

THE STUDENT-TEACHERS - ADMISSION AND SELECTION PROCEDURES
- AND FACILITIES AVAILABLE IN THE TRAINING COLLEGES

As indicated earlier, we now pass on to those aspects concerned with the teacher-trainees and facilities available in the training colleges. The discussion is divided into two parts. The admission qualifications of the trainees, their selection procedures and the composition of the selection committee are taken up in the first part while in the second part, the general facilities, the facilities provided for staff, and those provided for student-teachers are dealt with in detail.

1. (a) Qualifications for admission

Let us now see what essential and desirable qualifications are stressed on the part of the trainees for admission to the training colleges. All the colleges both Basic and Non-Basic desire that the candidates applying for admission should be graduates. Even here, a few of the colleges prefer candidates who have taken school subjects at their degree level and secured a good class in the examination. The other essential qualifications considered by some of the training colleges are tabulated below :

Table No. 11

Other essential qualifications

Item	No. of Traditional Tr. Colleges	No. of Basic Tr. Colleges	Total
1. Experience in teaching	7	-	7
2. Success in admission tests	6	-	6
3. Physical fitness	4	2	6
4. Character certificate	4	-	4
5. Personality	3	-	3

I t e m	No. of Training Colleges.		
	Traditional	Basic	Total
6. Good achievement in interview	2	-	2
7. Sociability	1	-	1
8. Miscellaneous	-	9	9

According to the table, very few colleges seem to insist on other essential qualifications. As regards the Traditional Training Colleges, besides graduation, the next in order of essentiality is the experience in teaching. This is not insisted upon for admission as much as for appearing for the final examination in teaching. In some colleges, without a minimum period of teaching experience (apart from that gained during training in the training colleges) in any institution and without a certificate to that effect, the candidates are not allowed to appear for the final examination. This minimum period is limited to 100 days by some colleges. But in a majority of the colleges, there is no such restriction but people with experience are preferred over others.

Success in admission tests ranks next. These include tests in

general knowledge as well as in languages as Hindi, English and regional language. Physical fitness, character certificate and good achievement in interview are other aspects which are stressed upon. As regards personality and sociability, there is no clear indication as to what they actually mean.

As far as Basic Training Colleges are concerned, the stress is on something different. Apart from insisting upon the graduate degree, they also prefer the candidates to possess certain characteristics which help them not only to be easily benefited by the training given but also to adjust themselves to the situation that they have to face later without difficulty. They lay stress on the candidates not having any objection to participating in community life and its activities, having interest in constructive work and service to humanity and living a simple life. Whether these are to be developed in the candidates during training or whether these could be conditions for admission is a matter to be considered.

Apart from the essential qualifications, some of the desirable qualifications that the Traditional Training Colleges stress are experience in organising group activities, interest and proficiency in extra-curricular activities as games, scouting, Home-nursing, St. John Ambulance, social service, higher academic qualifications and special talent. As far as Basic Training Colleges are concerned, preference is given to those who have a knowledge of some craft, who can organize group activities, who have had some previous Basic Training and possess special talents as in music and arts etc.

The next factor which is allied with this problem is the selection procedure adopted by the training colleges for selecting the candidates for training.

1.(b) Selection procedure

The selection of the candidates for admission into the training college is dependent on the administrative authority of the college, and varies from place to place and from authority to authority. As far as the Government teachers are concerned, they are selected by the Department mostly on the basis of seniority and deputed for training. They are accepted by the training colleges. The question of selection comes only with regard to private candidates and also those deputed by non-Government institutions and sometimes even Government candidates seeking admission on their own. In order to select these candidates, certain selection procedures are adopted. In some colleges, the candidates are selected by adopting more than one procedure. The following table will reveal some of the practices followed at present by various institutions both Basic and Non-Basic.

