

**SOCIAL STRUCTURE OF THE INTELLECTUALS IN POONA**

**A STUDY OF COLLEGE AND  
UNIVERSITY PROFESSORS**

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(India)  
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## P R E F A C E

Professor Edward Shils was in India during the year 1955-56 in order to study the problem of Indian intellectuals. It was fortunate that I could meet him and could have some discussions with him. As a matter of fact Professor Shils suggested to me that an enquiry into the social background of college and university professors in Poona would be worthwhile undertaking. His suggestion appealed to me and through his encouragement I started doing preliminary reading on the sociology of intellectuals. Professor Shils was not only helpful in formulating the points of enquiry but he was very kind in writing to Professor Ithiel de Sola Pool recommending the projected study for research grant. While I am very grateful to Professor Shils for initiating me into this particular field of enquiry, I must hasten to add that whatever may be the shortcomings, and I am sure there are many, are entirely mine. In fact, what is presented is a preliminary report on the study. I want to record my deep sense of gratitude to Professor Ithiel de Sola Pool for getting me the research grant for this study. In fact I have to thank him much more for the extraordinary patience in allowing me to work on this project belatedly. But for his forbearance, patience and kindness I would never have been able to complete the study.

I would also like to record my sense of gratitude to the principals of various colleges in Poona and the Heads of various departments of the Poona University for their interest and encouragement. It is largely due to their cooperation that the various professors in colleges and university responded promptly to the questionnaires. Of course, I feel indebted to all those professors who have returned the questionnaires.

I want to thank Mr. P.H. Reddy for his unstinted help in the conduct of the enquiry at all stages including analysis of the data and preparation of the report. Similarly, I want to thank Mrs. A. Ramanamma for preparing the tables. I also want to thank Mr. M.W. Bhat, who typed the report efficiently and quickly.

Poona:  
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Y. B. DANIE

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INTRODUCTION

No society can do without its intellectuals. Intellectuals may belong to a hereditary class or they may be recruited from various strata. Whatever may be the historical development of the intelligentsia and the intellectuals, there is no denying that in order that intellectuals function effectively certain minimum requisites have to be satisfied. It is not, however, our purpose to either enquire into the historical development of the intellectuals nor to differentiate between intelligentsia and intellectuals. Our purpose is only to understand the role that they are expected to play in society and consequently the kind of relationship which they have to maintain with society and the responsibilities which they have to bear.

No attempt is made to discuss the various definitions of intellectuals. Just as no society can afford to neglect its intellectuals, serious students of society also cannot afford to neglect analysing the role, status and working of intellectuals. Naturally, in respect of the definition of intellectuals there obtains a multiplicity. Whatever may be the origins of intellectuals, there is no denying that through their skills and knowledge they are connected and concerned with facts vital to society. As Shils observes, it is because

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of this connection with vital facts on the part of intellectuals that they develop self regard and esteem and in turn also enjoy social esteem.<sup>1</sup> For the purposes of the present study a couple of working definitions are provided to start the discussion. As we know, a correct and comprehensive description about what the intellectuals do also constitutes a useful definition and starting point. Mannheim says: "The intellectuals who produce ideas and ideologies form the most important of the connecting links between social dynamics and ideation.<sup>2</sup>" Intellectuals are primarily concerned with ideation and it is only through ideation that they can provide leadership in respect of thought and also help legitimize action in society. The concern of intellectuals with ideation has also been regarded by Schumpeter as one of the central criteria of defining intellectuals. Thus, he says, "Intellectuals are in fact people who wield the power of the spoken and written word and one of the touches that distinguishes them from other people who do the same is the absence of direct responsibility for practical affairs ..... The Critical attitude, arising no less from the intellectuals situation as an onlooker - in most cases also as an outsider - than from the fact that this main

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1 See Edward A. Shils, "The Traditions of Intellectuals," in G.B. de Fuszer (ed.), "The Intellectuals: A Controversial Portrait" (Illinois: The Free Press of Glencoe, 1960) pp.55-61.

2 Karl Mannheim, Essays on the Sociology of Culture (London: Routledge and Kegan Paul Ltd., 1956), p. 122

chance of asserting himself lies in his actual or potential nuisance value, should add a third touch<sup>3</sup>." Thus, the various characteristics of intellectuals have been pinpointed by Mannheim as well as Schumpeter. Intellectuals are concerned with both ideas and ideologies and since they do not have to confine themselves to both ideas and ideologies which arise from their stratum, they can have on the one hand non-attachment to any particular stratum or group but, on the other hand, a very wide degree of affiliation with all kinds of strata and groups. Because of such wide choice of affiliation intellectuals can develop a degree of detachment most essential for frank and forthright analysis of society and its problems and can also be in a position to offer frank advice and suggestions. Another characteristic of intellectuals to be mentioned here is disinterested pursuit of knowledge. In fact, one of the major determinants of self esteem on the part of intellectuals as well as on the part of society can be said to be this spirit of disinterestedness. Leaving aside the historical past, wherein the intellectuals were confined to a particular stratum, since the development of modern western society, intellectuals are no longer confined to any particular stratum, at least in theory in the sense that they need not be so. Of course, in a society governed by the caste system the observation made above may not hold good in practice.

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<sup>3</sup> Joseph A. Schumpeter, "The Sociology of the Intellectuals," in *Ibid.*, pp. 69-79

Yet there is the freedom for a person from any stratum to become an intellectual, which is exemplified by the instance of Dr. B.R. Ambedkar in the Indian society. It was mentioned earlier that intellectuals are concerned with ideation. As such intellectuals act as interclass communicators. It was also mentioned earlier that through their preoccupation with ideas and ideologies, intellectuals can derive vicarious experience of classes and groups to which they do not belong. In fact, intellectuals can participate vicariously in other classes and groups. In their capacity as interclass communicators, intellectuals can in a way help integrate society but can also promote social dynamics. Schumpeter, in fact, has observed very pertinently that it is because of intellectuals that what might have been purely a conflict of material interest is transformed into an ideational and ideological conflict.

Intellectuals operate with ideas and ideologies and their main forte are knowledge and skills, whereby they can function effectively in various situations such as bureaucrats, politicians, administrators, scientists, academicians, professors, artists, philosophers, etc. Their main task is to create and transmit new ideas. Of course, it may not be possible for all intellectuals to create new ideas, in which case they may rest content with transmitting and elucidating important creative ideas. Herein lies the importance of academicians as intellectuals either in respect of creating ideas or in their transmission.

Some of the roles of intellectuals in society have been delineated above. However, the importance of their status in society was not sufficiently stressed. Of course, reference was made to the bases and origin of self regard and esteem on the part of intellectuals. However, it is equally important that intellectuals enjoy a measure of social esteem which would enable them to function effectively. There are various prerequisites for the efficient functioning of intellectuals. As already mentioned, self esteem and social esteem are extremely important. However, the importance of training and equipment of intellectuals cannot be over-emphasised. Mind has to be trained and intellect has to be sharpened in order that intellectuals can excel in ideational activity. Even in the case of esoterics, a tradition of thinking has to be developed and systematized, much more so in the case of intellectuals. Intellectual tradition cannot sustain without ensuring efficient, purposive and continuous training of the intellectuals. Therefore, education and training is vitally important so that intellectuals can be connected with central or vital knowledge. Highest type of training and equipment is, therefore, necessary which can sharpen critical faculty, which is of such crucial significance to intellectuals.

There should be a primacy of ideation in the case of intellectuals. In order that this primacy be realised, intellectuals should develop and maintain a sense of

professional commitment and involvement. This signified a spirit of detachment and non-involvement in the personal or group sense and sustained activity. This requirement has implications for the strength of character of intellectuals, which alone would enable them to face any odds for their intellectual convictions. The fact that intellectuals function in various capacities does not mean that intellectuals should "sell" themselves as a commodity or a service. In fact, to the extent that they were to do so their operation in the ideational realm would be restricted and constrained. The major commitment of intellectuals should be in the realm of ideation, although there are certain other requirements which also need to be satisfied in order to promote this.

Freedom from want is essential for a fruitful functioning of intellectuals in any society. A measure of economic and social security is of undeniable importance. As mentioned earlier if intellectuals had to depend on any particular stratum or group for their maintenance and sustenance the ideational freedom would certainly be impinged upon. Therefore, the vocation of intellectuals must be independent and free from interference and intervention by group or class interests.

Intellectuals must have the freedom to operate as intellectuals and also enjoy a minimum measure of social and political freedom. There should be no restrictions on their

ideational activity and pursuits. Similarly, undue taboos and restrictions should not be imposed in respect of their social and political participation. Intellectuals are expected to provide leads in the field of ideation. It is a common practice of various pressure groups and parties to enlist the cooperation of intellectuals in order to provide ideational and ideological foundation in support of their own interests.

A minimum degree of social esteem has to be enjoyed by intellectuals in order to make them effective. It has been mentioned that as interclass communicators, intellectuals not only transmit ideas from one section to another but would also help in getting new ideas and ideologies accepted by various sections. However, in order that they are able to do so they must enjoy social esteem and recognition. Much more important is the fact that intellectuals should not be distrusted or their motives be questioned. Along with social esteem it is very important for intellectuals to have self esteem, regard as well as confidence. Without self esteem and confidence they would not be able to carry out their convictions. Loss of self confidence would impair efficiency by allowing undue pressures to interfere with the activities and functioning of the intellectuals. Intellectuals, therefore, must be armed with a high degree of self confidence.

Intellectuals cannot perform their role as interclass communicators and promoters and creators of new ideas if they



lacked in empathy and social sensitivity. As mentioned earlier they should be able to participate vicariously in other strata and groups to which they do not belong. If they were to confine themselves only to their own stratum and group they might be victims of a narrow and restricted point of view and approach to various problems. Intellectuals have to studiously avoid any particularistic involvement and loyalty and to develop empathy and sensitivity which would widen their horizon of ideas and experience. Universalistic attitude is, therefore, the essence of intellectual approach. Intellectuals should rise above their stratum.

Empathy and social sensitivity also needs to be cultivated by participation in social and political affairs. A variety of experience would be conducive to ideational activity. Moreover, the effectiveness of intellectuals as creators and promoters of new ideas would also depend on their contact with various elements of society. Knowledge has to be utilised. Knowledge cannot be utilised until intellectuals are accepted by society through their participation in social and political affairs.

Intellectuals should take upon themselves the task of providing intellectual and scientific leadership to society. In this context the importance of intellectuals as elites cannot be overemphasised. As Nadel says elites are a special group by virtue of their special knowledge and skills.<sup>4</sup> He says the

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<sup>4</sup> See S.F. Nadel, "The Concept of Social Elites," International Social Science Bulletin, Vol.VIII, No.3, p.413.

concept elite is intended to denote a group of persons who "can claim a position of superiority and hence a corresponding measure of influence over the fate of the community."<sup>5</sup> However, in order to be elites it is not merely enough to possess knowledge and skills it is necessary to have the capacity to set standards, as Nadel would say. Thus intellectuals cannot be elites unless they possess knowledge and skills as well as capacity to set standards.

#### The Role of the Intellectuals as Elites in India :

The intellectual tradition in India dates long in the past. Yet in so far as modern intellectual traditions are concerned it is a fairly recent phenomenon. As a result of contact with and exposure to the West, intellectuals in India came to imbibe modern intellectual tradition. In the wake of such inculcation, intellectuals felt that it was their duty to provide leadership in the areas of thought as well as action in various spheres of life. Starting from Raja Ram Mohan Roy to Dada Bhai Naoroji, Rabindra Nath Tagore, Gokhale, Tilak, Ranade, Gandhi, Nehru, M.N. Roy, Karve, et. al. intellectuals in India have been actively participating in social and political affairs and have provided the necessary leadership, ranging from education and social and political reforms, to economic and social reconstruction, abolition of

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5 Ibid.

untouchability, promotion of women's education etc. In terms of their confrontation with the West, intellectuals have been required to revise their notions of standards of achievement. In fact, they have been so busy catching up with the standards that they themselves have had no chance to set standards for others, thereby impairing their effectiveness as intellectual elites. Intellectuals in India have functioned in various capacities as bureaucrats, administrators, civil servants, revolutionaries, politicians, social reformers, educationists including research and training in various areas as well as charismatic leaders etc. The role played by intellectuals in India in nationalist movement as well as in the task of national reconstruction has been well recorded by A.R. Desai, Nirad C. Chaudhuri, Edward Shils, and others.<sup>6</sup> Similarly, the attainments and failures of intellectuals in India have been analysed by the authors mentioned.

However, Shils confines himself to the task of analysing the attainments of academic intellectuals. Shils tries to put the whole problem of intellectuals in a proper setting. Thus, he traces the traditions of intellectuals in India in the historical past and brings it upto date particularly in respect of its contact with modern intellectual tradition,

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<sup>6</sup> A.R. Desai, Social Background of Indian Nationalism, (Cambridge: Oxford University Press, 1948); Nirad C. Chaudhuri The Intellectual in India (New Delhi: Vir Publishing House, 1967) Edward A. Shils, The Intellectual Between Tradition and Modernity; The Indian Situation (The Hague: Mouton & Co., 1961)

its attainments and failures. In order to do so he analyses the tradition and vocation of the intellectuals in India, their culture, economic conditions, institutional situation, their performance, their dependence on others for intellectual inspirations and standards, etc. In a very perceptive and provocative manner Shils puts his finger on the various problems confronting the intellectuals in India.

The Role Played by Intellectual Elite in Poona :

As mentioned earlier, intellectuals in India were confronted with modern intellectual traditions because of their contact with the British rulers. As a result of such contact intellectuals felt that independence cannot be attained merely by political agitation but by an all round development of the people through imparting "modern education". Intellectuals in Poona, as elsewhere, were fired by nationalist sentiments and a keen desire not only to regain independence but also to put the country on a higher pedestal so that it could attain a place of honour in the comity of nations. Naturally, they had to make a multipuronged attack on the then existing malaise viz., economic, political, social etc., Stalwarts like Mr. M.G. Ranade, Mr. B.G. Tilak, Mr. G.G. Agarkar, Vishnushastri Chiplunkar, Mr. Namjoshi, Mr. G.K. Gokhale, et. al. gave their best to formulate programmes of activating the people and to initiate various types of reforms in all walks of life. It was but natural that these stalwarts gave top

priority to the founding of educational institutions such as the Deccan Education Society, which has earned a niche in the educational map of India, in order to provide modern education to the people, coupled with a sense of nationalism, self respect etc. The role played by the Deccan Education society is too well known to need any repetition here. There were a host of eminent followers of some of the stalwarts mentioned above, who carried forward the torch lighted by these stalwarts. G.K. Gokhale, for instance, founded the Servants of India Society, which in its turn developed a first rate institution for the study of economic and political problems viz. The Gokhale Institute of Politics and Economics, which was eminently headed by Prof. D.R. Gadgil with distinction for a period of over 35 years. In consonance with the initial aims of the educational enterprise on the part of the stalwarts mentioned above, sustained efforts were made to provide knowledge and skills to the younger generations so that they could take upon themselves responsibilities of leadership in various walks of life. It is needless to go into the long list of distinguished alumni of the Fergusson College as well as the Sir Parshurambhau College, who have been serving the country with eminence in various walks of life. However, a few names might be mentioned: Dr. G.S. Mahajani, Dr. D.D. Kosambi, Mr. S.G. Barve, Mr. S.M. Joshi, Mr. N.G. Gore have distinguished themselves in their respective fields such as education and research, administration, politics and social work, etc.

