁ Students	14 (70.0)	6 (30.0)	-	-	-	-	20
UC Students	8 (16.7)	26 (54.2)	14 (29.1)	-	-	-	48
GS ₁ Students	10 (27.8)	6 (16.7)	16 (44.4)	4 (11.1)	-	-	36
P ₂ Students	10 (38.5)	-	-	14 (53.8)	2 (7.7)	-	26
GS ₂ Students	18 (39.1)	2 (4.4)	10 (21.7)	8 (17.4)	4 (8.7)	4 (8.7)	46
G Students	32 (45.7)	18 (25.7)	8 (11.4)	8 (11.4)	-	4 (5.8)	70
H Students	16 (66.7)	2 (8.3)	2 (8.3)	4 (16.7)	-	-	24
Total	108 (40.1)	60 (22.2)	50 (18.5)	38 (14.1)	6 (2.2)	8 (2.9)	270

Certain Constraints

Normal teacher-student relation inside a class room often suffers from some situational drawbacks. When a teacher finds the class room additionally crowded and noisy, he begins his class with a disgust and that affects his delivery or treatment of the subject. He may be easily annoyed and bitter situations may arise from either side. When the room is hot, dark, damp or otherwise inconvenient, minds of teachers

or students may not act normally and a normal relation necessary for the healthy communication between a teacher and his students may be handicapped. Normal relation may further be handicapped when a teacher, while addressing a large crowd of students inside a class room, finds no dias or a raised platform under his feet to conveniently reach his voice to the assembled students and when he finds no black board or too small a black board or a dim one failing to bring clearly to the view what are written or drawn on it.

Honours classes¹⁹ are found to be very helpful for bringing about a good understanding between students and teachers. Such classes offer small classes and this, in turn, makes for better communication between teachers and students. Idleness, generated in a teacher by attending pass-classes, day after day, may be sharply reduced by taking up honours classes. Attending pass-classes requires less exertion on the part of a teacher and tends to make him prone to idleness unless he is engaged in research etc., while attending honours classes duly requires such exertion on the part of a teacher and the mental inertia stands a good chance of slowly disappearing. It may also bring to life the dying thirst for knowledge or an intellectual excellence in a teacher. There are yet many subjects in which honours courses need be introduced and yet many colleges where not a subject has honours facilities.²⁰

Class room behaviour of students is also influenced when they find that :

1. Library²¹ is closed because of shortage of library staff or other difficulties; that
2. They are not able to read at the library as reading room facilities are either not available or facilities so meagre that only a handful of them can be accommodated in the reading rooms; that
3. Many of the necessary books are borrowed by teachers and not returned even after months; and for students, there are only a few books left; and that
4. They have to depend either on the sympathy of their teachers or the bizarre note books or books.

Students, as a consequence, feel discouraged to pursue vigorously their studies and the distance between teachers and students widens.

There are other causes which contribute no less to fraying their tempers. In many colleges, common room facilities are much inadequate. Common rooms are often found to be so stuffy that students feel disgusted to remain inside the common room and they, mostly boys, roam about the corridors creating troubles to other students attending classes. "Such situation", remarks a teacher, "encourages boys to run after girls", where the institution is co-educational. Boys as well as girls run here and there by way of killing their time — "off time". When they come back to classes, after roaming about for a good length of

time, they still feel, mentally restless and many fail to participate, whole-heartedly, in what is being taught or discussed by the class teacher.

Teachers too do not feel free, neither in the class rooms nor in the staff rooms meant for teachers because of the crowded atmosphere. Even in the staff room²², a teacher fails to find himself. Between classes, he fails to rest and prepare, at least mentally for the next class. In such a situation, bitterness from either is nothing unusual.

Students' deficiencies caused, some how or other, raise a amount of difference between teachers and students. When students are not enthusiastic about learning, teachers are not able to close the distance, however, they may try. The learning apathy among students, has to be traced to the family or other backgrounds like lower educational levels — high school and primary school. A principal of a college has also confirmed these views.

II

Examination-Hall Behaviour

Next to the class room behaviour of teachers, let me now come to deal with the examination-hall behaviour of teachers as invigilators.

The invigilating teachers are found to be divided into different groups on the basis of their stand on dealing with the malpractice in the examination-halls :

1. There are always a few teachers who are very serious about curbing the malpractice in the examination-halls and they are often found to take leads in detecting examinees resorting to malpractice in the examination-halls and getting them expelled.
2. There are, again, teachers who will never make an advance to detecting malpractice, on their own initiative, but are found to come to the help of the teachers detecting examinees adopting unfair ~~means~~ means.
3. Also, there are teachers who, by their negligent attitudes, encourage examinees to adopt unfair means. Many invigilating teachers are found to indulge in gossips on the corridors at the cost of their duties inside the examination-halls. "Wice will play", a helpless principal was heard to make a guarded warning to the defaulting invigilators while passing along the same corridor, "if the cats are out". There are others busy reading newspapers etc. inside the halls.

Such attitudes, on the part of the invigilators, encourage examinees to resort to malpractice in the examination-halls and the serious of the students, who dislike copying etc., are resentful to those

negligent invigilators for they feel ~~are~~ frustrated because they think their hard labour over the year is of no count.

As Table 4 :12 shows, students (69.7 per cent) are of the opinion that negligence, on the part of the invigilating teachers, encourage examinees to adopt unfair means.

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Table 4:12

Students' views : Whether malpractice in examination-halls is encouraged by the negligence of the invigilating teachers.

Colleges	Yes	No	No Reply	Total
P ₁ Students	20 (100.0)	-	-	20
UC Students	48 (100.0)	-	-	48
GS ₁ Students	28 (77.8)	8 (22.2)	-	36
P ₂ Students	8 (30.8)	18 (69.2)	-	26
GS ₂ Students	28 (60.9)	14 (30.4)	4 (8.7)	46
G Students	40 (57.1)	30 (42.9)	-	70
H Students	16 (66.7)	8 (33.3)	-	24
Total	188 (69.7)	78 (28.9)	4 (1.4)	270

Students (80.7 per cent) are also of the view that if the invigilating teachers could put up an united stand vis-a-vis curbing the malpractice in the examination-halls, they might succeed, to a large extent, in eradicating the evil. The relevant table (Table 4:13) is given below :

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Table 4:13

Students' views : Whether malpractice in the examination-halls can be curbed by the united stand of invigilating teachers against it.