Table No. 12

Procedures adopted for selecting candidates for training

Selection Procedures	Training Colleges		Total
	Traditional	Basic	
(a) Previous records and experience:			
(1) Previous qualifications and merit	32	5	37
(2) Teaching experience	11	2	13
(3) Previous records of work in school	2	-	2
(b) Interview : ..	30	4	34
(c) Selection tests :			
(1) General information test	14	4	18
(2) Intelligence test	13	2	15
(3) Special subjects achievement test	6	2	8
(4) Aptitude test	4	2	6
(5) English language test	3	-	3
(6) A practical test	-	1	1
(d) Miscellaneous :			
(1) Recommendations by the Departmental officials	4	-	4
(2) Organizing group discussions	2	-	2
(3) Probationary period for a month to observe the candidate	-	2	2
(4) Others	8	8	16

According to the table, the most popular procedures are three namely, previous records and experience, interview and selection tests.

The factors that are preferred while selecting the candidates on the basis of their previous qualifications are either an Hons. Degree or a good division in the degree examination and a degree in Science. Regarding the item 'teaching experience', there are two aspects involved - the candidates' experience of teaching in schools or his previous professional training.

The general information test includes either testing the candidates general knowledge or writing an essay.

Apart from the main procedures and those grouped under 'miscellaneous', other factors as proficiency in co-curricular activities, especially games, experience in social service, being the son or daughter of a teacher, being the bonafide of the State, belonging to a backward community, conduct certificate, and physical fitness are also taken into consideration.

The selection procedure will naturally lead us to another vital aspect as the composition of the selection committee.

1-(c) The Selection Committee

As selection procedure varies from college to college so also the composition of the selecting agency. In some cases, the selection board consists of representatives of the University and the training college staff. In some others, it is composed of representatives of the college and those of the education departments while yet in others, these are representatives of the colleges and the management.

In some cases, the colleges just accept the candidates selected by the Directorate of Education or the managing body and thus the college is completely eliminated from the selection committee. In some other cases, the composition of the selection committee extends beyond the representatives mentioned above. On some selection committees, apart from the representatives of the training colleges, the department, private management or the university, teachers of schools, educational experts from sister institutions and representatives of non-official social welfare organizations are also taken.

Thus there is no uniformity of procedure. As far as the Government candidates are concerned, the question of selection either by the department or the college is practically eliminated for it is mostly based on seniority and urgent need for those who enter the department. They are automatically sent for training. To restrict their entry into training college at this stage is rather difficult.

Because of the co-operation that the training colleges get from the private institutions in their practice teaching work, to reject the candidates sent by them is also rather embarrassing for the training colleges.

In order to have the right type of persons in the training colleges, and at the same time respecting the views of the various authorities, the question arises as to how could the selection be conducted and the various agencies be co-ordinated. These are the problems which need consideration.

2. Facilities

We now pass on to the second part which deals with the facilities

available in the training colleges for various purposes. The discussion is in three parts as indicated earlier.

(a) General facilities

General facilities are those which the college offers for the benefits of other educational institutions and teachers. Some of these facilities are such that even the staff and the trainees can derive benefit out of them. The following table will reveal the extent to which the various general facilities are offered by the different training colleges in the country.

Table No.13

General facilities offered by the training colleges.

S. No.	Item	Training Colleges		Total
		Tradi- tional	Basic	
1.	Organizing lectures, seminars, symposia, discussion groups, study circles, workshops, and in-service training etc. for the benefit of teachers in schools.	56	13	69
2.	Helping schools & training schools to organise exhibitions for the benefit of the community & lending exhibits.	52	11	63
3.	Allowing teachers in schools and training schools to make use of the college library and magazines and journals.	40	11	51
4.	Allowing teachers to hold their meetings or conferences (professional) in the college (during holidays).	32	12	44
5.	Lending teaching aids to schools and other training institutions.	33	10	43
6.	Encouraging and helping teachers in schools to undertake research projects and community survey.	22	6	28
7.	Allowing teachers to use the college laboratory when necessary.	19	6	25

In many of the colleges, most of the facilities mentioned above are provided through the Departments of Extension Services attached to the colleges. These Departments are mainly responsible for bringing the schools nearer to training colleges and are actually the linking agencies. In most of the colleges, the activities carried on by these Departments are of varied nature.