The Present Study :

The present study of the social structure of intellectuals in Poona is, however, very much limited in scope in the sense that it is confined to the investigation pertaining to the college and university professors in Poona. Therefore, the intellectuals studied here only form a part of the intellectual group. The present study starts with a positional definition of intellectuals viz., a study of those who, in terms of the occupational position, are expected to be primarily concerned with ideational activity. It is an enquiry into the ideational activity of college and university professors. Eventhough it is limited in scope, some of the theoretical propositions made in the foregoing have been examined carefully in the present study. Thus, the social background of the college and university professors, training, equipment and performance, factors which led to the choice of career, professional commitment and involvement, empathy and social sensitivity, participation in public activities, scientific and intellectual leadership of society, etc. have been enquired into with a view to test some of the theoretical propositions mentioned above.

Method of Study :

Survey method has been employed in conducting this study. A questionnaire was constructed so as to elicit information in respect of the areas mentioned above. It is

obvious, therefore, that the information obtained is essentially quantitative. The survey, however, was sought to be made comprehensive by employing the census method in respect of canvassing the questionnaire to all professors in various Arts, Science and Commerce colleges in Poona as well as all the departments of the University. About 500 questionnaires were administered, out of which 150 were returned which have been analysed in the present study.

#### Limitations and Significance of the Study :

The limitations of the present study stem from (i) definition, (ii) scope and (iii) method employed. Thus, the positional definition of intellectuals is certainly not fully adequate although it provides a good starting point for such enquiry into the social structure of intellectuals. The scope of the present enquiry is limited to the aspects mentioned above although aspects like their sense of fulfillment, social status, their relationships with students and fellow teachers, their social contacts, etc. could have been enquired into in order to make the study comprehensive. In respect of the method employed, the survey method has its own limitations in the sense that, while it enables to obtain quantitative data, it does not help in getting qualitative data whereby the quantitative data can be put in a proper perspective. Notwithstanding these limitations, however, the detailed survey which has been undertaken provides interesting material about

the doings of academic intellectuals in Poona. Moreover, the findings of the present study have been strengthened by the all India study in the field of sociology of education and particularly by the one conducted in Maharashtra region whereby comparable material is available.

It is, however, intended to take up a complementary study of various types of intellectuals in Poona including academicians, authors, writers, bureaucrats, professionals, social and political leaders, etc. with a view to fill up some of the lacunae in the present study and to provide a comprehensive picture of the functioning of intellectuals in Poona. Therefore, the limitations arising from the definition and scope would be overcome. Similarly, the method to be followed in the intended study would be primarily personal interview and discussions in order to obtain qualitative data.



Chapter II  
SOCIAL COMPOSITION

Out of the 150 teachers, 49 per cent teach at the post graduate level while 41 per cent teach at the under-graduate level and 9 per cent teach at both under-graduate and post graduate level.

Age :

There were only 4.7 per cent of the teachers who belong to the age group 20-25 years, 15.3 per cent belong to the age group 26-30. As one would expect 18 per cent of the teachers belong to the age group 31-35 years and 12.7 per cent to 36-40. There were 14 per cent of the teachers in the group 41-45. There were 7.3 per cent of the teachers in the age group 46-50 and 4.7 in the age group 51-55. There were 4 per cent in the age group over 55 while 19.3 per cent did not mention their age. In the all India study it has been found that about 60 per cent of the teachers belong to the age group 35 and below whereas in the present study only 40 per cent of the teachers belong to the age group 35 and below.

Age and the Classes taught by the teachers :

In the age group 35 and below the number of teachers teaching at the under-graduate and post-graduate level is

exactly the same being 29 in each case, while in the age group 36 to 55 and over there is a preponderance of those teaching at the postgraduate level, their number being 49 as against 15 who teach only at the undergraduate level. It is certainly encouraging that younger teachers are teaching at the post-graduate level and as such would naturally get better facilities for their professional development. Yet it is obvious that teaching at the postgraduate level is largely dependent upon the experience as reflected by the age of a person.

#### Age and Various Subjects Taught :

In respect of those teaching courses in Arts there are only 10 teachers in the age group 35 and below while there are 23 teachers in the age group 36-55 and above. In the Science subjects, however, 31 teachers belong to the age group 35 and below and only 16 belong to the age group 36-55 and over. This may possibly mean that as one advances in age and acquires experience a person teaching science subject is more likely to move out of the teaching profession. There is similar phenomenon which has been reflected in the case of the professional teachers (Engineering and Medical) who said that they wanted to change their career from that of teaching to some other career. ( Ref. All India Study ) Amongst those who teach Social Sciences, there are fifteen teachers in the age group 31-35, and 22 teachers are in the age group 36-55 and over.

Age and Sex :

There were 11 women teachers in the age group 35 and below while there were only 7 women teachers in the age group 36-50. This observation is corroborated by the finding of the All India Study wherein also majority of the women teachers belong to the age group 35 and below. The percentage of women teachers is only 16 as compared with the All India sample where it is about 34 per cent. Since women have taken to college teaching as a career in fairly recent times it is but natural that there should be a preponderance of them in the age group 35 and below. Moreover, women may also like to give up employment after getting married and having children and particularly after attaining financial stability.

Age and Rural-Urban Background :

In respect of the rural-urban background it has been found that 27 teachers hailed from the city in the age group 35 and below while there were 15 teachers from the towns and 16 from villages in this age group. In the age group 35 to 55 and over there were 29 who belong to the village and 10 who belong to the town and 24 who belong to the city. It is also surprising that there are 45 teachers who had a rural back-ground while there are only 25 who came from a town

As for the all India study there is a very small percentage of the college teachers in Maharashtra from the rural region. It is surprising that in this sample as many as 65 teachers have rural background: 30 teachers are from towns and 62 teachers are from cities. Obviously enough the people brought up and educated in cities have better chances of taking to college teaching as a career. Of course, this will be examined in the context of caste.

#### Age and Caste :

It should be mentioned at the outset that the percentage of the Brahmins is 82 while that of Marathas and the Chandra Seniya Kayasth Prabhu (a white collared and high ranking caste) is 5.3 each. There are only 2 per cent teachers belonging to backward castes and none belonging to the scheduled castes. It is not surprising that there were 4 teachers belonging to the Maratha caste, who belong to the age group 35 and below. It is however surprising that 4 c.k.p. teachers belong to the age group 35 and below, and only two are over 36 in age.

#### Age and Education :

In respect of education there were 14 teachers who had obtained doctorate and belonged to the age group 35 and below while there were 3 teachers belonging to the same

group who had obtained 2 doctorates. In all there were 59 teachers who had obtained doctorates. There was only one teacher who had a foreign degree although the age group has not been mentioned in this case. As one would expect there is a preponderance of teachers who have obtained M.A., may be in one or two subjects, although it is very gratifying to note that there were 59 teachers who had obtained doctorate in their respective field.

Age and Educational and Occupational Background :

From the All India Sample we get that most of the college teachers are drawn from homes where the father was engaged in one of the urban -- white collar occupations. There is, however, a difference between college men and college women. The college men, in professional as well as non-professional, colleges have a substantial proportion of the fathers in one of the rural occupation. This is less often the case among fathers of college women. Women college teachers are drawn from occupationally as well as educationally advantaged homes.

In respect of the education of the fathers of the teachers it is found that out of the 59 teachers in the age group of 35 and below, 14 had fathers who had college education, while there were 17 teachers whose fathers had

postgraduate and technical education. In the case of the teachers of the age group 36 to 55 and above there were 20 teachers whose fathers had college education and 16 had postgraduate and technical education out of a total of 92 teachers. Therefore, the fathers of the teachers belonging to the younger age group definitely have better educational background. This finding is corroborated by the All India Study.

The same trend is reflected in the case of the occupations of the fathers of the teachers. Out of 58 teachers belonging to the age group 35 and below, there were 28 teachers whose fathers belong to higher occupational class such as executive, scientific and technical personnel, various types of officers, academicians, professionals like doctors, lawyers, etc. There were 13 teachers in the same age group whose fathers performed ordinary administrative duties including that of a school teacher. As for the age group 36-55 and above there were 33 teachers whose fathers belong to higher occupational groups mentioned above and in the case of 26 teachers, their fathers performed ordinary administrative tasks. There were only 15 teachers including all the age groups, whose fathers were either owners of farm, fishery, dairy, etc., and there was not a single teacher whose

father was a tenant cultivator, or manual labourer in dairy, agriculture, etc., while there were 11 teachers whose fathers were skilled manual workers of all types such as foreman, machine man, factory worker, craftsman, etc. In the case of all India study, on the other hand, there were many college teachers whose fathers performed rural occupations.

#### Sex :

Out of the 150 teachers, 84.7 per cent were men and 15.3 were women. According to the all India study, however, the percentage of women teachers in all states, except Andhra, is 34.

#### Sex and Rural-Urban Background :

Out of the 127 men teachers, 53 came from villages, 24 from towns while 49 belonged to cities. In the case of women teachers, as one might expect, out of the 23 teachers 13 belonged to cities, 6 to towns and 3 to villages. This finding is confirmed by the All India Study in the case of Maharashtra State.

#### Sex and Teaching at Different Levels :

Out of 127 men, 83 taught at the postgraduate level while 44 taught at the undergraduate level. In the case of

women teachers, 18 out of 23 taught at the undergraduate level while 5 taught at the postgraduate level.

Sex and Caste :

Out of the 23 female teachers 14 belong to the Brahmin caste and 3 to the c.k.v. caste while in the case of 4, caste is not applicable. It is, however, gratifying that female teachers belong to the Maratha caste out of a total of 8 teachers belonging to the Maratha caste. As for the men teachers, out of 127 teachers 109 were Brahmins, 5 were c.k.v. and 6 were Marathas, and in the case of 7, caste was not applicable and none belonged to scheduled caste.

Sex and Education :

As one might expect, out of the 127 men teachers, 55 had doctorates, while in the case of women teachers out of 23, 5 were doctorates which in itself is gratifying. As compared with the all India where the percentage of doctorates varied from 5 to 10 in most of the states, in this sample it is as high as 45 per cent.

Sex and Educational and Occupational Background :

Out of the 23 women teachers, in the case of 6, their fathers had college education while in the case of 10,



their fathers had postgraduate and technical education. In the case of one woman teacher, her father was educated in the traditional system. Out of the 127 men teachers, there were 28 teachers whose fathers had college education and there were 24 whose fathers had postgraduate and technical education while in the case of 9 their fathers were educated in the traditional system. In the case of 6 women teachers, the fathers had primary, middle school or high school education and none was illiterate. While in the case of men teachers, their fathers were illiterate and in the case of 51 teachers the fathers had primary, middle school or high school education and nine fathers had traditional education.

#### Sex Vs. Fathers' Occupation :

As one might expect, women teachers were the daughters of relatively better placed fathers than the male teachers. Thus, out of the 23 women teachers only one was the daughter of owner of farm, while 14 out of the 127 men teachers were the sons of owners of farm.

#### Rural-Urban Background of the Teachers :

Of the 150 teachers, 36.6 per cent were from village, 20 per cent from town and 41.3 per cent from city.

Rural-Urban Background and Caste :

Out of the 8 Maratha teachers, 7 belong to the village and 1 to the town while out of the 123 Brahmin teachers 43 belong to the village, 26 to towns, and 54 to cities. It is rather surprising that in the case of the teachers in whose case caste was not applicable their numbers were equally distributed between the village, town and city.

Rural-Urban Background and Education :

There is no relationship between rural-urban background and education of the teachers e.g. in the case of the teachers who held doctorate degree 27 came from villages, 11 from towns and 20 from cities.

Rural-Urban Background and Fathers' Education and Occupation:

As one would expect, in the case of 56 teachers who came from villages, the education of their fathers was as follows: 8 were illiterate, 13 were primary/middle school educated, 10 upto high school level, 8 college educated, 10 had postgraduate and technical education while 6 were educated in the traditional system. In the case of 29 teachers who came from towns the education of their fathers is as follows : 11 upto high school, 8 upto college education,

5 postgraduate and technical education and 4 were educated in traditional system. In the case of the 63 teachers coming from cities, as one would expect, the fathers of 36 teachers were either college educated or had postgraduate and technical education (18 each); while it is surprising that there were 3 teachers from cities whose fathers were illiterate and in the case of 4 their fathers had education upto primary/middle school, and 19 upto high school. Therefore, one sees evidence of a pronounced upward mobility, at least in educational terms, in the case of the teachers coming from cities.

In respect of the occupations of the fathers of the teachers, as one might expect, out of the 56 teachers who come from villages, in the case of 9 their fathers performed agricultural work; as one might expect, 8 were owners of small business, while 15 were either executives and scientific and technical personnel, indicating thereby their migration to cities or urban areas. As one would expect in the case of the 63 teachers who came from cities only in the case of 3, their fathers performed agricultural work and all the rest were engaged in higher occupations which were primarily located in cities and urban areas.

Rural-Urban Background & the Initial career of the teachers:

There is no relationship between the rural-urban background of the teachers and their initial occupation in the sense that 50 per cent of the teachers started their career as high school teachers and then took up college teaching. It is rather surprising that in the case of a teacher who came from city his initial occupation was agricultural work and in the case of 3 they worked as labourer in agriculture or dairy. Only 7 out of the 150 teachers have taken up college teaching as a career, whose initial occupation had nothing to do with teaching.

Caste and Religion :

Out of the 150 teachers 123 were Brahmins, 8 were Marathas, 7 were c.k.bs. while 3 belonged to the backward classes and in the case of 8 caste was not mentioned. It is interesting to note that in respect of religion although there were 142 Hindus, only 135 mentioned their religion as Hindu while 2 mentioned as Jainism 1 as Buddhism and 4 mentioned that they did not believe in religion. There were 3 Muslims, 3 Sikhs and 1 Zorastrian. As compared with the all India study, the absence of Christians in our sample is striking.

In the All India Sample, the proportion of teachers who belong to the scheduled castes is negligible and the proportion of those who belong to the other backward castes is also small in most states.

Occupation and Designation :

Out of the 150 teachers, there were only 2 part time teachers, 10 were Assistant Professors in undergraduate colleges, 47 were lecturers in undergraduate colleges, 29 were Heads of the departments in colleges, 33 were university lecturers, 22 were Readers and 7 were Professors / Heads of the department at the university level and one was Head of a college.

Out of the 33 university teachers, 21 were doctorates and the rest were M.As., out of the 22 university Readers, 17 were doctorates and the rest were M.A.s,. Out of the 7 university Professors, 3 were doctorates. Out of the college lecturers, 2 were B.Eds., 39 were M.A.s and 8 were doctorates. Out of the 10 Assistant Professors, 1 was a B.Ed. 7 were M.A.s and 2 were doctorates. Out of the 29 college Professors and Heads of Departments, 1 was B.Ed., 22 were M.A.s and 6 were doctorates.