Colleges		Yes	No	No Reply	Total
P ₁	Students	20 (100.0)	-	-	20
UC	Students	48 (100.0)	-	-	48
CS ₁	Students	32 (88.9)	4 (11.1)	-	36
F ₂	Students	16 (61.5)	10 (38.5)	-	26
CS ₂	Students	26 (56.5)	16 (34.8)	4 (8.7)	46
G	Students	54 (77.1)	16 (22.9)	-	70
H	Students	22 (91.7)	2 (8.3)	-	24
Total		218 (80.7)	48 (17.8)	4 (1.5)	270

As has been already alluded to, division among the invigilating teachers in matters of controlling the examinees adopting unfair means plus some physical conditions²⁵ favourable to the recalcitrant and

dishonest examiners encourage them to resort to malpractice. Malpractice is still there, though not in the mass-scale and will continue to be there so long as, among other reasons, teachers will remain divided in their approach to controlling malpractice in the examination-halls.

Interviews with some of the teachers who were manhandled by students because of their strong attitudes of not allowing any of the examinees to resort to malpractice in the examination-halls, bring out the following facts :

1. Disunity among the invigilating teachers in matters of curbing the malpractice in the examination halls is one of the most important causes of insults or assaults on the teachers.
2. A few teachers, trying to stop the malpractice, are easily, more than others, singled out and threatened, by students, of the dire consequences and also beaten in order to make them fall in line with the rest of the passive teachers.
3. If all the teachers were equally active and eager to stop the rot, the act of singling out might not be easy and their wrath might be defused and not centred on a few.
4. Further, it emerges, from the interviews, that narrow personal concerns of some teachers provide fillip to the insults or assaults on teachers by students.²⁶

III

The Watchful and Curious Students

Students are always watchful and inquisitive about their teachers. They do it more than teachers can do about students. Students are many in number and spread over a wide area. So it is easy for them to watch their teachers as to what they are doing and how they are doing, here or there. They do not confine their eyes only to the class room or examination hall behaviour of their teachers. They extend them much beyond and try to analyse the behaviour in the class room, examination-hall or the campus and those displayed elsewhere, and, by degrees, concretise their views about their teachers. It is very difficult, as is already said, to conceal the real nature of a teacher from the knowledge of his students. They watch their teachers while passing along the corridors, talking to students, colleagues, non-teaching staff and others. They also watch their teachers in the teachers' common room, how they behave there, what they mostly talk about etc.

Students are found curious even about the private lives of their teachers and many are able to know them. It is also found that students stand influenced, by the personal lives²⁷ of their teachers, in forming an attitude of respect or disrespect towards their teachers. Table 4:14 makes it evident. 74.8 per cent of students give the affirmative replies

to the question whether they are influenced by the personal lives of their teachers in forming an attitude of respect or disrespect to the teacher concerned.

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Table 4:14

Attitudes of students towards the personal lives of their teachers :
Whether they are influenced by the personal lives of their teachers
in forming an attitude of respect or disrespect to the teacher concerned.

Colleges		Yes	No	No Reply	Total
P ₁	Students	18 (90.0)	2 (10.0)	-	20
BC	Students	46 (95.8)	2 (4.2)	-	48
GS ₁	Students	32 (88.9)	4 (11.1)	-	36
P ₂	Students	20 (76.9)	6 (23.1)	-	26
GS ₂	Students	28 (60.9)	14 (30.4)	4 (8.7)	46
G	Students	46 (65.7)	22 (31.4)	2 (2.9)	70
M	Students	12 (50.0)	12 (50.0)	-	24
Total		202 (74.8)	62 (22.9)	6 (2.3)	270

Many students are aware of who, of their teachers, have married by love, married their students or married in a way not with the full approval of the prevalent social customs etc. Many students, again, do not like these acts on the part of their teachers. Their sense of respect

for those teachers suffers a jolt. It may be noted, in this context, that there are more than one teachers in almost every college, who have married their female students, mostly, by love.

The very life-styles²⁹ of teachers have much to influence the attitudes of students towards them. Whether teachers like it or not, some students visit them at their residences and, there, if they come across some aspects of their private lives contrary to their expectations it spreads like wild fire among students. When students find that many of their teachers are averse to visits to their residences by students, they do not take it well and do feel (particularly who are willing to visit them for matters of discussion etc.) disgruntled.

When (after taking note of the anecdotes as listed at the end of this chapter) such are the life-styles of teachers, students may be supposed to learn little or nothing from their examples. "How do you react", a teacher of Philosophy was asked, "to the fact that students do not respect teachers spending their time in a leisurely manner, in a manner that only earns money and material comfort?" "Damn the students' opinion," sharply reacted the teacher.

IV

Different Types of Management

Let me now turn to other attitudes of teachers and their influence upon their students in shaping their attitudes towards them.

It is found that teachers of one college have attitudes of indifference towards those of another college and this is grounded on the difference in character of the managements of colleges. According to the difference in character of managements of colleges, colleges are categorised in the following order taking into count the preferences :

1. Missionary College
2. Government College
3. University College
4. Government-Sponsored College, and finally,
5. Private College

Before I begin to discuss each of the listed categories of college, ~~introduce~~ the table 4:15 may be cited to show that 70.0 per cent of teachers support the fact that difference in character of management of colleges is largely responsible for the attitudes of indifference among teachers of colleges with different managements. Of the two private colleges, one (P_1) shows 100.0 per cent and another (P_2 , a Commerce College) shows 50.0 per cent affirmative responses. Of the two Government-sponsored colleges, one (GS_1) shows 50.0 per cent and another (GS_2 , a women's college) shows 77.8 per cent affirmative responses. A university college (UC) shows 71.4 per cent, a government college (G) shows 57.9 and a missionary college (M) shows 85.7 per cent affirmative responses.

30
Table 4:15

Attitudes of teachers towards colleges with different managements : Whether difference in the character of management is a cause for the attitudes of indifference among teachers of colleges with different managements.