At the same time, it is unfortunate to note that these Departments of Extension Services are conspicuous by their absence in the Basic Training Colleges. The facilities provided are solely through the efforts of the training colleges themselves and these are naturally limited. The table reveals on the whole that there is provision in most of the colleges, both Basic and non-Basic for some kind of general facilities for lending teaching aids, exhibits, library books, magazines and journals to schools and training schools, organizing educational discussions, workshops etc., providing accommodation in the colleges for educational meetings and gatherings, helping teachers to undertake research projects and community survey and to make use of the college laboratory when necessary and thus keep themselves in touch with the schools and their activities.

(b) Facilities for the staff

The facilities meant exclusively for the benefit of the staff of the training colleges are varied in nature and fall under different heads. These are divided into 11 aspects. The extent to which these facilities exist in the various training colleges is revealed in Table No.1 (See Appendix I).

(a) Now, considering the facilities under the first aspect (a) it is found in the table that with the exception of library facility, all other facilities are found only in stray cases. From the figures in the table, the picture on the whole is not very encouraging either with regard to Traditional Colleges or Basic Colleges.

(b) Now coming to the next item (b), the figures reveal the lack of proper facilities for real experimental work. There does not seem to be sufficient encouragement in this field in general. In most of the colleges, apart from library and laboratory facilities, there is nothing substantial in other aspects. As regards experimental schools, only 3% of the Traditional Colleges seem to have them and Basic Training Colleges where it is most necessary seem to be content with practising schools only. Even regarding science and psychology laboratories, workshops and libraries, it is not possible to gauge as to how far they are fully equipped for experimental purposes.

(c) The facilities offered for any real research work in our colleges are still disappointing. Apart from the post-graduate courses, there is nothing to commend and even this aspect has no place in Basic Training Colleges. About 7% of the Traditional Colleges have taken advantage of the Government of India Scheme.

(d) The next item is the facilities provided for the staff for exchange of views with other training colleges on educational problems. Even here, the figures do not indicate any encouraging sign. Apart from extension services programme and a few seminars and conferences, there is very little chance for real personal contact

and healthy discussion. Perhaps this may be due to one main factor which is lack of sufficient financial provision. In order to build a close relationship between the various colleges, frequent meetings, exchange of lectures, frequent organization of seminars etc., are necessary but all these will certainly affect the pockets of the training colleges. They have not been able to promote this aspect to any satisfactory extent even on a State level and so to talk of this on an all-India level is out of question.

In 75% of the Basic Training Colleges, Basic education week is celebrated once a year. This provides to a certain extent an opportunity for exchange of views. But how far it is utilized for developing better contact with other training colleges remains to be seen.

(e) As far as knowledge and study of educational problems in schools is concerned, there is ample scope and opportunities for the staff, especially with regard to the local schools. The staff through their frequent visits to the schools in connection with practice-teaching and demonstration lessons, often comes in contact with the staff and students of schools and their problems. The Extension Services Departments provide additional opportunities especially in Traditional Training Colleges. In spite of all these facilities, this aspect, I feel, has not developed to the extent it ought to have been. Apart from some general discussions on some school problems in meetings and gatherings, very little interest is taken by the staff on the whole for detail study of particular problems relating to the schools such as study of the cumulative records maintained by the schools, study of the development of a

particular child, reactions of children to a particular member of staff or subject, low standard of performance by the students in a subject, lack of interest in particular aspect of the school programme and study of the teaching techniques adopted by certain members of the school staff in any particular subject, etc.

(f) The next item is with regard to the facilities offered for the staff for expression of personal views on educational problems. Though some of the facilities (items Nos.1, 2, 3 and ⁴5) mentioned are encouraging, yet important items like publication of research reports, writing of books etc., are neglected.

(g) As regards the pursuit of private study, though 18% of the colleges offer certain facilities by way of study leave or permission to appear for higher examinations through private study etc., neither the items nor the figures are very encouraging.

(h) Coming to the financial aspect, it is found that in about 28% of the colleges, financial help is provided for attending conferences, seminars etc., and for study abroad. But this help is available only in limited cases and especially for those deputed by the colleges. But in the case of others who wish to go abroad or attend educational gatherings etc., there is practically no provision of any sort.

(i) The question of providing residential facility is a problem affecting the teacher community as a whole and not confined only to the training college staff. This aspect on the whole is given very little importance and the difficulties experienced by the teachers in this respect are well known and need no further

comment. Hence, the figures in the table against the various items under this aspect are not surprising. But what surprises one is to note the non-availability of proper facilities in Basic Training Colleges where much stress is laid on community life.