Out of the 33 university lecturers 21 held doctorates. Out of the 22 university readers 17 held doctorates degrees.

Occupational designation and teaching experience :

As one would expect in the case of 22 university Readers 10 have been teaching for 16 years and more while in the case of 33 university lecturers there were 10 teachers who have been teaching for less than 5 years. There is only one university Reader whose teaching experience is less than 5 years. Otherwise higher designation clearly depends on the number of years that a person has been teaching. Similar trend is revealed in the case of college teachers.

Family Background in terms of Education and Occupation :

Parents' Education and Occupation :

In the case of 10 teachers their fathers were illiterate or barely literate, in the case of 17 they had education upto Primary or middle school. Fathers of 42 teachers had education upto high school and 34 had college education. There were 33 fathers who had postgraduate and technical education and 10 were educated in traditional system. In the case of 43 teachers, their mothers were

illiterate, in the case of 51 their mothers were educated upto primary / middle school, in the case of 20 upto high school, in the case of 2 college education and in the case of 2 postgraduate education, while in the case of 15 teachers their mothers were educated at home in various arts and crafts.

As for parents' occupation there were 15 teachers whose fathers were owners of farm, land, etc., in the case of 3 their fathers were proprietors, directors, managers, etc., of big industrial concerns, wholesale merchants, etc., in the case of 19 they were owners of small business, retail shops, while in the case of 58 teachers they were executive, scientific and technical personnel, professionals etc., in the case of 43 teachers they belong to the ordinary administrative staff such as clerk, cashier, etc., and in the case of 2 they were skilled manual workers including foreman, factory worker etc. In respect of mothers' occupation there were 3 teachers whose mothers were owners of farm, land, fishery, etc., there were 2 teachers whose mothers were either manual or agricultural labourer while it is surprising that in the case on 1 teacher the mother was proprietor, director, etc. In the case of 3 teachers the mothers were owners of small business, retail shop etc. There were 5 teachers whose mothers were executive, scientific and technical personnel while in the case of 4 their

mothers were ordinary administrative staff. While 67 teachers had their fathers with college education or postgraduate degree, there were very few in whose case the mother had college education or postgraduate degree. While in respect of employment 125 teachers had their fathers employed in white collared and higher occupations, only in the case of 13 teachers that their mothers were employed in white collared and higher occupations.

Grandfathers' Education and Occupation :

In the case of 10 teachers they were illiterate or barely literate, 18 had primary or middle school education, 25 had high school education, while 9 had college education and 5 had postgraduate and technical education, while in the case of 30 they had traditional education. In respect of grandfathers' occupation, as one would expect, 48 were owners of farm while 2 were either manual or agricultural labourers, 2 were proprietor, director etc., and 15 were owners of small business, 15 were either executive, or scientific and technical personnel, professionals, etc., and 35 belong to the ordinary administrative staff. Therefore, there has been enhancement of education and occupation in respect of the fathers.



Uncles' Education and Occupation :

Since generally the uncle belongs to the father generation, it is not surprising that there were 54 teachers whose uncles had college or postgraduate education. Similarly in the case of occupations also in the case of 124 teachers their uncles were employed in white collared and higher occupations.

Brothers' Education and Occupation :

One hundred and one teachers had 1 to 3 brothers, while 19 teachers had 4 to 6 brothers. There was only one teacher who had 7 brothers and 29 had no brothers. In respect of the brothers' education 101 teachers had brothers with college education or postgraduate degree and technical qualification, while in the case of 20 teachers their brothers were in schools - primary, middle or high school. In respect of occupation, 83 had brothers engaged in white collared, higher occupations while 25 were engaged in ordinary administrative duties and 2 were owners of farm and 1 was a manual or agricultural labourer.

Sisters' Education :

One hundred <sup>and</sup> one teachers had 1 to 3 sisters and 18 had 4 to 6 sisters and 2 had 7 sisters and 29 had no sisters.

In the case of 65 teachers their sisters had either college education or postgraduate and technical education, while in the case of 3 teachers their sisters were illiterate and the rest were schooling and 3 had traditional education.

#### High School and College Education of the Teachers :

As one would expect, 132 teachers had their college education in cities while 14 had it in towns. In the case of high school education, 18 teachers had it in villages, 53 in towns and 78 in cities. Obviously enough facilities for higher education are available mainly in cities and fairly recently in towns.

#### Education and Income :

Four teachers were bachelors of education and were teaching in a Teachers' Training College, 74 had Master's degree, 11 had double Master's degree, 2 had Master's degree plus some professional diploma. Only one had a foreign diploma and 58 had doctorates out of whom 7 had double - doctorates.

There was only one teacher, obviously a part-time teacher, who got less than Rs. 1,200/- per year, there were only 3 in the bracket Rs. 1,200/- to Rs. 2,500/-, 2 in

Rs. 2,501/- to 3,600/-, 19 in Rs. 3,601/- to 4,800/-, 35 in Rs. 4,801/- to 6,000/-, 31 in Rs. 6,001 to 8,000/-, 27 in Rs. 8,001/- to 10,000/- and 19 in Rs. 10,001/- to 15,000/- and 7 who earned above Rs. 15,001/- per year. Therefore, the mode is obviously 35 teachers who earned between Rs. 4,801/- to Rs. 6,000/- per year. While in this sample there have been 84 teachers who have been earning above Rs. 6,000/- per year, there are very few teachers as per the All India Study who have been earning Rs. 6,000/- per year. Of course, it has to be remembered that our sample is composed of both college and university teachers, while in the all India study only college teachers are included in the sample.

Chapter IIIPROFESSIONAL EQUIPMENT, ATTAINMENT AND ACTIVITYBasic Training and Education :

Out of the 150 teachers, 58 held doctorate degree, while 74 had Master's degree, 11 had double Master's degree, 2 had Master's degree with some diploma, 1 had a diploma or degree from foreign university, while 4 were Bachelors of Education. Therefore, obviously, from the point of view of initial training and equipment, the teachers are very well qualified to undertake advanced teaching and research. As observed earlier, in this sample, there were 33 university lecturers, 22 university Readers and 7 university Professors. Out of the 58 doctorates there were 5 women teachers out of a total of 23 women teachers which compares very favourably with the all India study. As for the teachers who work in the university, out of the 33 university lecturers 21 held doctorates, out of the 22 university readers 17 held doctorate while among the 7 professors 3 held doctorates. Even at the undergraduate level out of 88 teachers who are employed in colleges, whether as professors, assistant professors, lecturers or even part-time lecturers, there were 16 who held doctorate degrees. There was one professor who is also Head of a Postgraduate Institution who held a doctoral degree.

Of course, out of the 88 college teachers 26 also teach at the postgraduate level. Besides, a few of these teachers have been also recognised for Ph.D. guidance in their respective subjects. All the University Professors and Readers have been offering guidance at the Ph.D. level, while a few of the university lecturers also have been recognised as Ph.D. guides. Facultywise, the Arts Faculty had 21 teachers out of a total of 42 teachers who held doctorates, the Science Faculty had 21 out of 60 who held doctorates, while in the faculty of Social Sciences, 13 out of 48 held doctorates.

Education and Initial Occupation :

It is very surprising to note that 3 teachers who have doctorates declared their initial occupation as (i) owner of a farm (ii) tenant cultivator or peasant proprietor and (iii) as manual labourer in agriculture or dairy. Obviously their initial career was very humble and now they have been able to join the teaching profession by sheer determination and hard work as well as genuine interest. There were also 2 M.A.s whose initial occupation was manual labourer in agriculture or dairy etc. There was only one M.A. whose initial occupation was that of a proprietor, director or manager, big business owner etc. Sixty seven teachers declared college or university teaching as their initial

occupation out of whom 29 held doctorate degrees, 32 were M.A.s, 4 were double M.A.s one held foreign degree or diploma and 1 was a B.Ed. There were 74 teachers whose initial occupation was that of a high school teacher out of whom 24 hold doctorate degree now, while there were 6 with double M.A.s, one with M.A. plus diploma and 40 with M.A. and 3 with B.Ed. Only in the case of one teacher who holds a doctorate now, the initial occupation was that of an army officer. Therefore, in the case of 143 teachers out of 150, the initial occupation has been that of teaching, whether at the high school level or university level.

#### Education and Teaching Experience :

Thirty-six teachers have been teaching for less than 5 years out of whom 10 hold doctorate degrees, 22 M.A., 2 double M.A., and 2 B.Ed. Forty-five teachers have been teaching for a period between 6 to 10 years out of whom 16 hold doctorate degrees, while 24 were M.A., 4 were double M.A., one M.A. with diploma and 1 B.Ed. Twenty-nine teachers have been teaching for a period between 11 to 15 years out of whom 15 hold doctorate degrees, 11 are M.A. 2 are double M.A. and one B.Ed. Thirty-four teachers have been teaching for a period between 16 years and over out of whom 17 hold doctorate degree, 1 a foreign degree or diploma and 16 hold M.A. A relationship is discernible between education in the sense of degrees held and the length of teaching experience.

Education and Academic Attainment in terms of Research  
and Publication :

It has already been observed that out of the 150 teachers as many as 53 hold doctorate degrees and that therefore they are very well equipped for advanced teaching and research. Therefore, it would be interesting to enquire into their research activity and publications with reference to their educational attainment and equipment. Sixty-five teachers have published books ranging from 1 to 5 and 15 and over. This finding compares very favourably with the all India study in respect of the Maharashtra state. Out of the 65 teachers who have published books 40 hold doctorate degrees. Amongst those 3 teachers who have published books over 15, all of them hold doctorate degrees. Out of the remaining 25 teachers 23 are M.A.s while 2 are B.Ed.s.

Language in which books have been written :

Twenty-nine teachers have published in English, out of whom 16 hold doctorate degrees, 11 hold M.A. and 2 B.Ed. Out of the 12 who published in Marathi, only 4 hold doctorate degrees and 8 hold M.A. Out of the 6 who published books in Hindi, 4 hold doctorate degree and 2 hold M.A. Out of the 15 teachers who have published books both in English and Marathi 13 hold doctorate degree and 2 hold M.A. There was only one teacher who published books in both Marathi and Hindi and held a doctorate degree. There was only one teacher who

has published books in English, Marathi and Hindi and held a doctorate degree.

Articles :

Seventy-five teachers have published articles and papers out of whom 46 hold doctorate degree, 29 hold M.A. There were 31 teachers who have published between 1 to 5 articles, 17 between 6 to 10 articles, 8 between 11 to 15 and 17 between 16 to 21 and over, while there have been 2 teachers, both of them hold doctorate degree, who have published more than 100 articles.

Language in which the articles and papers were published :

Forty-seven teachers have published articles and papers in English out of whom 29 hold doctorate degree and 18 hold M.A. degree. There were 6 teachers who have published articles and papers in Marathi all of whom were M.A. There were 3 teachers who have published articles and papers in Hindi all of whom hold doctorate degree. Out of the 15 who have published both in English and Marathi 12 hold doctorate degree and 3 M.A. Only one teacher has published articles and papers both in Marathi and Hindi and holds a doctorate.

Between one-third to two-thirds of teachers, from the All India Sample, have never published anything by way of articles, books, research reports, etc. Between the three



groups of teachers ( non-professional college teachers, non-professional women college teachers and professional college teachers ) men in non-professional colleges have the highest percentage of those who claim to have published something at some time of their career.

Unpublished articles and Papers :

Sixtyfour teachers have mentioned that some of their articles and papers which have been actually prepared by them have not been published. Various reasons were ascribed for not having published these articles and papers such as the delay in publication, lack of sustained motivation to pursue the matter, rejection of articles and papers for publication in the case of a few teachers etc.

It is quite gratifying that 65 teachers have published books and 75 have published articles and papers. As one might expect there is a praponderance of teachers in both these categories of those who hold doctorate degree. +Further analysis of the data revealed that amongst those who have published books 61 were men teachers, while there were 3 women teachers also who have published books. Likewise, in respect of those who have published articles and papers 71 were men teachers and 4 were women teachers.

Faculty and Publications :

Out of the 42 teachers who belong to the Arts Faculty, 28 have published books, while out of the 60 who belong to the Science faculty only 13 have published books, and out of the 48 who belong to the Social Science faculty, 23 have published books. Similar trend is reflected in respect of those who have published articles. Thus out of the 42 teachers who belong to the Arts Faculty, 30 have published articles and papers. In the science faculty out of the 60 teachers only 20 have published articles and papers and in the Social Science Faculty out of the 48 teachers 25 have published articles and papers.

Sex and Initial Occupation :

In respect of initial occupation there is a significant relationship between sex and changing over to teaching profession. Of the 23 women teachers, 9 started their career as teachers in college or university, while 12 of them taught in high school to begin with. In the case of the men teachers, however, there are 7 teachers who have changed over to the teaching profession from non-teaching professions and occupations such as ownership of land, agricultural and manual labour, ownership of small business, army officer etc.

Sex and length of teaching experience :

Out of the 23 women teachers, 12 have been teaching for less than 5 years while the number of men teachers for this period is 24 out of 127. As for the teachers teaching for 6 to 15 years, there were 67 men and only 6 women teachers and in the bracket 16 years and above there were 31 men teachers and 3 women teachers. Obviously, the women teachers have taken to this profession fairly recently, although there have been a few teachers who have been teaching for 16 years and over. This could be explained in terms of the advancement of higher education and training in the case of women during the fairly recent period.

Designation and Occupation and Publications :

Out of the 65 teachers who have published books, 37 work in the university departments in different capacities. Out of 33 university lecturers 17 have published books and out of the 22 University Readers 13 have published books, while all the 7 university professors have published books. As against this out of the 88 college teachers 28 have published books. This could be explained in terms of (i) requirements of a particular designation and capacity, (ii) motivation and (iii) facilities.

Membership of Governing, Advisory, Enquiry, Consultive  
bodies etc. :

Out of the 150 teachers there were 22 who were members of Governing bodies of educational institutions, out of whom 9 held doctorate degree, 12 held M.A. and one held B.Ed. The membership of Governing bodies seems to be related to the designation in the sense of seniority. Out of these 22 teachers, 10 are Heads of Departments in undergraduate colleges while 4 are University Readers and 2 are university professors. The Governing body means in this case either the governing bodies of the various educational societies which run the undergraduate colleges or the academic council of the Poona University etc. There is a clear relationship between the age of a teacher and the membership of the governing bodies. Thus while there were only 4 teachers between the age group 30 to 40 as members of governing bodies there were 18 such members, who belong to the age group 41 to 56 and above.

There are 2 women teachers who are also members of governing bodies. It should be noted here that these two women teachers are obviously professors and heads of the departments in undergraduate colleges. Yet it is surprising that there were 6 teachers who had taught for less than 5 years and 1 teachers who has taught for between 6 to 10 years,

are also members of governing bodies. The rest i.e. 15, are who have been teaching between 11 to 25 years and over.