Colleges		Yes	No	No Reply	Total
P ₁	Teachers	13 (100.0)	-	-	13
UC	Teachers	15 (71.4)	6 (28.6)	-	21
GS ₁	Teachers	8 (50.0)	8 (50.0)	-	16
P ₂	Teachers	4 (50.0)	4 (50.0)	-	8
GS ₂	Teachers	7 (77.8)	1 (11.1)	1 (11.1)	9
G	Teachers	11 (57.9)	6 (31.6)	2 (10.5)	19
M	Teachers	12 (85.7)	2 (14.3)	-	14
Total		70 (70.0)	27 (27.0)	3 (3.0)	100

Missionary Colleges³¹ (also known as minority colleges) managed exclusively by fathers, are still regarded as high-paying collegiate institutions and their teachers, though subject to many regulations, are the high-paid employees. Their students are mainly drawn from people of high income bracket. They have also the reputation of being good colleges as they are less open to students' unrest etc. Added glamour, students here are psychologically trained to be 'sahibs' and this leads to a

felt-distance between such institutions (their teachers, students and others) and other non-missionary collegiate institutions (their teachers, students and others). All these and more of the peculiarities mentioned contribute to the growth of a complex among teachers, students and others of such institutions. Many of them (teachers, students and others) feel superior or better placed than others (students, teachers and others) in non-missionary colleges. Complexes among teachers and other seniors find their ways into their students and other juniors. They too tend to regard other non-missionary colleges (their teachers, students and others) not as good as theirs.

Government colleges may be placed next to the missionary colleges in order of preference. Between a government college and a non-government college (exclusive of missionary college) there is a difference of status, among other things, felt by teachers and others of the colleges. In many teachers of a government college there are the proclivities of regarding teachers of non-government colleges with indifference.³² And these attitudes on the part of a government college teachers affect those of their students towards a non-government college teachers and others.

Next to the government college may be placed the university college. Teachers of a university college feel distinguished by virtue of their association with a university. They regard themselves as university employees and find the difference between them and teachers of other colleges placed under the university — the government-sponsored and the private colleges, in particular. Such attitudes prevailing among

teachers and others of a university college³³ affect the attitudes of their students and others towards teachers, students and others of other colleges, namely, the government-sponsored and the private colleges.

Next to the university college may be placed the government-sponsored college. Placed between the two — university college on the one hand and private college on the other — government-sponsored college suffers from a peculiar complex. It likes neither the university-college nor the private college. Teachers affected with the complex affect, in turn, their students, among others. There is, under the surface, a feeling of competition in matters of status-complex, between teachers of a university-college and those of a government-sponsored college. As teachers of a university-college feel that they are ~~connected~~^{attached} with the university so teachers of a government-sponsored college feel that they are attached with the government. There is nothing like this with a private college, neither from a university-college nor from a government-sponsored college. To them, a private college is of no count. This is, possibly, one of the important causes, why students' agitation is more felt or faced in a private college than in other colleges.

As is already clear, teachers of a private³⁴ college are placed in the lowest rung of the ladder. This feeling is manifest among teachers and others of a private college. The feeling is intense when two colleges with different managements (for example a private college and a government college or a university college and a government-sponsored college) exist in close physical proximity. They are painfully

conscious of the attitudes of their colleagues in other colleges. And such attitudes also touch their students. Students seem to feel that their teachers are there, having failed to have a job elsewhere.

Though the monetary differences in the total emoluments of teachers of colleges with different managements are now minimum as a result of the introduction of the Revised U.G.C. Scale of Pay (1973) and the subsequent enactment of the West Bengal (Payment of Salaries) Act, 1978 ensuring the regular monthly salaries of teachers and non-teaching employees of the private college since February, 1978. Differences are there, notwithstanding. In addition, until the introduction of the Revised U.G.C. Scale of Pay (1973) and the enactment of the West Bengal (Payment of Salaries) Act, 1978. financial position of the private college teaching and non-teaching employees was deplorable and open to exploitation by the respective managements. A teacher of a private college was not, then, given the status of, even, a clerk in the government office. Attitudes developed over the past years are yet to die.

V

Other Attitudes

There are other reprehensible attitudes meaning not those (just discussed) between colleges but those in each of the colleges — among each of the subject-teachers of every college. Teachers teaching

the same subject in a college are found occasionally to be critical of their subject-colleagues,³⁵ some times ignoring the presence of students and others. Teachers indulging in mutual dissension and denigration,³⁶ naturally, fail to command the respect of their students.

Attitudes between teachers teaching different subjects in a college also draw our attention. It is found that teachers of some subjects feel that their subjects are more important than those of others and, therefore, as teachers they are more important than other teachers. Teachers of Economics, for example, have attitudes of neglect to those of Bengali. Table 4:16 shows that such attitudes prevail among teachers. These attitudes among teachers affect those of their students towards other subjects, their teachers and students.

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Table 4 : 16

Attitudes of teachers of one subject towards those of another : Whether teachers of one subject (say, Economics) have attitudes of neglect to those of another subject (say, Bengali).

Colleges		Yes	No	No Reply	Total
P ₁	Teachers	13 (100.0)	-	-	13
UC	Teachers	15 (71.4)	6 (28.6)	-	21
GS ₁	Teachers	5 (31.2)	11 (68.8)	-	16
P ₂	Teachers	3 (37.5)	5 (62.5)	-	8
GS ₂	Teachers	7 (77.8)	2 (22.2)	-	9
G	Teachers	9 (47.4)	10 (52.6)	-	19
M	Teachers	3 (21.4)	11 (78.6)	-	14
Total		55 (55.0)	45 (45.0)	-	100

Between Faculties

Attitudes between teachers teaching in different faculties (like Arts, Commerce and Science) do not escape our attention. Teachers of Science have attitudes of indifference to those of Arts (and Commerce). Table 4:17 shows it. Teachers of Commerce³⁸ do not have attitudes of respect to those of Arts.

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Table 4:17

Attitudes of teachers of one faculty to those of another : Whether teachers of Science do not have high opinion about those of Arts.

College		Yes	No	No Reply	Total
P ₁	Teachers	12 (92.3)	1 (7.7)	-	13
UC	Teachers	14 (66.7)	7 (33.3)	-	21
GS ₁	Teachers	5 (31.2)	9 (56.3)	2 (12.5)	16
P ₂	Teachers	6 (75.0)	2 (25.0)	-	8
GS ₂	Teachers	8 (88.9)	1 (11.1)	-	9
G	Teachers	9 (47.4)	10 (52.6)	-	19
M	Teachers	4 (28.6)	10 (71.4)	-	14
Total		58 (58.0)	40 (40.0)	2 (2.0)	100

Teachers of Commerce are alleged to be more material in their out looks than those of Arts and Science. But table 4:18 disproves it. It is found that many teachers whether of Arts, Commerce or Science are material in their outlooks. A teacher of Philosophy is not less material than a teacher of Commercial Economics, on the one hand; and a teacher of Accountancy is not more material than a teacher of Chemistry on the other.