(j) Coming to the medical aspect, we find there is some arrangement for providing some sort of facility for the staff but this is not the position in all the colleges. The facilities existing in this respect for certain categories of staff do not extend to all the training colleges especially those under private agencies. In about 13% of the training colleges, a small dispensary is attached to the college but this does not serve the purpose in case of serious illnesses. For about 17% of the Traditional Colleges, a medical officer is attached but his services are mostly limited to the trainees and only in exceptional cases extend to the staff. In general, no substantial help of any sort is provided for all the staff inspite of certain health schemes sponsored by the Central and State Governments.

(k) Coming to the last item, i.e., recreational facilities, it is found that in about 50% of the Traditional Colleges provision is made for games and daily news-papers and magazines. Besides these, interest in other aspects is not very keen. Some of the colleges have staff clubs, social gatherings and excursions but the number of colleges encouraging these works up to 20%, 20% and 25% respectively. In a majority of the colleges, recreational activities are part of the training college programme and the staff participate in them along with the trainees. As regards Basic

Training Colleges, the main items are provision for news-papers and magazines and cultural activities and these are catered for by about 75% and 40% of the colleges respectively.

From the above we can infer that unless the staff is provided with necessary facilities, very little progress can be achieved by the training colleges nor will they be able to go far in the realization of their objectives.

(c) Facilities for the student teachers

The third kind of facilities offered by the training colleges are purely meant for the benefit of the trainees. For convenience, these are divided under twelve heads and the extent to which the various facilities under different heads are offered by the various training colleges are revealed by Table No.2 (See Appendix I).

(a) Looking into item (a) in the table, it is found that facilities pertaining to library and organizations of seminars, discussions etc., are provided by more than 60% of the colleges. As far as provision of magazines and journals are concerned, it mostly depends upon the financial provision available for it. Provision of a separate reading room for the trainees is dependent upon the accommodation available for the college. Making provision for tests and assignments is mostly left to the staff of the colleges but since the internal assessment is gradually assuming importance this aspect is gradually gaining ground. Certain items relating to study weeks, library period, library facility in the hostel and supply of reading lists (7, 8, 9, 10) are rather uncommon and as revealed in the table are confined to less than 5% of the colleges but nevertheless, they are important.

(b) Coming to the next item (b), regarding the facilities for practice-teaching, the most common are the arrangements for practising schools and demonstration lessons by the staff. Provision in the time-table for consultations and guidance, supply of teaching aids from the teaching aids department of the college and guidance from art and manual instructors for the preparation of teaching aids are other items indicated by some of the training colleges. With regard to undertaking of projects and experiments by the trainees, there is very little provision and this is mostly due to either lack of attached experimental schools or practising schools.

Block-practice teaching seems to be more common in Basic Training Colleges than in Traditional Training Colleges. This may be due to better provision regarding attached practising schools.

It is rather encouraging to note that at least in one college, there is some provision for free transport for the benefit of the trainees. How far this facility is practicable and advisable remains to be seen.

(c) The third item (c) relates to facilities regarding craft-work. As revealed in the table, the facilities provided in this respect by the Basic Training Colleges are more encouraging than in the Traditional Training Colleges. This may be largely due to the importance that craft work enjoys in the programme of the Basic Training Colleges.

(d) The next aspect is the community life. This has different interpretations in different types of colleges. In Basic Training Colleges, it is not only living together but organizing

the whole community and fully participating in all its regular activities with a definite goal which is to bring about a co-operative social order. But community life in the Traditional Colleges is living together and coming together for some time in order to know each other better. Since the aims are different, naturally the facilities provided for the purpose are also different. Most of the Basic Training Colleges have hostels attached to them and living in the hostels is also compulsory, whereas, in Traditional Training Colleges, hostel arrangement is made mostly for convenience of the trainees. Lack of hostel life is compensated in **about** 25% to 30% of the colleges by the organization of citizenship training camps, provision of a common room and arranging social gatherings, excursion, picnics etc. Community life in Basic Training Colleges embrace most of the co-curricular activities apart from the day-to-day management of the hostel life. Only in Basic Training Colleges prayer forms one of the regular aspects of the programme and hence provision of a prayer hall for the purpose becomes a necessity. When hostel life is compulsory, common dining is but inevitable and to make a special mention of it does not seem to be necessary.