As for the membership of enquiry committees and advisory bodies, 20 teachers have worked in this capacity, out of whom 14 worked on 1 committee, 3 worked on 2 to 3 committees and 3 on 4 to 6 committees. There is only one teacher who was below 30, there were 3 between 31 to 35 and all the rest belong to the age group 36-55 and over. Amongst these, there is one woman teacher also. Out of these 20 teachers, 10 hold doctorate degrees while the other hold M.A. It is surprising that 5 lecturers in undergraduate colleges were also members of such enquiry committees and advisory bodies. There were 6 professors and heads of departments who were members of such bodies. There were 2 university lecturers and 3 Readers who were members of such committees. Out of the 7 university Professors, 4 were members of such enquiry committees and advisory bodies. There were 5 teachers who have taught for less than 10 years who were members of such enquiry committees and advisory bodies while the rest i.e. 15 have taught for 11 to 25 years and over.

There were 13 teachers who were members of Consultative bodies, out of whom only 2 belong to the age group 31-35 and all the rest belong to the age group 41 to 56 and above. There was a woman teacher also who was a member

of the consultative bodies. As one might expect, there were 8 teachers who held doctorate degree and only 5 who held M.A. as far as the membership of consultative bodies is concerned. Out of these 13 teachers, 3 were university Readers, 3 University professors, 2 university lecturers, 2 heads of departments in colleges and 3 lecturers in colleges. Five of these 13 members have been teaching for less than 15 years while the rest have been teaching for a period between 15 and 25 years and over.

There were 43 teachers who held administrative posts such as being in charge of different committees like the debating union, sports committee, library committee, hostel committee etc. Out of these, 16 belong to the age group between 26 to 40 while 27 belong to the age group 41 to 55 and above. Obviously, the seniority of a teacher has something to do with holding an administrative post. There was one woman teacher who also held an administrative post. Nineteen of those who held such posts, held a doctorate degree while 23 were M.A. and one was a B.Ed. The level at which a person teaches viz., college or university has no relationship with holding an administrative post, since 22 university lecturers, readers or professors held such posts while 21 college lecturers, assistant professors or professors held such posts. It seems to be, however, related to the number

of years that a person has been teaching, because out of these 43 teachers 13 have been teaching for less than 10 years while 30 have been teaching for a period between 11 to 25 years and over.

#### Personal Library of the Teachers :

In order to equip one's mind it is necessary that a teacher should have a personal library of his or her own. Particularly when teachers are engaged in advanced teaching and research, it is absolutely essential for them to possess books pertaining to their particular discipline. It would also be desirable if teachers subscribe to learned, professional journals whereby they can keep abreast of the new developments in their special fields. Teachers were asked whether they possess books of their own and if so how many and also whether they subscribe to learned and professional journals.

Out of the 150 teachers 123 mentioned that they possessed books of their own ranging from less than 10 to 1000 and over. It is surprising that while the maximum number of teachers had books between 101 to 250, there was more or less uniform dispersal on both the sides, for instance, from 11 to 100 and 251 to 1000 and over.

Out of the 127 men teachers only 11 did not possess any books ~~and~~ while out of the 23 women teachers 5 did not

possess any books of their own. However, it is gratifying to note that both men and women teachers have been possessing books ranging from less than 10 to 1000 and over.

As one might expect, in respect of the teachers belonging to the age group 20 to 25 no one possessed more than 100 books. There was only one teacher in the age group 26 to 30 who possessed more than 1000 books. Teachers above 40 have accumulated many books ranging from 250 to 1000 and over.

Three teachers who had B.Ed. degree possessed books ranging from 11 to 25 while 75 teachers who held M.A., possessed books ranging from less than 10 to 1000 and over. Out of 58 doctorates, excepting 3, all of them possessed books ranging from less than 10 to 1000 and over.

Enquiring into the faculty wise distribution in respect of possessing books it is found that out of 42 teachers in Arts faculty 41 possessed books ranging from less than 10 to 1000 and over. There were 12 teachers from the Arts Faculty who possessed more than 1000 books. In the science faculty out of the 59 teachers 50 possessed books ranging from less than 10 to 1000 and over. However, those who possessed books over 1000 were only two. In the Social Science Faculty also out of the 49 teachers, 40 possessed books ranging from less than 10 to over 1000 although there were only 2 teachers who possessed more than 1000 books.



It was felt that the level at which the teachers were teaching might make for some difference in respect of possession of books which has been corroborated. Out of the 74, who taught at the postgraduate level only 3 did not possess any books, while out of the 62 who taught at the undergraduate level 11 did not possess any books. Moreover, amongst those who taught at the postgraduate level there were 15 teachers who possessed more than 1000 books, while amongst the undergraduate teachers there was only 1 teacher who possessed more than 1000 books.

There is no particular relationship between the designation of a teacher and the number of books he or she possessed, because leaving aside part time lecturers, lecturers, assistant professors and professors in undergraduat colleges possessed books ranging from less than 10 to over 1000 along with the university lecturers, readers and professors. However, in the case of the 85 colleges lecturer assistant professors and professors, 13 did not possess any books, while in the case of 62 university lecturers, readers and professors only 2 did not possess any books.

There were only 57 teachers who subscribed to learned and professional journals. The number of years for which they have been subscribing to the journals ranges from less than 1 year to 21 years and over, although there were only 6 teachers who have subscribed for 16 years and over.

There was no teacher in the age group of 20 to 25 who subscribed to any journal. Otherwise all the age groups are well represented. However, as one might expect in the higher age group e.g. 46 and above there is a proportionately greater number of teachers who subscribe to the learned and professional journals and also for a longer period.

Out of the 127 men teachers, there were 50 who subscribed to the journals while out of the 23 women teachers 7 subscribed.

Out of the 87 teachers who possessed M.A. degree 26 subscribed to the learned journal, while out of the 58 doctorates 30 subscribed to the journals. Likewise those who held doctorates also have been subscribing for a long period. This is just as it should be, for it would primarily be persons engaged in research career who would be interested in subscribing to the journals.

Teachers from the Arts faculty are proportionately greater in respect of subscribing to the journals because out of the 42 teachers in this faculty 25 subscribed to the journals while out of the 59 science teachers, only 14 subscribed to the journals and among the 49 social science teachers, 18 subscribed to the journals. Likewise, teachers from the Arts faculty have also been subscribing for a longer period of time.

As one might expect, teachers teaching at the post-graduate level were more inclined to subscribe to the journals for out of the 74 postgraduate teachers 42 subscribed to the journals, while out of the 62 undergraduate teachers only 13 subscribed to the journals. Moreover, the post-graduate teachers subscribed to journals for a longer period than did the undergraduate teachers.

The designation of the teacher and particularly whether a teacher teaches in undergraduate college or in the university has something to do with subscribing to journals, Thus out of the 85 teachers teaching in undergraduate colleges only 21 subscribed to journals, while out of the 62 teachers teaching in the university 34 subscribed to journals. Moreover, they also have been subscribing for a longer period. In a way this is all the more gratifying for the simple reason that in spite of the fact that learned and professional journals are easily available in the university library, more than 50 per cent of the university teachers subscribe for the journals.

In the case of teachers whose fathers had higher education including college, postgraduate and also traditional education, there was a preponderance of teachers who possessed their own books. Thus, out of 76 teachers whose

fathers were highly educated 73 possessed many books, while out of the 70 teachers whose fathers did not have much education in the sense that they were either illiterate or had only primary or high School education, 57 teachers possessed books of their own. No such relationship is to be found in the case of teachers who subscribed to journals.

There seems to be a clear relationship between the occupation of fathers and the books possessed by the teachers. Thus, out of the 15 teachers whose fathers were owners of land 14 possessed books of their own. Out of the 3 teachers who were the children of proprietors, directors or owners of big industries, all of them possessed books. Out of the 19 teachers whose fathers were owners of small business 16 possessed books, while out of the 58 teachers whose fathers were scientific and technical personnel etc., 53 possessed many books. So also out of the 42 teachers whose fathers were ordinary administrative staff 38 possessed many books. Likewise there is a preponderance of the teachers whose fathers followed white collared and higher occupations in respect of subscribing to journals.

Similarly there seems to be some relationship between the occupation of the brothers of the teachers and the number of books they possessed. Thus, in the case of 66 teachers whose brothers were scientific and technical -

personnel, 60 possessed many books. Similarly in the case of 25 teachers whose brothers were ordinary administrative staff 23 possessed many books. A similar trend is seen in these cases of subscribing to journals on the part of teachers. Of course, this could also be explained in terms of the (i) higher education of the brothers of the teachers and (ii) their concentration in higher occupation such as the ones mentioned above.

What were the factors that influenced the teachers in respect of the choice of this particular career :

It is of crucial significance to enquire into the factors which have influenced the teachers in their choice of the teaching career, because without such understanding it would not be possible to analyse later on their professional involvement, commitment etc.

It is very interesting to note that out of the 150 teachers 82 mentioned that they chose this career purely out of personal liking and aptitude. This is very significant since such teachers are likely to feel more involved in and committed to the profession. There were 12 teachers who mentioned that they were inspired to choose this career by their parents, while 6 were inspired by the teachers. Autonomy of the profession attracted 3 teachers to the profession.

Possibly they were dis-illusioned by lack of autonomy in governmental jobs. Six teachers considered teaching profession as conferring good status on them. Two of the teachers were motivated to choose this career since they felt that it would not involve much of a strain either in respect of the rigour of work as well as the hours of work. In short they probably looked upon teaching career as an easy going work. Obviously, such an attitude would have very deleterious consequences for professional involvement, commitment, efficiency and output. Even worse than all this, such an attitude would have a very demoralising impact on the student body. There were 3 teachers who mentioned that they choose this career since there was no other alternative. Possibly they could neither compete for jobs which they regarded as worthwhile nor did they have the sense of responsibility to abstain from a career which was not of their choice. They seem to have been completely oblivious to ethics and responsibility of this career. There were 10 teachers who could not specify any particular reason why they chose this career. This fact can be interpreted as a very lacadasical ( casual ) attitude on the part of these teachers. Obviously, these teachers have not given any serious thought as to the duties and responsibilities which go hand in hand with this career. Worse still is

the case of the 26 teachers who mentioned that they chose this career purely accidentally. This is quite in tune with Gaudino's remark that many teachers initially drift into the profession and that "the young aspirant does not really make his own choice". Gaudino further observes that there are various reasons such as example of a devoted teacher, influence of a relative, independence and freedom of the profession, leisure and long holidays, convenience, accident, etc., which make for the choice of teaching as a career. Gaudino observes that "it (teaching career) is like an arranged marriage : one is put into it, makes the adjustment, grows attached, and eventually it becomes an essential part of oneself. Some teachers contended that if they had it to do over, they would go into business or government. But they do not have it to do over, and probably just as happy that they do not".<sup>1</sup>

Enquiring into the relationship between the age group to which the teachers belonged and the factors which led the teachers to choose this career, no particular relationship emerged except in the case of the 26 teachers who mentioned that they chose this career accidentally. There were 7 suc

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1 Robert L. Gaudino, The Indian University - (Bombay; Popular Prakashan, 1965) p. 197

teachers in the age group 20 to 30, while there were also 14 teachers in the age group 31 to 45 who also gave the same response. On the other hand, in the age group 46 to 55 and over there were only 5 teachers who gave this response. Otherwise in the case of the teachers who mentioned other factors there was a more or less uniform dispersal amongst the various age groups. It is gratifying to note that there were 35 teachers who mentioned that they chose teaching as a career due to personal liking in the age group 20 to 35.

Women teachers seem to have chosen the career more voluntarily than is the case with men teachers, since there was not a single woman teacher who mentioned that she chose this career since there was no other possibility. As one would expect, there was 1 woman teacher, who mentioned that she chose this career because of easy working hours. This response is quite in keeping with the cultural role requirements of an educated and employed female in Indian society.<sup>2</sup>

There does not seem to be any direct relationship between educational attainments and the responses of the teachers in respect of the question "What led you to this career?". Possibly one of the reasons may be, that there

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2 A. Ramanamma, Educated Women in India,  
a thesis to be submitted for Ph.D. in Sociology.



were many teachers who did their doctorates after accepting a teaching job. There seems to be some difference in the case of the response 'inspired by parents' between the teachers holding M.A. and those holding doctorate, only 3 of the former mentioned that they were inspired by parents while 9 of the latter gave this response. As one might expect there were 18 M.A.s who gave the response that they chose this career accidentally as against 8 doctorates. In the case of teachers who gave the response that they were attracted to this career by its autonomy, as one would expect there were more doctorates in this category than the M.A.s

In terms of the various faculties and the reasons given by the teachers for their choice of this career there seems to be some relationship in the case of some responses e. g. while 60 per cent of the social science teachers mentioned that they chose this career out of personal liking, 52 per cent of the science faculty teachers and 48 per cent of the arts faculty teachers gave this response. Similarly, in the case of response "inspired by parents" 7 teachers belong to the Arts Faculty, 4 to the Science Faculty and only one to the Social Science Faculty. It would certainly seem surprising that the response "accidental" was evenly spread amongst the various faculty teachers. There was not a single

teacher from the social science faculty who mentioned that this career was chosen because of "no other possibility", while there was one such teacher in the Arts Faculty and 2 such teachers in the Science Faculty.

Enquiring into the level at which the teachers have been teaching and their response to this question, there did not emerge any particular difference between the teachers teaching at the undergraduate and postgraduate level, except in the case of the response "autonomy" where all the 3 teachers who gave this response were teaching at the postgraduate level and also in the case of the response "inspired by teachers" where there were 5 postgraduate teachers and only one undergraduate teacher who gave this response.

From the data available it appears that in the case of the response "inspired by parents" university teachers were better represented in this category than the undergraduate teachers. Otherwise there is no difference.

While in respect of the response "personal liking" given by teachers, those teachers whose parents had high school education seem to exert greater influence than in the case of those who had college and postgraduate education or traditional education. The relative percentage being 66 in

the case of fathers who had college education and little over 50 who had higher education. There seem to be also a clustering of the response "accidental" amongst the teachers whose fathers had college or postgraduate education. Thus, out of the 66 teachers whose fathers had college and postgraduate education 15 mentioned that they chose the career accidentally, while in the case of 70 teachers whose fathers were either illiterate or had primary or high school education there were only 9 teachers who gave this response. This could be explained in terms of the relatively higher occupational aspirations of the highly educated fathers for their children, while in reality these aspirations could not be realised.

Enquiring into the relationship between the occupation of the father and the choice of teaching career, the observation made above is well corroborated. Thus, out of the 26 teachers who gave the response "accidental" 22 were concentrated in the following categories of their fathers' occupation such as owners of small businesses, scientific and technical personnel, ordinary administrative staff.

Similar relationship seems to exist in respect of the education of brothers and the reasons which they have ascribed in respect of the choice of career. Thus out of the

62 teachers whose brothers had postgraduate and technical education 37 gave the response "personal liking". Similarly, there were 11 teachers of these 62 who mentioned that they chose the teaching career accidentally, confirming the interpretation in the case of the fathers viz., that the higher the education of the fathers the greater the occupational aspirations for their children and also greater disappointment of both the fathers and the children.