It stands to fact that material outlook has affected teachers as a whole irrespective of faculties or subjects he or she belongs to.

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Table 4:18

Attitudes of teachers of Arts and Science towards those of Commerce : Whether teachers of Commerce are more material in their outlooks than those of Arts and Science.

Colleges		Yes	No	No Reply	Total
P ₁	Teachers	8 (61.5)	5 (38.5)	-	13
UC	Teachers	6 (28.6)	15 (71.4)	-	21
GS ₁	Teachers	7 (43.8)	9 (56.2)	-	16
P ₂	Teachers	-	8 (100.0)	-	8
GS ₂	Teachers	5 (55.6)	3 (33.3)	1 (11.1)	9
G	Teachers	4 (21.0)	10 (52.7)	5 (26.3)	19
W	Teachers	5 (35.7)	9 (64.3)	-	14
Total		35 (35.0)	59 (59.0)	6 (6.0)	100

University Teachers and College Teachers

Attitudes between teachers of college and those of university need be noted. Teachers of college feel that teachers of university are not respectful in their attitudes towards them.⁴¹ Table 4:19 makes it clear. College teachers' impression is that teachers of university feel they are at the highest level and deserve to be respected by college teachers. And this is demonstrated in their attitudes towards college teachers. Not only that, attitudes of university teachers influence those of their students towards college teachers and college students. This strikes the position and status of a college teacher in the eyes of his

students as well.⁴²

Table 4:19

Attitudes of university teachers towards college teachers : Whether it is not respectful.

Colleges		Yes	No	No Reply	Total
P ₁	Teachers	12 (92.3)	1 (7.7)	-	13
UC	Teachers	15 (71.4)	6 (28.6)	-	21
GS ₁	Teachers	10 (62.5)	4 (25.0)	2 (12.5)	16
P ₂	Teachers	5 (62.5)	3 (37.5)	-	8
GS ₂	Teachers	6 (66.7)	2 (22.2)	1 (11.1)	9
Q	Teachers	12 (63.2)	5 (26.3)	2 (10.5)	19
M	Teachers	5 (35.7)	9 (64.3)	-	14
Total		65 (65.0)	30 (30.0)	5 (5.0)	100

An important find of the table (4:19) is that teachers of a missionary college (M) feel university teachers' attitudes are respectful to them (or it may be put this way that they are less susceptible to the not-respectful attitudes of university teachers than others). It also points to the fact that a missionary college is given the top priority, in the order of preferences, among colleges with different managements.

VI

Anatomy of Insults

Until now various attitudes of teachers and many situations have

been described and analysed. All of these attitudes and the situations point to the fact that teachers' position is weak vis-a-vis their students. And this explains why they are open to insults or assaults from students. Responses to the question whether there are cases of insults on them by their students show that 69.0 per cent of teachers give the affirmative replies. The relevant table (4:20) is given below :

Table 4:20

Teachers' views : If there are cases of insults on them by their students.

Colleges		Yes	No	No Reply	Total
P ₁	Teachers	13 (100.0)	-	-	13
UC	Teachers	20 (95.2)	1 (4.8)	-	21
GS ₁	Teachers	10 (62.5)	6 (37.5)	-	16
P ₂	Teachers	5 (62.5)	3 (37.5)	-	8
GS ₂	Teachers	8 (88.9)	1 (11.1)	-	9
G	Teachers	10 (52.6)	9 (47.4)	-	19
M	Teachers	3 (21.4)	11 (78.6)	-	14
Total		69 (69.0)	31 (31.0)	-	100

From the table (4:20) it is seen that a missionary college (M) is comparatively much free from the cases of insults ~~on~~ on teachers while a women's college (GS₂) is very much involved in the cases of insults on teachers, contrary to expectation.

While analysing the problem of insults on teachers, the pertinent question is : why teachers are insulted ? The causes (suggested by teachers) why teachers are insulted are the following :

1. Strict invigilation by teachers
2. Partisan attitudes of teachers
3. Neglect of duty by teachers
4. Rough behaviour of teachers
5. Misunderstanding between teachers and students, and lastly,
6. Teaching inability.

Taking into count the views of teachers (as listed above), invigilation by teachers is found to be the first cause followed by other causes shown in the list.

To be in a position to have a comparative analysis of the views of teachers and those of students, let me ask the students whether they know of any case of insults on their teachers and then look into their views on the causes of insults. The relevant table (4:21) is given.

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Table 4:21

Students' views : Whether they know of any case of insult on their teachers.

Colleges		Yes	No	No Reply	Total
P ₁	Students	18 (90.0)	2 (10.0)	-	20
UC	Students	46 (95.8)	2 (4.2)	-	48
GS ₁	Students	24 (66.4)	12 (33.3)	-	36
P ₂	Students	-	26 (100.0)	-	26
GS ₂	Students	18 (39.1)	28 (60.9)	-	46
G	Students	16 (22.9)	54 (77.1)	-	70
M	Students	8 (33.3)	16 (66.7)	-	24
Total		130 (48.1)	140 (51.9)	-	270

The table (4:21) shows students have not come out admitting as much as teachers have, that there are cases of insults on teachers. This is perhaps natural. Those who are hurt remember it more than those who hit.

As to the causes of insults on teachers, students have suggested more or less the same causes as suggested by teachers.⁴⁴ Taking into count the views of students, the suggested causes may be arranged in the following way, in order of preference :

1. Rough behaviour of teachers,
2. Neglect of duty by teachers
3. Partisan attitudes of teachers

4. Bad teaching by teachers
5. Strict invigilation by teachers, and lastly,
6. Loose character of teacher.

Now an analytical table showing the order of priority of the causes of insults or assaults on teachers given by teachers and students may be presented.

Analytical Table

Order of priority of the causes of insults or assaults on teachers given by teachers and students.