As far as citizenship training camp is concerned, it lasts from one week to 10 days and is organized either in villages or at any other place further away from the college. During this period activities pertaining to social service or socio-economic survey etc., are undertaken by the trainees under the guidance

of the staff. This forms a part of community life in Basic Training Colleges.

(e) Facilities for experimental work is the fifth aspect. These facilities as revealed are not very encouraging both in Traditional and Basic Training Colleges. Apart from the workshops and the science and psychology laboratories, no other facility is stated in Basic Training Colleges. As regards the workshops, they may be mostly pertaining to the crafts introduced in the colleges.

As far as Traditional Training Colleges are concerned, there are certain facilities provided in this respect but how far any substantial experimental work is carried on is still to be proved. The type of work that is mostly undertaken is with regard to construction and administration of tests, maintenance of cumulative records of children and observation of and experiments with children in nursery and kindergarten schools.

Facilities for field work are almost similar in both types of colleges except that in Basic Training Colleges, there is more facility for the study of rural life. This may be because of their location amidst such an atmosphere. The survey work is mostly of the socio-economic type. Apart from visits to ordinary practising schools, some of the colleges also have provision for visits by the trainees to other special types of schools as deaf and dumb schools, schools for the blind and Montessori, nursery and kindergarten schools and observation of their techniques of teaching. But on the whole, the position with regard to this aspect is equally disappointing.

(g) Facilities for practical work are of varied nature and are provided in about 13 to 40% of the training colleges in some form or the other. As far as the Traditional Training Colleges are concerned, these embrace undertaking of health projects, preparation of slides, blue-prints, preparing of charts, models, graphs, test materials, practical work in school subjects and in art and craft work and visits to and study of school plants and case studies.

As far as Basic Training Colleges are concerned, the work undertaken relates to the preparation of teaching aids as charts, models, graphs etc., craft apparatus and study of school problems.

(h) The next aspect is regarding co-curricular activities which are of a wide variety. In most of the training colleges, both Basic and Non-Basic there is ample provision for one or the other of these activities. As far as Basic Training Colleges are concerned, most of these activities are merged with the community life and form part of the curricular aspect of the college. It is because of this that some of items like citizenship training camp, house system, weekly assembly, first aid etc., mentioned under co-curricular aspect, do not find a prominent place in these colleges. At the same time, there are certain other items as scouting and girl guide camps, hobby clubs, meetings of the Brain Trust which though important and interesting find a place only in the Traditional Training Colleges and are not undertaken by the Basic Training Colleges.

Literary gatherings include debates, lectures, planning forum, discussion or study circles, inter-collegiate elocution contest,

seminars and symposia, meetings of the Brain Trust, subject association meetings, essay and oratorical competitions etc. As regards house system, the trainees are divided into different houses and their activities are both literary, cultural and recreational. Social, cultural and recreational activities embrace social gatherings, pictures, celebration of college day, theatrical arts, celebration of festivals, fairs and important days, games and sports and film shows. Sometimes, even gardening is included under recreation. In about 68% of the colleges, educational excursions are organized and a part of the expenditure is borne by the colleges. In about 40% of the Traditional and 30% of the Basic Training Colleges, educational exhibitions are organized during the college day celebrations and mostly consist of the work of the trainees. Community prayer is not a common feature of the Traditional Training Colleges but a regular feature of the Basic Training Colleges. Because of the absence of daily assembly, Traditional Training Colleges seem to have weekly assembly wherein either news items are read or one of the trainees or staff members is made to give a small talk based on some topic of interest to all. In about 8% of the Traditional Training Colleges hobby clubs are encouraged and this depends on the interest of the trainees. As regards social service, there is more scope in Basic Training Colleges than in the Traditional Training Colleges because of the peculiarity of their programmes.