Chapter IVPROFESSIONAL INVOLVEMENT

While it is true that the study of involvement necessitates a psychological kind of enquiry, which has certainly not been made in the case of this study, there are various ways in which inferences could be drawn about the nature of involvement of the teachers in their profession. In this context professional involvement could be inferred from (i) positive choice of the profession, (ii) attainment in the academic field, with special reference to publication (iii) academic activity in respect of working on various bodies and committees which are primarily of academic origin or have something to do with the conduct of affairs of educational institutions or working on various committees appointed by government in order to enquire into certain public issues as representatives of the academic community. There is no denying that members of the academic community are called upon to serve on various committees in respect of issues which are of public interest. As indicated above, to the extent that the choice of a career is not deliberate it is likely to retract the involvement of the participant concerned. Moreover, where a particular career is chosen as a last resort the degree of involvement is likely to be very small. Similarly, the social stratum to which a person

belongs would also have some implications for the degree of involvement in a particular career or profession e.g. if the college or university teachers are sons of very high executives, directing staff, owners of industrial concerns, etc., it is quite likely that the parents would be dissatisfied, not to say frustrated, about their sons working in the teaching profession. Under such circumstances the sons may always suffer from feelings of inferiority relative to their fathers, which would certainly affect their involvement. The logical consequences of such a situation would be the desire to change from the teaching profession to some other profession which would be regarded as being consistent with the status of their fathers. This would certainly give rise to an effort on their part to change their career and profession. In the event of failure of such efforts the feeling of inferiority is likely to dominate which might adversely affect involvement in the teaching profession. Apart from the fathers' status, a comparison with friends and peers is also likely to have consequences for involvement in the profession. This is not to deny the importance of objective factors such as the income and emoluments, facilities for work, facilities for promotion, recognition and acclaim etc., in respect of involvement in the profession.

Factors which led to the choice of teaching profession :

It has been noted that out of the 150 teachers 82 mentioned that they chose this career purely out of personal liking and aptitude. Therefore, one would normally expect these teachers to feel involved. However, this needs to be examined. There were 12 teachers who mentioned that they were inspired by the parents to chose this career while 6 were inspired to do so by their teachers. There were 26 teachers who mentioned that they chose this career accidentally, while there were 2 who mentioned that they chose this profession because of the easy working hours. Similarly, 3 mentioned that they chose this career because of no other possibility. There were, however, 3 teachers who preferred this profession because of the autonomy of the profession. As mentioned earlier, the reasons ascribed for the choice of this career would be expected to have a bearing on the involvement on the part of the teachers in their profession, which is borne out by the brief statement made below. Out of the 82 teachers who mentioned "personal liking" as the main reason for choosing this profession only 4 teachers pointed out that at some stage or other they wanted to change the profession. Out of the 8 teachers who were inspired by parents to take up this profession only one wanted to change the profession at some stage or other. In the case of 6 teachers who were inspired by

teachers to take up this profession nobody wanted to change, indicating thereby the influence of the role model of the teachers. In the case of 6 who mentioned that they chose the profession because of the status and prestige nobody wanted to change. Similarly in the case of 3 who prized the autonomy of the profession nobody wanted to change. In the case of 26 teachers who mentioned that they chose the profession accidentally 5 wanted to change. Three teachers who mentioned that they chose the profession because there was no other possibility, one wanted to change. Similarly, the 2 teachers who chose the profession because of easy working hours also mentioned that they wanted to change the profession. Out of the 10 teachers who mentioned some other reasons for choice of the profession, only one wanted to change.

#### Attainments :

(a) Publications : It has been noted that 64 teachers have published books. Therefore, only 42 per cent of the teachers have published books. Curiously enough, out of the 14 teachers who wanted to change the profession at one stage or other 6 have published books. About 51 per cent of the teachers have published articles. Out of the 14 teachers who wanted to change the profession only 5 have published articles.



(b) Working on various bodies : Only 21 teachers have participated as members of governing bodies or enquiry committees. In this case also there has been no difference practically between their percentage to the total and that of those who participated in such activities from the group of 14 teachers which wanted to change the profession. Only 11 out of the 150 teachers were members of consultative bodies. Here again there is not much difference between those who wanted to change the profession and those who wanted to continue in the profession. On the whole the attainment in this respect seems to be quite meagre.

Desire to continue in the profession :

In the All India sample, an overwhelming majority of the teachers of non-professional colleges have never followed any occupation other than teaching. This is particularly true of the women teachers. About one-third of the men teachers had desired to follow some other occupation before taking to teaching. Among women it is far below that of one-fourth of the sample. Neither men nor women college teachers would like to change their occupation. Nearly three-fifth to four-fifth of the teachers in every group wish to continue as college teachers only. However, the professional college teachers who would consider a change is slightly higher.

Out of the 150 teachers, there were only 14 teachers who mentioned that at some stage or other they wanted to change the profession. The rest did not want to change the profession. Therefore, our analysis is primarily confined to the 14 teachers who wanted to change the profession at some stage or other. It would be necessary to enquire into the relationship between various factors such as age, sex, rural-urban background, income, education, designation, length of service, fathers' education and occupation and primarily the factors which led to the choice of teaching profession.

As has been observed above, out of the 14 teachers who wanted to change the profession, there were 4 who joined the profession out of personal liking. There was only one teacher who had joined the profession who was inspired by the parents. There were 5 teachers, who wanted to change the profession, mentioned that they joined the profession accidentally. Similarly the 2 teachers who joined the profession because of easy working hours wanted to change. There was also one teacher, who joined the profession since there was no ~~to~~ other possibility, wanted to change. Another teacher who wanted to change the profession had not specified the reason for joining the profession. Out of the 14 who wanted to change the profession 10 wanted to change to some non-teaching profession, while one clearly mentioned government job and

3 did not specify any particular job to which they wanted to change. While 3 of them actually tried for some other profession, they were not selected and hence continued in the teaching profession, 5 mentioned that eventhough they wanted to change suitable openings were not available. Six did not specify why they could not change.

There seems to be a clear relationship between the age of the teachers and their desire to change. Thus, out of the 14 teachers who wanted to change 8 belonged to the age group 26 to 40. There were only 2 teachers who were between 41 to 50, who wanted to change. The sex-wise distribution of those who wanted to change was 12 men teachers and 2 women teachers. One of the women teachers wanted to change to the government job.

There is no difference in respect of the rural-urban origin of the teachers and their desire to change the profession.

Contrary to common sense belief, there was only one teacher in the income bracket Rs. 3,601 to Rs. 4,800 per year while there was none in the bracket below who wanted to change. Examine the concept of relative deprivation ! There was also one teacher in the income bracket Rs. 4,801 to Rs. 6,000 per year, while there were as many as 8 teachers in the income

bracket Rs. 6,001 to Rs. 8,000 per year. There were 2 teachers each in the income brackets Rs. 8,001 to Rs. 10,000 and Rs. 10,001 to Rs. 15,000. Eventhough all these teachers tried to change or otherwise. It would be, however, idle to relate the income brackets with the desire to change because we do not know at what stage the teachers wanted to change.

Out of the 14 teachers who wanted to change the profession at some stage or other, 1 was a B.Ed., 9 were M.A.s, and 4 were doctorates. Due to the non-availability of suitable jobs they could not change. Of course, it must be mentioned that their attainment in terms of the books and articles published has not suffered in any way.

As one would expect, in terms of the level of teaching there were clear cut differences in respect of wanting to change the profession. Thus, out of the 87 teachers who taught in undergraduate colleges in various capacities, 10 wanted to change, while out of the 63 teachers teaching in the university, only 4 wanted to change. Further, it seems ~~z~~ rather curious that out of the 47 lecturers in colleges only 3 wanted to change, while 4 out of the 10 Assistant Professors wanted to change, and 3 out of the 29 Professors and / or Heads of Departments in colleges wanted to change. As one would expect, out of the 33 university

lecturers 3 wanted to change, while 4 out of the 22 University Readers wanted to change and no Professor in the University wanted to change nor Head of an Institution. Therefore, there seems to be a close relationship between the designation of a teacher and the desire to change. It can be said that the higher the designation the greater the involvement in the profession.

The length of service also has very clear relationship with the desire to change. While there were 10 teachers out of the 87 whose length of service was upto 10 years and wanted to change, there were only 4 teachers out of 63 whose length of service was between 11 years and 26 years and over.

It has been observed earlier that teachers whose fathers were highly educated and also held higher positions in the professional hierarchy such as higher executives, directors, scientific and technical personnel, administrative staff, etc., would naturally have higher occupational aspirations for their sons and daughters, and that therefore they would exert pressure on their sons and daughters to try for higher positions. Naturally, the sons and daughters of such persons would be more prone to change from the teaching profession to some "higher professions". This is clearly borne out by the data on hand. Thus, out of the 14 teachers who wanted to change the maximum number viz.,

5 were children of fathers who had postgraduate and technical education. Out of the 33 fathers who had postgraduate and technical education 5 children wanted to change. Out of the 34 college educated fathers 3 wanted to change, while out of the 10 fathers who were traditionally educated 1 wanted to change. Thus, the higher the education of fathers the greater the pressure on their children to seek professions with higher status and the greater the desire to change the teaching profession. Similar trend is reflected in the response of the teachers "wanted to change to non-teaching profession". Thus, eight teachers who were the children of fathers who had college or postgraduate and technical education wanted to change to non-teaching and government job.

There is a clear cut relationship discernible between the occupation of the father and the desire to change the profession on the part of the children. Thus, 6 teachers who were children of ordinary administrative staff wanted to change, 5 teachers who were children of scientific and technical personnel wanted to change, 2 teachers who were the children of owners of small business etc., wanted to change, while 1 teacher who was the son of a director or owner of industry wanted to change. While in the case of teachers whose fathers were either owners of farm, tenant cultivators, manual labourers, unskilled workers, etc., nobody wanted to change. Therefore, the desire to change the profession seems

to depend on the occupational status of the fathers, because there is a clear cut clustering of the teachers who wanted to change in the higher occupational group of the fathers such as directors, owners of small business, executive scientific and technical staff and administrative staff.

In terms of our analysis it is quite clear that there is distinct relationship between the factors which led to the teaching career and the degree of involvement.

Even the desire to change from teaching profession to some other profession at some stage on the part of the teacher has not in any way affected the performance and attainment of such teachers in respect of publications and academic work nor in respect of participation in activities pertaining to the academic community. To that extent Gaudino's observation quoted earlier seems to be borne out ( Refer Chap. III ) However, the desire to change is closely related with factors like age, income, the level at which the teacher operates, the length of service, designation as well as their fathers' education and occupation. Therefore, there is a clear relationship between such factors and the degree of involvement.

Chapter VPARTICIPATION IN PUBLIC LIFE AND ACTIVITIES

A great deal is said about empathy and social sensitivity amongst the intellectuals. It is said that intellectuals should cultivate social sensitivity and participate in public life and activities in order that talents and knowledge can be fruitfully used to help solve some of the pressing social, economic and political problems. There is no denying that members of the academic community can contribute to the analysis of social, economic and political problems and thereby indirectly help in solving some of them. In a paper prepared by the present author<sup>1</sup> it has been observed that the social scientists in India contributed 18 policy articles and 295 informative articles to the various social science journals during the year 1964. Moreover, social scientists also wrote articles in important daily newspapers like the Times of India, The Hindu, The Statesman, The Indian Express, etc., on certain important issues like the language problem, devaluation, economic crisis, political situation, food problem, etc. In the same article, it has been pointed out that issues of the Seminar for the

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1 See -- Y.B.Damle, "The Social Science Press: India"  
International Social Science Journal, Vol.XIX,  
 No.2, pp. 186-197.



year 1965 were devoted to the discussion of problems such as The Atom Bomb, Parliament, Secularism, Caste and the Future, The Public Sector, The School, Money in Politics, The Politics of Language, etc., in which academicians played an important role. However, it is not only by discussions in journals and newspapers where the members of the academic community can contribute. They can also contribute by being actively associated with voluntary associations, social work organisations, political parties, etc., Similarly, they can also contribute by their informed and critical judgement in the State Assemblies as well as in Parliament. It should be mentioned here that persons of eminence in their respective fields, such as Prof. A. R. Wadia, Prof. D. R. Gadgil, have been nominated to Rajya Sabha by the government. In terms of their membership of various bodies members of the academic community can enrich their own understanding and in turn enrich the community at large by their special knowledge.

#### Membership of Voluntary Associations :

There seems to be a relationship between the faculty to which a teacher belongs and his or her participation in voluntary associations. Thus, out of the 41 teachers belonging to the Arts Faculty 24 were members of such Associations, while out of the 59 teachers belonging to the

Science Faculty, only 10 were members of such associations. Out of the 50 teachers belonging to the Social Sciences Faculty 20 were members of such associations. This may have something to do with the hours of work and the nature of work in respective faculties. So also one could surmise about the relatively least social sensitivity amongst the science teachers.

Out of the 150 teachers 51 mentioned that they were members of voluntary associations. Out of these more than 40 teachers were members of more than one association. There seems to be a relationship between the age group to which the teacher belongs and the extent of participation. Thus, out of the 77 teachers below the age group of 40 there were 20 teachers who were members of such associations, while out of the 73 teachers who belong to the age group 40 to 56 and above there were 31 teachers who were members.

Out of the 127 men teachers 44 were members of such societies, while out of the 23 women teachers, 7 were members. Therefore, there is no difference in the participation in such associations on the basis of sex.

Out of the 75 teachers who belong to villages and towns 33 were members of such associations, while out of the 63 teachers who belong to cities only 18 were members of such associations. It might be surmised that teachers from

villages and towns have displayed relatively greater social sensitivity than their counterparts in cities.

There is only one teacher in the income bracket up to Rs. 1,200 per year, who was a member of such associations. Obviously, he was a part-time lecturer. Otherwise, there was not any other teacher within the bracket Rs. 3,600 per year, who was a member. The rest 50 were all scattered in the brackets Rs. 3,601 to Rs. 15,000 and above.

The teachers holding doctorate degree preponderate in respect of membership of voluntary associations. Thus, out of the 58 doctorates 24 were members of such associations while out of the rest i.e. 92 ( M.A.s and B.Ed.s etc.) there were only 27 members.

As regards the length of service and the membership of associations there is no relationship, since the members of such associations are evenly dispersed all over.

#### Participation in Social Work :

There were only 28 teachers who mentioned that they participated in social work, out of whom 12 belong to the Arts Faculty, 10 to the Science Faculty and 6 to the Social Science Faculty. One would have normally expected the social science faculty to participate more in social work.

Out of these 28 members, 7 mentioned that they were only ordinary members of social work associations, while 21 mentioned that they were actively engaged in social work. Out of the 77 teachers who were below 40 years in age, only 10 participated in social work, while out of the 73 teachers belonging to the age group 41 to 56 and above 18 participated. Obviously enough, the teachers with longer experience are prevailed upon by the social work associations to work for them.

Out of the 28 teachers who participated in social work there were 3 women teachers also who were actively engaged in social work.

Teachers coming from villages and towns seem to participate more in social work. Thus, out of the 85 teachers coming from villages and towns, 21 participated in social work, while out of the 63 teachers coming from cities only 7 participated.