Teachers' views in order of priority.	Students' views in order of priority.
1. Strict invigilation	1. Rough behaviour of teachers
2. Partisan attitudes	2. Neglect of duty by teachers
3. Neglect of duty by teachers	3. Partisan attitudes of teachers
4. Rough behaviour of teachers	4. Bad teaching by teachers
5. Misunderstanding between teachers and students	5. Strict invigilation
6. Teaching inability of teachers	6. Loose character of teachers

As the above analytical table shows, in teachers' views, strict invigilation comes to be regarded as the first cause while in students' views, it comes to be regarded as the fifth cause.

In teachers' views, partisan attitudes come to be regarded as the second cause while in students' views, it comes to be regarded as the third cause.

In teachers' views, neglect of duty comes to be regarded as the third cause while in students' views, it comes to be regarded as the second cause.

In teachers' views, rough behaviour comes to be regarded as the fourth cause while in students' views, it comes to be regarded as the first cause.

In teachers' views, misunderstanding comes to be regarded as the fifth cause while in students' views, it finds no place.

In teachers' views, teaching inability comes to be regarded as the sixth or last cause while in students' views, it (bad teaching) comes to be regarded as the fourth cause.

In teachers' views loose character finds no place while in students' views, it comes to be regarded as the sixth or last cause.

The Expected Qualities

It clearly emerges that students do not find in their teachers what they expect to find in them. What qualities do they expect to find in their teachers? Students themselves have ~~been~~ answered the question. Let me only arrange them (the suggested qualities) in order of their preference :

1. Sympathy for students
2. Good teaching
3. Good behaviour
4. Dutyfulness
5. Scholarship
6. (a) Close contact with students and
(b) Personality
7. Good character, and lastly
8. Impartiality

Table 4:22 makes the picture clearer.

Students' opinion as to what qualities they expect to find in their teachers

Colleges	Good behav- iour	Sympathy for students	Dutiful- ness	Good teach- ing	Close contact with students	Person- ality	Good chara- cter	Schol- arship	Impar- tiality	No Reply	To- tal
P ₁ Students	8 (40.0)	4 (20.0)	-	8 (40.0)	-	-	-	-	-	8 (40.0)	20
UC Students	28 (58.3)	24 (50.0)	8 (16.6)	28 (58.3)	10 (20.8)	8 (16.6)	12 (25.0)	2 (4.1)	-	-	48
GS ₁ Students	14 (38.8)	16 (44.4)	6 (16.6)	12 (33.3)	4 (11.1)	-	8 (22.2)	2 (5.5)	-	6 (16.6)	36
P ₂ Students	10 (38.4)	20 (76.9)	-	16 (61.5)	8 (30.7)	8 (30.7)	-	8 (30.7)	-	2 (7.6)	26
GS ₂ Students	2 (4.3)	14 (30.4)	-	6 (13.0)	-	-	-	4 (8.6)	-	26 (56.5)	46
G Students	22 (31.4)	42 (60.0)	32 (45.7)	40 (57.1)	10 (14.2)	14 (20.0)	10 (14.2)	24 (34.2)	4 (5.7)	4 (5.7)	70
H Students	6 (25.0)	8 (33.3)	6 (25.0)	10 (41.6)	2 (8.3)	4 (16.6)	2 (8.3)	2 (8.3)	-	8 (33.3)	24
Total	90 (33.3)	128 (47.4)	52 (19.2)	120 (44.4)	34 (12.5)	34 (12.5)	32 (11.8)	42 (15.5)	4 (1.4)	54 (20.0)	270

As it is evident from the table (4:22), what students expect most from their teachers is sympathy. Next to sympathy, they expect from their teachers good teaching and next to good teaching, they expect, good behaviour.

It is also clear from the table that good teaching with sympathy followed by good behaviour is the crying need. When these qualities, among other, are available in their teachers, students may be found much less recalcitrant and much more respectful in their relation to their teachers. And the normal teacher-student relation may be found to flow.

Notes and References

1. "The destiny of India is being shaped in her class rooms," begins the Report of the Education Commission, 1964-66 (1966)
2. (a) "..... class teaching is best assessed by students...."
— John, V.V. The Great Class Room Hoax (1978), p.54.
- (b) "As the learning and teaching process involves the teacher and the taught, the effectiveness of teaching and the extent to which teacher influences the students by his personal qualities can be best judged only by students" —
Nani, Gomathi. "A Sample Study of Evaluation of Teachers by Students" in Journal of Higher Education, 5(2), 1979, p.229.
3. (a) "Research fertilises teaching, gives an insight, increases sensitivity and perfection and provides greater capacities to be imaginative and morally aware of various issues and

concepts. It refreshes a teacher to meet new intellectual challenges and prevents him from becoming stagnant and complacent." — Gandhi, Kishore. Issues and choices in Higher Education (1977), P. 100 .

(b) "..... many talk about research versus teaching. We have found no evidence, however, that the two are antagonistic. Teachers can not remain stimulating unless they also continue to learn When a teacher stops doing it, he begins to repeat himself and eventually loses touch with both the young and the world around him". — Jencks and Riesman. The Academic Revolution (1972), P. 532

4. Tables 4:2 and 4:3 may be further elaborated, one after another, from the point of the different managerial types of the colleges. It appears from the first table that 70% are the negative replies to the question whether teachers are engaged in research. Maximum negative replies have come from a Private college which is also a Commerce college (P_2) — 100%, followed by a missionary college (M) — 92.9%, two government-sponsored colleges (GS_2 and GS_1) — 88.9% and 87.5% respectively, one private college (P_1) — 61.5% and one university college (UC) — 52.4%.

So far the negative replies are concerned, it is clear from the table that a missionary college and a private college do not differ much — one giving 100.0% and another 92.9% negative replies; two government-sponsored colleges are almost identical in their negative replies while two private colleges are much different in their replies — one giving 100.0% and another 61.5% negative replies; a government college and a university college are little different in their negative replies — one giving 42.1% and another 52.4%.

Keeping the eyes on the negative replies, it may also be mentioned that one of the two private colleges (P_2) comes closer to the missionary college (M) and to both the government-sponsored colleges (GS_1 and GS_2) while the remaining private college (P_1) comes closer to the university college (UC) and government college (G).