(i) The ninth aspect pertains to tutorials. The figures in the table reveal that the tutorial system exists in both types of

colleges. A tutorial group is generally made up of 10 to 12 students and very rarely goes upto 20. The usual activities under this aspect are discussion classes, writing essays and submission of certain assignments and consultations with the staff. Sometimes, provision is made in the time-table for tutorial classes and these periods vary from place to place.

In some colleges it is one period a day, in others once a week, and in certain others twice or thrice a week. This has been one of the methods adopted for the promotion of closer contact between staff and the trainees and better outturn of work.

(j) Facilities regarding financial aid cover a number of items in the table. But they are available only in a limited number of colleges and to limited number of students. As far as Basic Training Colleges are concerned, the position as revealed in the table is still worse.

From the details of the responses to the questionnaire, it is found that as regards free studentship, only 5 to 10% of students benefit from it and 10 to 15% of students benefit from half freeship. In some colleges full pay is received by the government candidates while in some others, an additional family allowance is also paid. Many of the private institutions depute their teachers with no pay while others depute them on some maintenance allowance. Generally no tuition fee is charged to the government candidates. In many of the colleges, private candidates receive some stipends and these vary from Rs.15/- to 40/-.

About 12% of the Traditional and 5% of the Basic Training Colleges maintain poor boys fund. This fund is collected through

contributions from the students themselves and at the end of the year, it is distributed among deserving students satisfying certain minimum conditions. In 10% of the Traditional Colleges merit scholarships are also given and are of the value of Rs.50/- to 70/- each and only a limited number of students receive them. The Rotary prize given in one college is of the value of Rs.100/-. Agencies like the university and the Red Cross also offer some monetary help to deserving students by way of tuition or examination fees. Indirect financial help is also given by one Basic Training College by way of free hostel accommodation.

(k) The last but one item relates to facilities for the expression of views by the trainees on educational problems. The common facilities provided in most of the colleges, both Traditional and Basic, are through organization of literary gatherings, tutorial group meetings and assignments. Literary gatherings consist of debates, symposia, seminars, panel talks, study circles, lectures and subject union meetings. As regards tutorial group meetings, it is already explained above. As far as assignments are concerned, they include essay writing, discussions and consultation with the staff, library work etc. 42% of the Traditional and 60% of the Basic Training Colleges have their college magazines but how far it is taken full advantage of by all the trainees is the question. In 20 to 25% of the colleges, college unions, subject unions and different clubs as dramatics, music, literary etc. function actively and provide good scope for personal expression of views on various educational matters.

Apart from the above items, there are certain facilities which are peculiar only to Basic Training Colleges. These relate to the writing of diaries and reports, students councils, elections and reading and discussion of reports submitted by various elected members.

The scope provided for expression of one's views may be large but as long as it is not fully taken advantage of, it is as good as not being provided.

(1) The last item in the table is with regard to medical aid. In 33% of the Traditional and 40% of the Basic Training Colleges to which hostels are attached, a medical officer is attached and the attendance is either daily or weekly and sometimes according to necessity. In 20% of the colleges, a dispensary is attached for emergency measures and ordinary ailments are attended to. Either a doctor or a compounder or a trained staff member is attached to it. In addition to these facilities, annual medical tests are also conducted and in some colleges, it takes place twice a year.

In four University Departments of Education, the medical treatment is provided to the trainees in the student ward of the university medical college. This is the privilege of the Traditional Training Colleges only for there is no Department of Basic Education attached to any university. In some colleges, the Government candidates enjoy the privilege afforded for Government servants by the respective States. But the figures on the whole do not indicate a very satisfactory condition in the training colleges.

From a study of the various items in the above table, it is found that there is overlapping of many items and even the frequencies differ for the same items. This is but natural for it is not possible to draw a clear margin between the various items. All of them are inter-related and contribute towards the training programme. It has also been noted that while some facilities are exclusively found in the Traditional Training Colleges, some others are found only in the Basic Training Colleges. But certain facilities are common to both the types of colleges and are found almost to the same extent in both of them.

Thus by a study of the details regarding the various aspects, a picture of the existing position of the organisational and administrative aspect in both the Traditional and Basic Training Colleges is obtained. In the following chapters, a picture of the training programme and other relevant problems will be revealed.