There was only one teacher in the income bracket upto Rs. 3,600 per year who participated in social work, while all the rest i.e. 27 belong to the income bracket Rs. 3,601 to Rs. 15,000 and above.

Those holding doctorate degree have participated more in social work than those holding B.Ed., and M.A. Thus, out

of the 58 teachers who held doctorate 16 participated in social work, while out of the rest i.e. 92 only 12 participated.

The length of services and participation in social work seems to be related, because out of the 110 teachers who have been teaching for a period upto 15 years, only 18 participated in social work, while out of the 40 teachers who have been teaching for 16 to 25 years and over 10 have participated in social work.

#### Participation in Government Bodies :

It is the practice of government to appoint academicians on various bodies in order to draw upon their technical skill and knowledge. There are so many instances of academicians like Prof. D. R. Gadgil, Prof. C. N. Vakil, Prof. Dantwala, Prof. Lakdawala, Prof. Gore, etc., all being appointed to serve on various government bodies, committees and commissions. It was felt, therefore, that it would be worthwhile knowing if any of the members of the academic community under study were appointed by government to work on its bodies. Here the teachers from the Science Faculty were better represented than those from the Arts and Social Sciences Faculties. Five teachers from Science Faculty were appointed on government bodies, 3 from the Arts Faculty and only one from the Social Sciences Faculty.

College teachers from the All India Sample, do not believe that their opinions are heeded much by politicians or government officials.

It is interesting to note that all of those who were appointed on such government bodies were in the age group 36 to 56 and above. Out of these, there was not a single women teacher. Here also the teachers belonging to villages and towns are better represented, being seven, while those from the city were only two. All the members who were appointed to such bodies belong to the income bracket of Rs. 3,601 to Rs. 15,000 and above which clearly reflects their seniority. Out of these, 3 teachers hold M.A. and 6 hold doctorate degree. This is, as one would expect, since appointment to such committees is supposed to depend on expertise and knowledge. However, there seems to be an inverse relationship between the length of teaching and the membership of such bodies. Thus, 6 out of these members have been teaching upto 15 years, while 3 of them have been teaching between 16 to 25 years and over. Of course this could be explained in terms of the relative strength of the teachers in respect of the years of service, as there were 110 teachers who have taught for a period between 1 to 15 years, while there were only 40 teachers who have taught for a period between 16 to 25 and above.

Participation in Politics including contesting elections :

In India, it is the practice of the universities to ask their faculties to refrain from participation in politics. In Maharashtra, for instance, this practice dates back to the resignation of Mr. G.K.Gokhale from the Deccan Education Society when he decided to participate in politics actively. Even after independence this taboo seems to persist, for instance, on the eve of the 1967 general elections definite circular was issued by the Poona University asking its Faculty members to abstain from politics as well as even from participating in election campaigns. Very recently, Mr. G.P.Pradhan, Professor of English from the Fergusson College, contested election for the membership of the Legislative Council, Maharashtra. However, before doing so he had proceeded on leave prior to his retirement from the college.

In this context it is not surprising that members of the various faculties dissociated themselves from politics. There were 9 teachers who mentioned that they used to be members of political parties but have discontinued their membership. There were only 5 teachers who mentioned that they are still members of political parties, the facultywise distribution being 1 from Arts Faculty, 2 from Science Faculty;

and 2 from Social Sciences Faculty. There were only 3 teachers who mentioned that they contested elections, 1 at the Municipal Corporation level, 1 at the State Assembly level and 1 did not mention. Out of the 9 who mentioned that they used to be the members of political parties 1 belonged to the age group 31 to 35, three to the age group 41 to 45, one to the age group 46 to 50, one above 50 and 3 did not mention their age. Out of the 5 who are members of the political parties now, 1 belonged to the age group 21 to 25, two to 31 to 35, 1 to 36 to 40 and 1 to 41 to 45. Out of the 3 who contested elections 1 belonged to the age group 31 to 35, one to 41 to 45 and 1 to the age group 56 and over. The teachers coming from villages and towns are better represented than those in the cities both in respect of their past and present membership of political parties. Thus, out of the 9 teachers who used to be members of political parties 6 came from villages and towns, while 3 came from cities. Out of the 5 teachers who are members of political parties 4 came from villages and towns and only one from city. As one might expect, all the teachers who were or are members of political parties are all men. Even the educated women in India have not been sufficiently politicized. Out of the 9 who used to be members of political parties 6 held doctorate degrees, while 3 held M.A., possibly those holding doctorate degrees might have greater political and social sensitivity.



Out of the 5 teachers who are members of political parties 3 were doctorates. Similarly, all the three who contested election also held doctorate degree. Out of the 9 who used to be members of political parties all belonged to the income group between Rs. 4,801 to Rs. 15,000, while out of the 5 who are members of political parties they were distributed between the income group Rs. 3,601 to Rs. 10,000. The three who contested elections belonged to the income group Rs. 8,001 to Rs. 15,000 per year. Out of the 9 who used to be members of political parties, 1 was a lecturer in college, while 3 were Heads of Departments in colleges and 5 were University Readers. Out of the 5 who are members of political parties now, 2 were lecturers in colleges, 2 were lecturers in university and 1 was a university Reader. Curiously enough out of the 3 who contested elections 1 was a lecturer in college, two were university Readers. In respect of length of service, those who were members of political parties are evenly distributed. As regards those who are members of political parties now, 2 have taught for less than 5 years, and 3 have taught between 11 to 15 years. It may be likely that there may be some more teachers who continue to be members of political parties but have not disclosed the same owing to the taboo mentioned above. All ~~that~~<sup>these</sup> three who contested elections have not taught for more than 10 years. While there is no relationship between the education of the

fathers of the teachers and their membership of political parties, there seems to be a clear relationship between their fathers' occupations and their membership of political parties. Thus, out of the 9 who used to be members of political parties 6 teachers were the sons of higher executives and administrative staff and one was the son of a land owner. Similar trend is reflected in the case of the teachers who are members of political parties now. Thus, one is the son of owner of farm, one is the son of owner of small business, one of directing and executive staff, one of administrative staff and one of a skilled worker including foreman. All the 3 who contested elections were sons of either director or executive, administrative staff or skilled worker, indicating thereby the financial support for their electioneering from their fathers.

There is no denying that the members of the academic community under study have participated in public life and activities. Thus, 33 per cent of the teachers were members of various voluntary associations and thereby contributed to the discussion of social, economic and political problems and indirectly contributed to the solution of some of the problems. About 19 per cent of the teachers were also connected with social work associations and some of them were actively engaged in social work such as poor students' welfare organization,

Chapter VICONCLUSIONS

In the introductory chapter certain theoretical formulations were made which have been examined in the light of the data collected. Thus, it was discussed in the introduction whether intellectuals are a social group or a class. Our data necessitates the addition of the category of caste, at least with reference to the academicians studied here. In fact, in any study of intellectuals in India it is extremely necessary to enquire into caste background of the persons concerned. Whether or not intellectuals elsewhere constitute a homogeneous social group or a class, in India and particularly in the case of the sample studied, they form a homogeneous social group in the sense that 82 per cent of them were Brahmins by caste and as such share certain important traditions, aspirations, values, etc., which lend them the homogeneity. Moreover, there were 8 c.k.p. teachers in the sample who are very much contiguous to Brahmins in respect of traditions, aspirations, values, etc., mentioned above. There was not a single teacher from the scheduled caste in the sample. There were a few teachers who were Muslims, Sikhs and Zorastráans. As for the Zorastráin community, it is very famous for being highly educated and advanced. Practically all the teachers belonged to the middle income group ranging

mainly from Rs. 3,600 to Rs. 15,000 and above per year. Moreover, looking into the social background of the teachers none appeared to be exceptionally rich.

As one might expect, there were many teachers who came from cities although the combination of those who came from villages and towns outweighed their number. This fact has implications for both migration and occupational mobility. While the men teachers constituted 84 per cent of the sample, the women teachers were about 15 per cent. Eventhough this proportion does not compare favourably with that given in the all India study viz., 66 per cent to 34 per cent, the women teachers in our sample are eminetly qualified in terms of educational and other attainments.

Although the caste provides the requisite degree of homogeneity, factors like educational and occupational background of fathers and brothers of teachers play an important role in respect of equipment, attainment, facilities, environment as well as involvement in the profession. It has been found that the teachers whose fathers and brothers were highly educated and were employed in higher occupations tended to buy many books and subscribe to journals. Similarly, the fathers of women teachers were relatively highly educated and were also employed in higher occupations. The traditions of education and occupation which were provided by the highly

educated and very well placed fathers provided a congenial atmosphere for the training and equipment. Although in such cases because of the higher occupational aspirations of fathers and brothers there ensued a good measure of disappointment, not to say frustration because of their children's occupational status which was not consistent with their own high status. Moreover, such disappointment was conveyed to the children, which is reflected in the factors which underlie the choice of the teaching profession by the teachers in the sample. Some of the teachers clearly reflected their fathers' or brothers' disappointment in respect of their occupation and this inevitably had consequences for their involvement in the profession.

#### Prerequisites for Efficient Functioning :

It was hypothesised that in order that intellectuals might function efficiently certain prerequisites had to be satisfied. In the first place, the importance of training and equipment cannot be overemphasised. Looking into this aspect with reference to our sample it is quite clear that the teachers were well trained and were well equipped to discharge their tasks efficiently and effectively. Except for a few teachers, who were trained abroad, most of the teachers were trained in Bombay and Poona Universities or some other universities in India. We have seen that more than half of the

teachers have published books and articles and quite a few of them copiously. It should be mentioned here that the quality of their publications has not been enquired into. Yet it is obvious that as far as the output of work is concerned in terms of publications it speaks for itself. Therefore, there is reason to believe that the training and equipment has been adequate.

Another important requisite for the efficient functioning of teachers would be naturally freedom from want. From the income figures available for the teachers it can be surmised that most of the teachers were free from want, the average income being Rs. 6,000 per year. It is true that none of the teachers was affluent yet the income that they received seemed to be adequate to buy books and subscribe to journals. However, there is no means of knowing whether teachers had any financial support from their fathers, brothers, etc. Nor have we enquired into the standard of living of the teachers.

It is equally essential that the intellectuals must be afforded the necessary freedom to operate as intellectuals and to operate freely in society. As for the intellectual freedom 3 teachers in the sample made a special mention of autonomy in the teaching profession as the main consideration

for choosing this career. Moreover, none of the teachers had any complaint to make about any restrictions whatsoever in respect of intellectual freedom although very few teachers complained that they could not publish all that they had written because of lack of facilities. A distinction has to be made between intellectual freedom and the facilities for research and publication. In respect of social freedom, there were no restrictions whatsoever which is clearly reflected in the participation by the teachers in various voluntary associations, social work organizations, consultative committees, etc. It is only in the case of participation in politics that freedom has been restricted. In this respect there is a great deal of difference between the present sample and the earlier Indian intellectuals who provided the country leadership in all walks of life.

It is the main function of intellectuals to operate with ideas and concepts and to analysis the various problems confronting society. However, intellectuals should be accorded due recognition by society so that their knowledge and experience can be fruitfully utilised by the society. It also means the acceptance of intellectuals in various social bodies and organizations on the basis of their knowledge and experties. From this point of view it is quite clear that the intellectuals in the present study enjoyed acceptance on the part of society which is clearly reflected in their being called upon to work

on various bodies and committees and social work organizations, etc. In fact, not many teachers associated themselves with such bodies, not so much because they were not invited to do so but because of their own disinclinations. However, it is also true that some of the teachers whose expertise and knowledge seem to be very much in demand by society were called upon to work in various associations and organizations.

Psychologists tell us that the voluntary choice of career and profession is extremely crucial from various angles such as (i) job satisfaction, (ii) social efficiency. The same holds good in the case of the intellectuals under study. The factors which were mentioned by the teachers for their professional choice have great significance for performance, desire to continue in the profession, satisfaction etc. Thus, out of the teachers who mentioned that they joined the profession purely out of personal liking and aptitude were the least inclined to change the profession. On the other hand, the teachers who mentioned that they chose the profession accidentally were relatively more prone to change the profession. The same holds good in the case of teachers who mentioned that they chose the profession either for its easy working hours or because there was no other possibility were most inclined to change the profession. The degree of job satisfaction and involvement in the profession under such circumstances can be anybody's guess. As Shils and Gaudino have pointed out a



great deal of casual attitude on the part of college and university teachers can be largely located in the factors that led them to their choice of the career.

A sense of commitment and involvement in one's profession is extremely essential from various points of view. While in the present study we have not enquired into psychological aspects of involvement and commitment, we have some indirect evidence to base our inferences upon. It was mentioned earlier that the factors that led to the choice of teaching career had consequences for commitment and involvement. Thus, those who had chosen the teaching profession accidentally were more prone to change and so were those who chose it because of easy working hours or since there was no other possibility. Desire to change the profession can be looked upon as a negative index of commitment and involvement, even though there is no prima facie physical evidence such as publications and participation in activities on the part of teachers who mentioned that at some stage or other they wanted to change the profession. Moreover, factors such as the educational and occupational background of fathers and brother also has significant consequences for involvement. It has been pointed out earlier that the sons and daughters of fathers who were themselves highly educated and very highly placed in occupational structure were continuously subjected to pressure of invidious comparison between themselves and their fathers,

giving rise to strain and dissatisfaction with their own profession. Besides, even though only 14 teachers out of the sample have mentioned that they wanted to change the profession at one stage or another there is no means of ascertaining if there were any others who wanted to change the profession but did not make any explicit statement about it.

Empathy and social sensitivity on the part of the intellectuals are also regarded as important for the efficient functioning of society because in the absence of such attributes intellectuals would not make their best available to the society. It is not enough to have intellectual ability but intellectuals must also have a minimum level of empathy and social sensitivity whereby they would participate in activities which are of crucial significance to the well being of society. As for the present study we have observed that about one-third of the teachers have given evidence of their empathy and social sensitivity in terms of their participation in various public activities. As observed earlier, it is the main job of intellectuals to operate with ideas and thereby indirectly help in solving some of the pressing social, economic and political problems of the country. This aim can be achieved only with a sufficient degree of empathy and social sensitivity. We had occasion to observe the absence of such empathy and social sensitivity on the part of teachers in the science faculty. Under such circumstances the society cannot profit by the attainments

of the intellectuals. It has already been pointed out that the teachers have to refrain from participation in political activities.

Intellectuals in every society are called upon to provide intellectual and scientific leadership to society. There is no means of knowing, as far as the present study is concerned, about the active contact between intellectuals and society and assess their leadership of society in this respect although it can be surmised that to the extent that the teachers have been called upon to work on various commissions and committees there is some evidence of both their contact with society and leadership. As far as the scientific leadership is concerned there is a predominance of teachers from the science faculty in respect of working on various government committees and commissions for scientific and technological problems.

The present study of intellectuals is primarily confined to the analysis of the functioning of college and university teachers in Poona. Yet some of the theoretical formulations about intellectuals in general seem to be quite applicable in this case.