The picture that emerges is not very clear. It appears that the managerial differences have not much to do with the engaging of teachers in research. Any particular managerial type of college is neither totally opposed nor totally favourable to the engaging of teachers in research. This appears to be generally true. But a scrutiny of the table may point out that government college teachers, followed by university college teachers, are more prone to research ~~rather than~~ than teachers of colleges of other managements.

Table 4:3 may now be elaborated. To the question whether research and teaching are complementary, 66.0% teachers have provided the affirmative replies. Maximum affirmative replies are provided by a government-sponsored college (GS₂) and the minimum by a private college (P₁) — 88.9% and 38.5% respectively. The government-sponsored college (GS₂) providing the maximum affirmative replies (88.9%) is closely followed by a university college (UC) and another government-sponsored college (GS₁) — 80.9% and 75.0% respectively. A private college (P₁) providing the minimum affirmative replies (38.5%) is closely followed by another private college (P₂), a missionary college (M) and a government college (G) — 50.0%, 57.1% and 63.2% respectively.

It appears from the analysis of the table that both the government-sponsored colleges and university college provide the sufficient affirmative replies — ranging from 75.0% to 88.9% while both the private colleges, one missionary and one government colleges provide the much less affirmative replies — ranging from 38.5% to 63.2% .

It appears that government-sponsored colleges are more prone to accepting the proposition of the table than the colleges of other managements, namely, private, government and missionary. But if a comparison is made between tables 4 : 2 and 4 : 3, it comes out that the highest percentage (57.9%) of teachers in a government college are engaged in research while, next to the lowest percentages (11.1% and 12.5% respectively) of teachers in government-sponsored colleges are engaged in research (see table 4:2). It is clear that responses of government college and government-sponsored college teachers in table 4:3 do not tally. What appears clear in one table is blurred by what appears prominent in another table. Teachers' awareness of the fact that research and teaching are complementary is not backed by undertaking research by teachers. Any particular managerial type of college has little or nothing to do with research. However, it is expected that teachers should be engaged in research.

5. As it appears from the table 4:4, almost cent percent replies are affirmative to the question of the table. Exceptions are there in regard to two colleges only — a private college (P₂) and a missionary college (M). Why ? It is very difficult to answer the question. So far the P₂, a private (Commerce) college, is concerned, it may be said, resting on observation and experience, that a large scale private tuition was found to be indulged in by teachers. As a result of the large scale private tuition, students (tutored) are used to finding their teachers excellent in performance and kind to them not in class rooms but in the residences of teachers (usual seats of private tuition) and that also for money (tuition fee). Such students were found not to count much what the teachers were like in the class rooms. This possibly explains the low percentage by students of this college (P₂) . So far the M is concerned, low percentage of affirmative replies may be due to the arbitrary

replies of the 33.3% of the sample students of the college.

6. Of the table 4:5, P_2 shows that 69.3% of its students find 'many' teachers sympathetic. Why? To answer the question we have to keep in mind that the same college as dealt with in the preceding table (4:4) comes up. And the answer too is more or less identical. The excess of replies under column 'many' may be attributed to the fact that many students are privately tutored by many of their teachers.

To deal with inter-college difference, if any, in the responses, let me take up one column only that carries the highest percentage. It will facilitate our analysis. In case of discussion of all the columns, confusion is most likely to result. The column to be considered is (headed by) 'Few'.

To the question whether students find their teachers sympathetic, replies under column 'Few' range from 17.4% to 100.0% — a private college (P_1) and a government-sponsored college (GS_2) respectively. Next to P_1 comes M (a missionary college) providing 66.7% replies. A university college (UC), a government-sponsored college (GS_1) and a government college (G) come up with more or less identical replies — 45.8%, 44.4% and 45.7% respectively while a government-sponsored college (GS_2) and a private college (P_2) come up with very low percentages of reply (17.4% and 23.0% respectively).

It may be said from the above discussion, without going into much hair-splitting analysis, that managerial barriers have little to interfere with the responses. Teachers or students are more or less alike across the boundaries of different managements.

7. "What any decent student looks for in a teacher is scholarship, and not personal solicitude for his welfare. Counselling and other welfare-work are all right if you can afford it, but they are not a substitute for learning." — John, V.V. "Substitutes For Courages?" in Singhvi, L. M. ed. Youth Unrest : Conflict of Generations (1972) P. 232 .
8. "..... even the idiosyncracies of a scholar may be tolerated as long as he can communicate his scholarship and knowledge to the students. If he can not do this, the best of scholars can not be a teacher. But as long as he can inspire students with his learning, society and colleagues will tolerate with amused indulgence even cranks who are also great scholars" — Humanist Approach To Education (Report of the Proceedings of the Seminar held at Musorie in 1956, organised by the Indian Renaissance Institute, Dehra Dun), P. 13 .
9. Tables 4:6 and 4:7 may be put to further consideration. As is already clear from the analysis of tables up to the present, different managerial types do not count much for differing responses between colleges. What counts is the different situations

prevailing in the colleges. And the situations are often very subtle and hard to define. For the table 4:6, negative replies are important. While the majority of students of a government college (G), a missionary college (M), a private college (P₂), a government-sponsored college (GS₁) and another private college (P₁) have given the negative replies to the query of the table, responses of students of two colleges only, a university college (UC) and a government-sponsored college (GS₂) which is also a women's college, are much low. Why? So far the girls in GS₂ are concerned, they may have some psychological background for which they like even those teachers who are worse-performing and unscholastic but kind to them. Kindness alone may over-weigh other minus points of a teacher for them. This is particularly true when teachers are male. So far the male students of UC are concerned, low percentage may be explained in two ways: first, it may be due to it that students of this college also badly cry for recognition. That is why they put more weight on kindness than on any other virtues of a teacher and it may also be due to casual answering of the question; second, low percentage may be partly justified when male students have female teachers. Male students' expectations from female teachers are not high so far their performances are concerned. As a compensatory gesture, women teachers have usually to be kind.

Table 4:7 may now be considered. Low responses under 'Yes' column of table 4:7 from colleges including UC and GS₂ may be due to it that students of these colleges expect teachers² to be always non-authoritarian. In the preceding table (4:6) low responses under the 'Yes' column are also due to almost the same cause. They want teachers to be kind. Even when teachers are worse-performing and unscholastic, students like them for the only reason that they are kind. The tables though apparently opposed to one another, are in fact upholding the same cause — that teachers are expected to be kind and unauthoritarian.

10. "A good teacher is a good person also. 'He has', in the words of Aldous Huxley, 'Faith in the moral and spiritual reliability of the universe. He has character; he has vision; he has intelligent love of his fellow-men; he is stimulated by sharing in the forwarding of human growth even while he respects the integrity of each growing human in his charge' " — Gautan, G. S. Crisis in the Temples of Learning (1972), P. 80.

"He must be a man before he is a teacher. the preparation of the teacher for his work is very similar to the preparation of men for the good life." — Castle, E. E. Ancient Education and Today (1962), P. 198-99 .

11. Mental qualifications include the qualifications of a good man.

12. So far the table 4:8 is concerned, it may be said that it is natural that all will not have the same views. 9% negative replies may be traced to their individual thinking influenced as they are by the individual backgrounds. While majority of teachers (84.0%) hold that mental qualification is more important than educational qualification, a microscopic minority (6.0%) hold that both the qualifications are equally important. Such opinions are nothing unusual. What is manifest is that importance of the qualifications is not questioned. Some put more importance on one, other on another. Majority view is to be accepted and majority uphold that mental qualification is more important than educational qualification.
13. It is alleged by a brilliant student that he is punished in the sense that he is no longer in the good book of a teacher of his, from the day he has pointed out a mistake in the teacher's analysis of a problem, though subsequently, the student has been found to be correct while the teacher incorrect. A prompt admission of the mistake on the part of the teacher and admiration of the student's ability of pointing out the mistake may have encouraged the boy to be more interested in his studies and respectful to the teacher.

It is further alleged that students are often badly treated by some of their teachers on flimsy grounds. It is complained that when teachers are late (even by half an hour) to come to address the class they are not punished but when students are late to attend the class even by five minutes after the entrance of the teacher into the class room, they are either refused entrance into the class room or reproached. Coming from far-off places by bus etc., they add, when they are late, they are so not for their own faults.

Some teachers, they continue to complain, use abusive words when reproaching students for minor lapses — lapses in the nature of their failures to catch with the points in the lecture or analysis of a problem.

14. Low responses from students of P_2 and GS_2 under column 'Few' of the table 4:9 may be explained. So far the students of P_2 are concerned, it is possibly due to large scale private tuition. This is already pointed out in explaining tables 4:4 and 4:5. So far the female students of GS_2 are concerned, it may be due to their peculiar psychological background particularly when teachers are male. This point is referred to in explaining table 4:6 also.
15. In course of the research tour collecting data from college to college, a teacher in English was found to attend private tuition at his residence from six in the morning upto ten at night with a short break for noon-time meals, in holidays or vacations.

Another teacher of 34 years of age teaching Economics in the Commerce section of his college was found to devote all his time (after college-hours) to looking after his house-hold affairs, to private tuition and his four children.

16. So far the low replies of students of GS₂, M and P₂ under column 'Few' of table 4:10 are concerned, it may be said that these responses indicate their lack of clear understanding of the question.
17. Table 4:4 may be consulted.
18. Responses of students of some colleges (P₁, M and G) are high while responses of students of some other colleges (UC, GS₁, P₂ and GS₂) are low under column 'None' of the table 4:11. Low responses do not indicate that teachers worthy of being emulated are greater in number in these colleges. It is almost an open secret that there are very few teachers fit to be emulated. Low responses may be due to the casual answering of the question.
19. Definition of honours classes : Honours classes in undergraduate colleges include those classes wherein students are trained to specialise in a particular subject to be pursued in post-graduate classes and afterwards. Pass-classes are those which aim at giving students a general understanding of subjects.
20. A chart showing (a) colleges with and without honours facilities and (b) the subjects (college-wise) in which honours facilities are available, is given under the Appendix III, P.269. The chart is based on information gathered from the offices of Inspector of Colleges and the Registrar, North Bengal University.
21. "College libraries in Calcutta and the districts are in a deplorable condition. Even in colleges, where there are a good collect of books, very few students or teachers can make use of them, as these libraries are understaffed or do not have adequate space for reading Very few students, particularly those in the honours course, could buy books on their own. They had to depend on college libraries to supplement their class lectures. But, it was a pity that except for two or three colleges in West Bengal, students were denied this minimum facility" — quoted from "Calcutta College Libraries in Poor Shape" in The Statesman (Calcutta) dated 10/12/81.
22. All the teachers sit in a small room. Between classes, hardly there is an opportunity to sit and think in silence. Staff-room open to all. Students are frequenting.

23. The high responses of students of P₂ under column 'No' of the table 4:12 may be explained in reference to the already stated fact that there is too much private tuitioning by teachers. That this is due to the impact of it. When teachers indulge in private tuition, they normally can not assert themselves against malpractice in examination-halls by their private students.
24. Responses of students (under 'Yes' column) from colleges to the query of table 4:13 are more or less uniform. Lowest responses are from GS₂ closely followed by P₂. Explanations to the probable background of such replies (contrary to the expected) are already given under the relevant preceding tables.
25. A college without boundary walls or, some way or other, easy of access to the outsiders.
26. An invigilating teacher was found making anxious enquiries to an examinee in an apparent effort to show his affection for the examinee who on the previous day attempted to throw a folding steel chair upon an invigilating teacher for his attempt at catching the examinee copying from a piece of scribbled paper carried in his person from outside. The teacher making the enquiry was clearly motivated to save his skin at the cost of others of his colleagues.
27. I was told both by students and teachers and later confirmed by teachers, principal, members on the Managing Committee of a college that a teacher of the college was involved in an illicit affair with the wife of a senior colleague. The 'affair' so much agitated the minds of students that they went to the extent of demanding expulsion of the teacher from the college. Authority of the college was at last bound to concede the demand voiced by students. The teacher concerned was transferred from the college to another college in an attempt to punish the teacher for his scandalous involvement and to appease students by way of restoring the normal life to the college campus.
28. Responses of students (under 'Yes' column) from M to the query of table 4:14 are the lowest. Why? It is indisputable that students are influenced by the personal lives of their teachers when they are able to know them. Say for example, when both students and teachers live in a town where both are able somehow or other to know one another, it is most likely that students are influenced by the teachers' behaviour in forming an attitude of respect or disrespect towards their teachers. But when students and teachers live far apart geographically without being in a position to know one another's way of lives, students are less likely to be influenced by teachers. Darjeeling (where college 'M' is situated) being a hill town, most of the teachers and students live far apart. Communication between them (except when they are in college) is difficult. This may explain the lowest responses from the students of this college. The very topography of Darjeeling may be largely responsible.