Appendix - IF R E Q U E N C Y   T A B L E STable - 1 : Distribution of Teachers According to Age. ✓

Age Groups	Upto 25 years	26-30 years	31-35 years	36-40 years	41-45 years	46-50 years	51-55 years	56 + years	Not mentioned	Total
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No.	7	23	27	19	21	11	7	6	29	150
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Table - 2 : Present Income ( in Rupees ) per year. ✓

Income Groups	Upto 1200	1201-2500	2501-3600	3601-4800	4801-6000	6001-8000	8001-10000	10001-15000	15001 +	Not mentioned	Total
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No.	1	3	2	19	35	31	27	19	7	6	150
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Table - 3 : Initial Income ( in Rupees ) per year. ✓

Income Groups	Upto 1200	1201-2500	2501-3600	3601-4800	4801-6000	6001-8000	8001-10000	10001-15000	15001 +	Not mentioned	Total
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No.	39	50	30	17	4	1	1	-	-	8	150
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Table - 4 : Fathers' Education. ✓

Educa- tional Groups	Illi- terate	Primary School	High Sch- ool	Under gradua ate.	Post gradu- ate	Tradi- tional Edn.	Not men- tioned	Total
No.	10	17	42	34	33	10	4	150

Table - 5 : Fathers' Occupation.

Occupational Groups*	1	2	3	4	5	6	7	8	Not mentioned	Total
No.	15	-	-	3	19	58	43	2	10	150

\*The following are the occupational groups followed throughout the Report.

1. Owner of farm, fishery, dairy etc.
2. Tenant cultivator, peasant proprietor, independent fisherman, etc.
3. Manual labourer in agriculture, dairy, etc.
4. Proprietor, Director, Managing Agent, of big industrial concern, mine, etc.
5. Owner of small business, retail shop, etc.
6. Executive and Scientific or Technical personnel and professionals like doctors, lawyers, engineers, etc.
7. Ordinary administrative staff, such as clerk, school teacher, stenographer, etc.
8. Skilled manual worker, such as machineman, factory worker, craftsman, etc.

Table - 6 : Brothers' Education.

Education- Groups	Illiterate	Primary School	High School	Under gradu- ate	Post gradu- ate	Tradi- tional Edn.	Not mentioned	Total
No.	-	2	18	39	62	-	29	150

Table - 7 : Brothers' Occupation.

Occupational Groups	1	2	3	4	5	6	7	8	Blank	Total
No.	2	-	1	4	7	66	25	6	39	150

Table - 8 : Sisters' Education.

Educa- tional Groups	Illiterate	Primary School	High School	Under gradu- ate	Post gradu- ate	Tradi- tional Edn.	Not mentioned	Total
No.	3	14	36	37	28	3	29	150

Table - 9 : Have you ever changed your job ?

No.	Before taking up teaching	Between two teaching jobs	Still doing other job.	Total
133	13	3	1	150

Table - II : Number of Books Published.

No. of Books	1-5	6-10	11-15	16 +	Total
No.	43	13	5	3	150

Table - III : Number of Articles Published.

No. of Articles	1-5	6-10	11-15	16-20	21-50	51 +	Not specified.
No.	4	31	17	8	5	2	11

Table - IV : Unpublished Articles.

No. of Articles	1-5	6-10	11-15	16-20	21 +	Total
No.	46	8	4	1	2	150

Table - V : Reasons for not publishing.

Reasons	No chance	No inter- est.	Oppo- sition from Heads	Rejec- tions	Under consi- deration	Lack of funds	Total
No	4	12	4	7	24	10	61

Table - 14 : Membership of Voluntary Societies.

No. of Societies	Nil	1	2-3	4-6	7-10	11 +	Total
No.	95	12	4	7	23	9	150

Table - 15 : How long have you been a member of voluntary - Societies ?

No. of years	1	2-3	4-6	7-10	11-15	16 +	Not specified	Total
No.	6	4	17	12	7	3	6	55

Table - 16 : Membership of Governing Bodies.

No. of Bodies	1	2-3	4-6	7-10	11 +	Nil	Total
No.	16	3	2	-	-	129	150

Table - 17 : How long have you been a member of governing bodies?

No. of years	1	2-3	4-6	7-10	11-15	16 +	Total
No.	2	4	6	5	1	3	21



Table - 18 : Membership of Enquiry Committees.

No. of Committees	Nil	1	2-3	4-6	7-10	11 +	Total
No.	129	14	3	3	-	1	150

Table - 19 : How long have you been a member of -  
enquiry committees ?

No. of years	1	2-3	4-6	7-10	11-15	16 +	Total
No.	2	6	9	2	2	-	21

Table - 20 : Membership of consultative body.

Responses	Yes	No	Total
No.	11	139	150

Table - 21 : How long have you been a member of consultative bod

No. of years	1	2-3	4-6	7-10	11-15	16 +	Total
No.	-	3	5	3	-	-	11

Level of Teaching V.S. Income.

	Rs. 1201 to 2500 P.A.	Rs. 2501 to 3600 P.A.	Rs. 3601 to 4800 P.A.	Rs. 4801 to 6000 P.A.	Rs. 6001 to 8000 P.A.	Rs. 8001 to 10000 P.A.	Rs. 10001 to 15000 P.A.	Rs. 15000 and above P.A.	Blank	Total
Post graduate	-	2	-	1	8	20	17	17	9	74
Graduate	1	1	1	17	25	9	5	2	1	62
Post Graduate and Graduate	-	-	1	1	2	4	5	1	-	14
<u>Total:</u>	1	3	2	19	35	33	27	20	10	150

Level of Teaching V.S. - How many books you own.

	Less than 10 bks	11 to 25	26 to 50	51 to 100	101 to 250	251 to 500	501 to 1000	Over 1000	None	Total
Post graduate	4	9	8	9	14	6	6	15	3	74
Graduate	10	6	12	6	8	5	3	1	11	62
Post Graduate & graduate	2	1	-	1	4	1	1	1	3	14
<u>Total:</u>	16	16	20	16	26	12	10	17	17	150

Faculties V.S. Income.

	1201 to 2500 Rs. P.A.	2501 to 3600 Rs. P.A.	3601 to 4800 Rs. P.A.	4801 to 6000 Rs. P.A.	6001 to 8000 Rs. P.A.	8001 to 10000 Rs. P.A.	10001 to 15000 Rs. P.A.	15001 and above Rs. P.A.	Blank	Total
Arts	-	1	-	5	5	8	8	10	5	42
Science	-	1	-	6	19	16	11	6	-	59
Social Sciences	1	1	2	8	8	8	9	4	8	49
<u>Total:</u>	1	3	2	19	32	32	28	20	13	150

Faculties V.S. No. of book published.

	1 to 5 Books	6 to 10	11 to 15	Over 15	Blanks	Total
Arts	17	7	2	2	14	42
Science	9	4	-	-	47	60
Social Science	17	3	2	1	25	48
<u>Total :</u>	43	14	4	3	86	150

Faculties V.S. No. of Articles Published. ✓

	1 to 5 articles	6 to 10	11 to 15	16 to 20	Over 21	More than 100	Can't say	Blank	Total
Arts	7	6	4	2	8	1	2	12	42
Science	11	4	1	2	2	-	-	40	60
Social Science	12	6	3	1	2	-	-	23	48
<u>Total</u>	31	16	8	5	12	1	2	75	150

Age V.S. Level of Teaching.

	Post Graduate	Graduate	Post graduate and graduate	Total
20 to 25 years	2	4	1	7
26 to 30 years	8	16	-	24
31 to 35 years	17	9	1	27
36 to 40 years	11	7	1	19
41 to 45 years	11	5	4	20
46 to 50 years	6	3	2	11
51 to 55 years	5	-	2	7
Over 56 years	7	-	-	7
Not mentioned	8	13	2	28
<u>Total</u>	75	62	13	150

Age V.S. Income ( Present ).

	Rs. 1200 to 2500 P.A.	Rs. 2501 to 3600 P.A.	Rs. 3601 to 4800 P.A.	Rs. 4801 to 6000 P.A.	Rs. 6001 to 8000 P.A.	Rs. 8001 to 10000 P.A.	Rs. 10001 to 15000 P.A.	Rs. Over 15001 P.A.	Blank	Total
20 to 25 years	-	1	-	1	5	-	-	-	-	7
26 to 30	-	-	1	5	11	7	-	-	-	24
31 to 35	1	-	-	-	6	8	5	4	3	27
36 to 40	-	-	-	3	3	3	6	4	-	19
41 to 45	-	-	-	1	2	6	4	6	1	20
46 to 50	-	-	-	-	2	4	2	1	2	11
51 to 55	-	-	-	-	-	1	3	1	2	7
Over 55	-	-	-	-	-	-	2	2	3	7
not mentioned	-	2	1	9	5	3	6	2	-	28
<u>Total:</u>	1	3	2	19	34	32	28	20	11	15

Age V.S. Initial Occupation.

	1	2	3	4	5	6	7	8	9	Total
20 to 25 years	-	1	-	1	-	4	1	-	-	7
26 to 30	-	-	1	-	-	10	13	-	-	24
31 to 35	1	-	1	-	-	17	6	-	2	27
36 to 40	-	-	-	-	-	9	10	-	-	19
41 to 45	-	-	-	-	-	10	10	1	-	21
46 to 50	-	-	-	-	-	4	6	-	-	10
51 to 55	-	-	-	-	-	2	5	-	-	7
Over 55	-	-	-	-	-	1	6	-	-	7
Not mentioned	-	-	-	-	-	12	16	-	-	28
<u>Total:</u>	1	1	2	1	-	69	73	1	2	150

Age V.S. Father's Education.

	Illiterate Barely literate	Primary or Middle School	High School	College	Post gradu ate or Tech. graduate	Education in tradi- tional system	Not men tioned	Total
20 to 25 years	1	1	2	2	1	-	-	.
26 to 30	1	-	8	6	9	-	-	2
31 to 35	2	2	8	6	7	2	-	2
36 to 40	1	1	4	3	8	1	1	1
41 to 45	-	4	3	7	3	1	2	2
46 to 50	1	2	2	2	3	1	-	1
<del>51</del> 51 to 55	1	1	2	1	-	2	-	
Over 55	2	1	2	1	-	1	-	
Not mentioned	2	5	10	6	2	2	1	2
<u>Total :</u>	11	17	41	34	33	10	4	15

Age V.S. Membership of inquiry committees and advisory bodies.

	Only one	2 to 3	4 to 6	7 to 10	Over 10	Blank or No	Total
20 to 25 years	-	-	-	-	-	7	7
26 to 30	1	-	-	-	-	23	24
31 to 35	1	1	1	-	-	24	27
36 to 40	2	-	-	-	-	17	19
41 to 45	5	1	1	-	-	13	20
46 to 50	-	-	1	-	-	10	11
51 to 55	2	1	-	-	-	4	7
Over 55	1	-	-	-	-	6	7
Not mentioned	2	-	-	-	-	26	28
<u>Total:</u>	14	3	3	-	-	130	150



Age V.S. Membership of consultative bodies.

	Yes	No	Total
20 to 25 years	-	7	7
26 to 30	-	24	24
31 to 35	2	25	27
36 to 40	-	19	19
41 to 45	3	17	20
46 to 50	2	9	11
51 to 55	2	5	7
Over 55	3	4	7
Not mentioned	1	27	28
<u>Total :</u>	13	137	150

	Age V.S. Member of Social Work Association.				Age V.S. Have you ever been nomi- nated to Govt. body			Age V.S. Member of any political body			
	Ordinary	Active	No	Total	Yes	No	Total	No	I was	I am	Total
20 to 25 years	-	1	5	7	-	7	7	7	-	-	7
26 to 30	-	2	22	24	-	24	24	24	-	-	24
31 to 35	1	4	22	27	-	27	27	23	4	-	27
36 to 40	1	1	17	19	3	16	19	18	-	1	19
41 to 45	-	4	16	20	-	20	20	15	3	2	20
46 to 50	2	3	6	11	2	9	11	10	1	-	11
51 to 55	-	3	4	7	1	6	7	7	-	-	7
Over 55	-	2	5	7	3	4	7	7	-	-	7
Not mentioned	1	6	21	28	-	28	28	25	1	2	28
<u>Total</u>	5	26	119	150	9	141	150	136	9	5	150

Sex V.S. Rural-urban Background. ✓

	Village	Town	City	Mixed	No reply	Total
Male	53	24	49	-	1	127
Female	3	6	13	-	1	23
<u>Total :</u>	56	30	62	-	2	150

Sex V.S. Father's Education.

	Illite- terate/ Barely Literate	Primary or Middle School	High School	College	Post gradu- ate/ Tech.	Edn.in tradi- tional system	Not men- tioned	Total
Male	11	15	36	28	24	9	4	127
Female	-	2	4	6	10	1	-	23
<u>Total:</u>	11	17	40	34	34	10	4	150

Sex V.S. How long have you been in teaching profession ?

	Less than 5 years	6to10	11to 15	16to20	21to25	Over 25	Not men- tioned	Total
Male	24	42	25	17	8	6	5	127
Female	12	3	3	2	1	-	2	23
<u>Total :</u>	36	45	28	19	9	6	7	150

Sex V.S. No of Books published.

	1 to 5	6 to 10	11 to 15	Over 15 books	Blanks	Total
Male	41	13	4	3	66	127
Female	2	1	-	-	20	23
<u>Total :</u>	43	14	4	3	86	150

Sex V.S. No of Articles and Papers Published.

	1to5	6to10	11to15	16to20	Over 21	More than 100	Can't say	Blanks
Male	27	16	8	5	12	2	1	56
Female	4	-	-	-	-	-	-	19
<u>Total :</u>	31	16	8	5	12	2	1	75

Sex V. S. Membership of inquiry committees.

	No	Only one	2to3	4 to 6	7 to 10	Over 10	To
Male	107	14	3	2	-	1	1
Female	22	-	-	1	-	-	
<u>Total-129</u>	129	14	3	3	-	1	1

	Sex V.S.Consul- tative body			Sex V.S.Have you ever been nominated to any govt.body			Sex V.S. Membership for Political party			
	Yes	No	Total	Yes	No	Total	No	I was	I am	Total
Male	14	113	127	10	117	127	113	9	5	127
Female	-	23	23	-	23	23	23	-	-	23
<u>Total</u> :	14	136	150	10	140	150	136	9	5	150

Native Place V.S. Caste.

	Brah- min.	Maratha	C.K.P.	Sche- duled caste	Back- ward classes	Not applicable	Not ment- ioned	Total
Village	43	7	2	-	-	1	3	56
Town	26	1	1	-	-	1	-	29
City	54	-	3	-	-	1	5	63
No reply	-	-	2	-	-	-	-	2
<u>Total:</u>	123	8	8	-	-	3	8	150

Native place V.S. Father's Education.

	Illi- terate/ Barely Literate	Primary School	High School	College	Post gradu- ate/ Techl.	Edu.in Tradi tional system	Not known	Total
Village	8	13	10	8	10	6	1	56
Town	-	-	11	8	5	4	1	29
City	3	4	19	18	18	-	1	63
Not mentioned	-	-	-	-	1	1	-	2
<u>Total:</u>	11	17	40	34	34	11	3	150

Native place V.S. Occupation of Father.