29. While collecting data from house to house, I came to know that some teachers were almost always out of home after their college-hours. One of their wives said to the researcher (when the repeated visits to the house failed to contact the teacher concerned) "Please, come at the meal times, either at noon or at night; on any other time, you will fail to get him."

Wife of another teacher (of a different college) said to me "Please, do not come in the morning, he ^{will} not be available then. Come at about nine at night." As I stood wondering, she said, again, apparently out of sympathy, "I am for more than 21 years with him. I know him."

30. So far the table 4:15 is concerned, low responses under the 'Yes' column from teachers of CS₁ and P₂ may be explained.

In course of the survey from college to college, I came across a number of teachers who appeared to pose to be above any managerial impact. While they were trying in vain to do so, they were in fact revealing a peculiar complex they were suffering from. While filling in the questionnaires they gave vent to such a complex and the result was distortion of truth. Managerial differences are too sharp to be blunted by false responses given by some teachers and the table 4:15 proves it. 70% of the teachers supports the view that the managerial differences matter much so far the attitudes of teachers of colleges of different managements are concerned.

31. "Minority colleges have been exempted from the application of the provisions of the noted pieces of legislations" :
 1. The West Bengal College Teachers' (Security of Service) Act, 1975; 2. The West Bengal Universities (Control of Expenditure) Act, 1976; and 3. The West Bengal (Payment of Salaries) Act, 1978
 4. The West Bengal College Service Commission Act, 1978. —
 Shaw, C. S. "Colleges in the Eastern Region" in New Frontiers in Education, X(2), (April-June), 1980, P. 53 .

32. While seeking his reaction, a young government college teacher frankly remarked, "We treat them / meaning non-government private college teachers / as 'harijans' ". It appears to be an exaggerated view but, nonetheless, reflects the government college teachers' views about the non-government (not the missionary) college teachers.

33. Reportedly, attempts are on foot by the North Bengal University to take away the status of university college from the colleges already enjoying the status and reverting them back to the former positions (private colleges).

34. 'Private Management' dealt with under chapter III, P. 80, may be referred to.

35. The Bitter relation among teachers does not remain confined at the college-level. It is also found among teachers at the university level.

Dr. S. K. Mukherjee, ex-Vice-Chancellor, Calcutta University, said on the eve of his retirement (on 31.12.78) that "he would have been happy if relations among teachers in the post-graduate departments were better personal squabbles were responsible for the bitterness. He said the bitterness often affected students and the non-teaching staff" — Quoted from "Squabbles Among Teachers Deplored" in The Statesman (Calcutta) dated 30/12/78.

36. A senior-most teacher of college, having some 30 years of teaching experience, is reported to have commented to his students that Mr. A's (second man in the same subject) book (written for pass-course students of +2 course and well-received by them) is not worth of being followed by students. "It is full of mistakes".

The teacher's remark is found to be based on the fact that he fails to stand the popularity of his junior colleague, author of the book.

37. Low responses of teachers (under 'Yes' column) of table 4:16 from colleges — M, GS₁, P₂ and G — may be due to two probable reasons : first, some teachers may not have the attitudes of neglect; second, some teachers have tried to give the opinions contrary to their own practices. But this is to be admitted that attitudes of neglect among teachers of different subjects is a widely felt phenomenon.

38. Let an incident be cited to illustrate the attitude of a Commerce teacher to Arts : A Commerce teacher of repute is reported to have asked one of his students to switch over to Arts as he (the student) is found unmindful while the teacher is discussing a problem. While asking the student to go over to Arts, he (the teacher) is reported to have remarked, "There is much scope for dreaning."

39. Table 4:17 is very much related to table 4:16. One about the stream of subjects another about the subjects. Both the tables, round about way, aim at the same target. Note may be taken of the responses of teachers of P₂ under 'Yes' column and of the responses of the same college-teachers (under 'Yes' column) of the table 4:17. While under table 4:16, it has come with very low responses — (37.5%); under table 4:17, it has come with high responses — (75.0%). Does it not then mean that the content of the tables (there are attitudes of neglect between teachers of different streams of subjects or subjects) is upheld. Other low responses of the table 4:17 may be explained almost in the same manner as already done in explaining the low responses of table 4 : 16.

40. Table 4:18 upholds that teachers of Commerce are not more material than their counterparts in Arts and Science that all teachers irrespective of faculties are material. Teachers of two colleges (P₁, GS₂) under column 'No' have given less responses than expected. It is due to their opinion that Commerce teachers are more material than teachers of Arts and Sciences. But the majority view is otherwise.
41. It is an age-old complex between teachers of university and college "There is a tendency among the members of the post-graduate teaching staff to consider themselves as a class to be superior to the teachers in the colleges. This attitude can not be justified" — Sarkar, Bency Kumar. University at Calcutta : An Objective Study (1929), P. 60 .
42. Attitudes of teachers of college and those of High School, on the one hand, and attitudes of teachers of High School and those of Primary school, on the other, are similarly marked by non-respect. Attitudes of college teachers are alleged to be arrogant towards those of High School. And attitudes of High School teachers are alleged to be arrogant towards those of Primary school.
43. Table 4:21 shows varying opinions. It may be due to the fact that students are not uniformly ready to express truthfully their opinion. A good many students were found averse to giving vent to their minds on the question whether they know of any case of insult on their teachers. One may not be surprised to hear that even those students hitting teachers answered the question in the negative. But this does not mean that teachers are not insulted. Teachers are insulted (if not beaten) in all colleges by students, may be, some times, for the faults of teachers themselves.
44. The tables 4:23 and 4:24 (containing the views of teachers and students on the causes of insults on teachers by students) in Appendix I, P.258, may be referred to.
45. The table 4:22 is based on the responses given to the question. And the question is an unstructured one. Each of the students is left free to suggest as many qualities as he deems proper in a teacher. Hence more than one responses from one student. And this explains why the arithmetical total in the table (horizontally) does not tally with the total number of students taken from each of the seven colleges.