	1	2	3	4	5	6	7	8	Not mentioned	To
Village	9	-	-	-	8	15	16	1	7	5
Town	3	-	-	-	6	15	4	1	-	2
City	3	-	-	2	5	26	23	-	4	6
Not Mentioned	-	-	-	1	-	1	-	-	-	-
<u>Total :</u>	15	-	-	3	19	57	43	2	11	-

Education V.S. No of Books published.

	1 to 5 Books	6 to 10	11 to 15	Over 15	Blanks	Total
B.A. & B.Ed.	1	1	-	-	2	4
M.A.	16	2	2	-	55	74
2 M.A.'s	2	1	-	-	7	10
M.A. with diploma	-	-	-	-	2	2
Doctorate	22	6	3	2	18	51
Degree/ Diploma from foriegn	-	-	-	-	1	1
2 Doctorates	2	4	-	1	1	8
<u>Total :</u>	43	14	5	3	88	150



Education V.S. No of articles and papers published.

	1to5	6to10	11to15	16to20	Over 21	More than 100	Blanks To
B.A.with B.Ed.	-	-	-	-	-	-	4
M. A.	16	4	1	1	2	-	50
2 M.A.'s	2	-	1	-	1	-	6
M.A. with diploma	1	-	-	-	-	-	-
Doctorate	12	10	6	2	7	2	12
Degree or Diploma foreign	-	-	-	-	-	-	1
2 Doctorate	-	3	-	2	2	-	1
<u>Total:</u>	31	17	8	5	12	2	74

Education V.S. Membership of Voluntary Societies.

	No	Only one	2to3	4to6	7to10	Over 10	Total
B.A. with B.Ed.	2	2	-	-	-	-	4
M.A.	52	10	9	2	1	-	74
2 M.A.'s	6	3	1	-	-	-	10
M.A.with Diploma	2	-	-	-	-	-	2
Doctorate	33	14	1	2	1	-	51
Degree or Diploma foreign.	1	-	-	-	-	-	1
2 Doctorates	3	-	2	1	2	-	8
<u>Total :</u>	99	29	13	5	4	-	150

Education V.S. Membership of governing bodies.

	No	Only one	2to3	4to6	7to10	Over 10	Total
B.A. with Be Ed.	3	1	-	-	-	-	4
M.A.	65	7	1	1	-	-	74
2 M.A.'s	7	1	1	1	-	-	10
M.A. with Diploma	2 <del>45</del>	<del>2</del>	-	-	-	-	2
Doctorate	45	6	-	-	-	-	51
Degree or Diploma foreign.	1	-	-	-	-	-	1
2 Doctorates	5	1	2	-	-	-	8
<u>Total</u>	128	16	4	2	-	-	150

Education V.S. Membership of enquiry committees/  
advisory bodies.

	No	Only one	2to3	4to6	7to10	Over 10	Total
B.A.with B.Ed.	4	-	-	-	-	-	4
M.A.	67	4	2	1	-	-	74
2 M.A.'s	7	2	-	1	-	-	10
M.A. with diploma	2	-	-	-	-	-	2
Doctorate	43	1	6	1	-	-	51
Degree or Diploma Foreign	1	-	-	-	-	-	1
2 Doctorates	5	<del>2</del>	-	1	-	-	8
<u>Total :</u>	129	9	8	4	-	-	150

	Education V.S. Member of consultative body			Education V.S. Have you ever been nominated to any government body		
	No	Yes	Total	Yes	No	Total
B.A. with B.Ed.	4	-	4	-	4	4
M.A.	71	3	74	3	71	74
2 M.A.'s	8	2	10	-	10	10
M.A. with diploma	2	-	2	-	2	2
Doctorate	48	3	51	4	47	51
Degree or Diploma Foreign	1	-	1	-	1	1
2 Doctorates	3	5	8	6	2	8
<u>Total:</u>	137	13	150	13	137	150

Designation V. S.- Wanted to change to what

<del>what prevented</del> the change to what	Teaching to Non-teaching	Government jobs.	Blanks	Total
Part-time lecturer	-	-	-	-
Lecturer in College	1	1	1	3
Assistnat Professor	2	-	2	4
Head of the Deptt. in college	1	-	2	3
Lecturer in University	2	-	1	3
Reader	1	-	-	1
Professor	-	-	-	-

<u>Total:</u>	7	1	6	14	
What prevented the change?	Non availability	Too late	Not selected	Blanks	Total

Part-time	-	-	-	-	-
Lecturer in College	2	-	-	1	3
Assistant Prof. in College	1	-	1	2	4
Head of Deptt. in College	-	-	2	1	3
University Lecturer	1	-	1	1	3
Reader	1	-	-	-	1
Professor	-	-	-	-	-
<u>Total:</u>	5	-	4	5	14

Designation V.S. Membership of Voluntary Societies.

	No	Only one	2to3	4to6	7to10	Over 10	Total
Part-time	2	-	-	-	-	-	2
Lecturer in College	34	3	3	1	1	-	47
Head of the Deptt.in College	14	7	4	2	1	1	29
University Lecturer	24	4	2	2	1	-	33
Reader	12	-	2	-	-	-	21
Assistant Professor in College	9	1	-	-	-	-	10
Professor in University	4	1	2	-	-	-	7
Head of Institute	1	-	-	-	-	-	1
<u>Total :</u>	100	28	13	5	3	1	150

Designation V.S. Membership of governing bodies.

	No	Only one	2to3	4to6	7to10	Over 10	Total
Part-time Lecturer	-	2	-	-	-	-	2
Lecturer in College	44	2	1	-	-	-	47
Assistant Professor in College	9	1	-	-	-	-	10
Head of Department in College	20	6	2	1	-	-	29
Lecturer in University	32	1	-	-	-	-	33
Reader	17	4	-	-	-	-	21
Professor	5	-	1	1	-	-	7
Head of Institute	1	-	-	-	-	-	1
<u>Total:</u>	128	16	4	2	-	-	150



	Designation V.S. Membership of inquiry committee						Designation V.S. consultative body member.		
	No One	Only 2	2to3	4to6	7to10	Total	No	Yes	Tot
Part-time Lecturer	2	-	-	-	-	2	2	-	2
Lecturer in College	42	4	-	1	-	47	44	3	4
Assistnat Professor in College	9	1	-	-	-	10	10	-	1
Head of Department	24	3	1	-	1	29	27	2	1
Lecturer in University	31	1	1	-	-	33	31	2	
Reader	18	3	-	-	-	21	18	3	
Professor	3	2	1	1	-	7	4	3	
Head of Institute	1	-	-	-	-	1	1	-	
<u>Total:</u>	130	14	3	2	1	150	137	13	

	Designation V.S. Member of Social work Associations.			Designation V.S. Have you ever been nominated to any government body		
	Yes	No	Total	Yes	No	Total
Part-time Lecturer	-	2	2	-	2	2
Lecturer in College	5	42	47	3	44	47
Assistant Professor	3	7	10	1	9	10
Head of Department	11	18	29	-	28	28
Lecturer in University	5	28	33	1	32	33
Reader	10	11	21	3	19	22
Professor	3	4	7	3	4	7
Head of Institute	-	1	1	-	1	1
Total:	37	113	150	11	139	150

How long have you been teaching V.S. No of books -  
published by you.

	1to5 books	6to10	11to15	Over 15	Blanks	Total
Less than 5 years	4	3	-	-	29	36
6 to 10	15	1	2	-	27	45
11 to 15	8	3	1	1	16	29
16 to 20	10	2	2	-	5	19
21 to 25	4	1	-	-	4	9
Over 25 years	1	2	1	-	2	6
Blanks	2	-	1	-	3	6
<u>Total:</u>	<u>44</u>	<u>12</u>	<u>7</u>	<u>1</u>	<u>86</u>	<u>150</u>

How long have you been teaching V.S. No of articles and -  
papers written by you.

	1to5	6to10	11to15	16to20	Over 21	Over 100	Blanks	Total
Less than 5 years	7	4	-	1	3	-	21	36
6 to 10	12	2	3	2	-	1	25	45
11 to 15	5	4	3	1	3	1	12	29
16 to 20	4	2	1	1	4	-	7	19
21 to 25	1	3	-	-	1	-	4	9
26 & Over	-	1	1	-	1	-	3	6
Not mentioned	2	1	-	-	-	-	3	6
<u>Total:</u>	31	17	8	5	12	2	75	150

How long have you been in teaching profession V. S. -  
Membership of Voluntary Societies.

	No	Only one	2to3	4to6	7to10	Over 10	Total
Less than 5 years	25	6	3	-	2	-	36
6 to 10	32	9	1	4	1	-	45
11 to 15	19	5	2	1	1	1	29
16 to 20	12	5	2	-	-	-	19
21 to 25	4	3	1	1	-	-	9
Over 25	6	-	3	1	-	-	6
Not mentioned	5	-	1	-	-	-	6
<u>Total:</u>	104	28	13	7	4	1	150

How long have you been in teaching profession V.S. Membership  
of governing bodies.

	No	Only one	2to3	4to6	7to10	Over 10	Total
Less than 5 years	30	4	2	-	-	-	36
6 to 10	44	1	-	-	-	-	45
11 to 15	24	2	1	2	-	-	29
16 to 20	15	4	-	-	-	-	19
21 to 25	8	1	-	-	-	-	9
Over 25	1	4	1	-	-	-	6
Not mentioned	6	-	-	-	-	-	6
<u>Total:</u>	128	16	4	2	-	-	150

How long have you been in teaching profession V.S. Members  
of inquiry committees or advisory bodies.

	No	Only one	2 to 3	4 to 6	7 to 10	Over 10	7
Less than 5 years	34	1	-	1	-	-	
6 to 10	41	3	-	-	-	1	
11 to 15	23	3	1	2	-	-	
16 to 20	14	4	1	-	-	-	
21 to 25	6	3	-	-	-	-	
Over 25	4	1	1	-	-	-	
Not mentioned	6	-	-	-	-	-	
<u>Total:</u>	128	15	3	3	-	1	

	How long have you been teaching V.S. Membership of consultative bodies			How long have you been teach- ing V.S. Admini trative post			How long have you been teaching V.S. nominated to government body		
	No	Yes	Total	No	Yes	Total	Yes	No	Total
Less than 5 years	33	3	36	30	6	36	2	34	36
6 to 10	44	1	45	38	7	45	1	44	45
11 to 15	28	1	29	18	11	29	3	26	29
16 to 20	14	5	19	8	11	19	2	17	19
21 to 25	8	1	9	5	4	9	-	9	9
Over 25	4	2	6	4	2	6	1	5	6
Not Mentioned	-	6	6	4	2	6	-	6	6
<u>Total:</u>	131	19	150	107	43	150	9	141	150



Appendix II

Deccan College Post-gr  
and Research Institute  
Poona 6.  
Date-

Dear Colleague,

I am studying the problem "Social Structure of -  
Intellectuals in Poona". With a view to doing the same I am  
sending herewith a printed questionnaire, which I would request  
you to fill in and handover to your College office within a  
fortnight.

As you will see, the questions primarily relate to the  
Social Composition and Attainments both in the academic and oth  
fields. Nevertheless a few questions about difficulties and  
needs are purposefully incorporated.

In brief, the purpose of the enquiry is to find out the  
place occupied by the intellectuals in society mainly in terms  
of their achievements, aspirations and attitudes.

I shall certainly welcome any personal discussion regardi  
the enquiry. You are most welcome to add extra sheets to the  
questionnaire. I need hardly add how your co-operation is going  
to be of great help to me in the completion of the project  
successfully.

Many thanks,

Yours sincerely,

Y. B. Damle,  
(Department of Sociology)

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QUESTIONNAIRE FOR THE STUDY OF THE SOCIAL STRUCTURE OF THE  
INTELLECTUALS IN POONA.

(1) The social Composition of the  
 Intellectuals :

- |  |              |           |     |
|--|--------------|-----------|-----|
| (a) Name and Age                       |              |           |     |
| (b) Native Place                       |              |           |     |
| (c) Caste and Religion                 |              | (c-1) Sex |     |
| (d) Parents education                  | (1) father   |           |     |
|  | (2) mother   |           |     |
| (e) Parents occupation                 | (1) father   |           |     |
|  | (2) mother   |           |     |
| (f) Grand fathers education            | (1) paternal |           |     |
|  | (2) maternal |           |     |
| (g) Grand fathers occupation           | (1) paternal |           |     |
|  | (2) maternal |           |     |
| (h) Uncle's education                  | (1) paternal |           |     |
|  | (2) maternal |           |     |
| (i) Uncle's occupation                 | (1) paternal |           |     |
|  | (2) maternal |           |     |
| (j) Brother's education                | (1)          | (2)       | (3) |
|  | (4)          | (5)       | (6) |
| (k) Brother's occupation               | (1)          | (2)       | (3) |
|  | (4)          | (5)       | (6) |
| (l) Sister's education &<br>occupation | (1)          | (2)       | (3) |
|  | (4)          | (5)       | (6) |

- |                         |     |     |     |
|-------------------------|-----|-----|-----|
| (m) Any other relatives | (1) | (2) | (3) |
| education & occupation  | (4) | (5) | (6) |

- (n) Self:      High School  
                       which place  
                       College  
                       which place

List degrees, diplomas-both Indian  
 and foreign-membership of learned  
 Societies, career, etc.

- (o) Occupation and designation.
- (p) When did you start working  
 and in what capacity ?
- (q) Salary :      ...      Starting  
    Present  
    Total Income:
- Any other source of income  
 and if so how much ?
- (r) Have you ever thought of changing  
 the job ? and if so, to what and  
 when ?
- (s) And what prevented such a change  
 over a job ?
- (t) What led you to this career ?  
 Do you feel conscious sometimes of  
 working or living under the  
 influence of a tradition ? Describe  
 this tradition.
- (u) How many books you own ? Literary as  
 well as professional.
- (v) Do you subscribe to any learned Journal?  
 If so, please mention the journal, and  
 since how long you have been doing so?

(2) Scientific Scholarly and Literary Output:

Title of the Books: Places and dates of Language in which Publication : they were written.

Most important papers and articles published.

Unpublished wroks  
Why ?

(3) Public Activities :

- (a) Membership of voluntary societies and since how long ?
- (b) Membership of Governing Bodies and since how long ?
- (c) Membership of Inquiry Committees and Advisory Bodies and since how long ?
- (d) Membership of Consultative Body and since how long?
- (e) Administrative Post and since how long?
- (f) Elective office e.g. Legislative bodies, University body, Board of Directors, etc. and since how long?
- (g) Have you discontinued holding such office and \$f so, when and why did you do so ?
- (h) Social Work : Associations
  - Activities
  - Membership
  - Office held

Where carried on: in or near Poona

in Bombay city

in Delhi

Elsewhere (specify)

- (i) Are you or have you ever been nominated on any Government body? State or Central or Local self bodies.

If so, on what body, as what and when? What is the nature of your duty there? Do you enjoy your work in such capacity?

- (j) Have you ever been a member of any political party?

- (k) Have you ever contested an election for a legislative body? (Municipal Corporation, State or Central).

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