

SOME PROBLEMS CONNECTED WITH THE PROFESSIONAL PREPARATION

As already stated, this chapter is devoted to a study of the existing conditions in the training colleges regarding the professional preparation of teachers. For convenience, the entire discussion is divided into three parts namely, those related to the aims of the training colleges, the training programme and the assessment system.

The first part, the aims of the training colleges consists of two sections, the general and the specific aims. The second part dealing with the training programme has seven sections, comprising the introductory part, theory, practice teaching, crafts, community life, the tutorial system and practical-cum-field work. The third part, i.e., the assessment system consisting of four sections deals with the kind of assessment prevailing in different colleges regarding theory, teaching practice, crafts, community life, tutorials and practical and field work and the nature of award for the successful candidates.

1. The Aims of the Training Colleges

Any educational programme to be successful should be based on certain clear aims and objectives and this is all the more essential in the case of training colleges. Therefore, before going into the details of the training programme, it is worthwhile to study first the aims emphasized by the various training colleges.

The aims are of two kinds, the general and the specific. The general aims embrace the entire training programme while the specific aims are confined to different aspects of the training programme and its different functions.

(a) The general aims

Coming to the first aspect, the following table will reveal the aims emphasized by different training colleges in the country.

Table No.14

The general aims of the training colleges

S.No.	Items	No. of training colleges		
		Traditional	Basic	Total
1.	Acquisition of a good theoretical background helpful in teaching and dealing with pupils.	15	4	19
2.	Development of a broad outline and right attitude necessary for a teacher.	6	3	9
3.	Development of teachers' efficiency in theory and practice of education	4	3	7
4.	Acquisition of the knowledge of philosophical, sociological and psychological bases of educational theory and practice.	3	4	7
5.	To meet the growing need of trained teachers to cope up with educational expansion schemes.	3	-	3
6.	Acquisition of the knowledge of the ends and means of education in a democracy and of their practical implications.	2	4	6
7.	Familiarization of the student-teachers with most of the educational problems and solutions in different countries at different times.	2	2	4
8.	Training of efficient administrative personnel.	2	1	3
9.	Acquisition of the knowledge of the psychology of children with a view to bring about a reorientation of the education system as a whole.	2	-	2

S.No.	Items	No. of training colleges		
		Traditional	Basic	Total
10.	Developing service mindedness with a view to turnout useful citizens with fully developed personalities	1	6	7
11.	Students realization of education as an integral part of the general life of the community which is being lived in the vortex of a larger number of social, intellectual, economic and political institutions.	1	4	5
12.	To enable the student teachers to realize their responsibility towards the community.	-	5	5

From the above table it is found that most of the Traditional Training Colleges seem to stress on a good background in theory and in the science of education which facilitates them in their teaching work and dealing with pupils. Almost all the aims stressed by these colleges are confined to the teaching of pupils, educational problems and supply of trained personnel to schools.

Turning to the Basic Training Colleges, it is found that these colleges also lay stress on the above aspects but they stretch beyond the confines of schools and reach the community and the nation. The aims, especially the 6th, 10th, 11th and 12th, reveal clearly the broader outlook and objectives of these colleges. At the same time, they do not neglect the professional aspect and the aims. Nos.1, 2, 3, 4 and 7 justify the same.

The above table should not lead one to understand that each college has only one aim. More than one aim are mentioned by some of the colleges. Secondly, it is also clear from the above table, that there is not a single aim which is unanimously approved by all the colleges. The last aim though expressed under 'general aims' would go well under 'specific aims' due to its limited objective.

(b) The specific aims

The next aspect deals with the specific aims of the training colleges and are revealed by the following table:

Table No.15

The specific aims of the Training Colleges.

S.No.	Items	No. of training colleges		
		Traditional	Basic	Total
1.	To acquaint the student-teachers with the latest methods of teaching the various subjects.	13	3	16
2.	To afford to graduates intending to become teachers required practice in teaching.	7	1	8
3.	To acquaint the student-teachers with the techniques of education.	6	2	8
4.	To enable student-teachers to apply the theory of education to school situations.	4	3	7

S.No.	Items	No. of training colleges		
		Traditional	Basic	Total
5.	To enable student-teachers to evolve suitable methods of teaching with particular reference to the class and the subjects taught.	4	2	6
6.	To familiarize the student-teachers with a real experience of school children and the implications of the school situation.	3	1	4
7.	To maintain and improve standards in secondary schools by a sound system of training teachers.	3	-	3
8.	To initiate the student-teachers into the ways of class-room research.	2	2	4
9.	To enable student-teachers to prepare and use teaching aids.	2	-	2
10.	To help the student-teachers to learn to organize school-life on a cooperative basis.	-	4	4

The specific aims mentioned in the above table refer to different aspects of the training programme. But most of them relate to the techniques and methods of teaching and the application of the theory into the class room situation.

Apart from the stress on the above aims, the Basic Training Colleges also pay attention to the co-operative aspect revealing once again that the technique of teaching is not the all embracing aspect of the training colleges.

On the whole, the tables reveal that even though there isn't a general agreement among all the colleges regarding the aims, yet, the different aims stressed do not seem to differ radically from one another. But the aims of the Basic Training Colleges go a step beyond and bring into the fold of education the other aspects of life, thus broadening the objectives of training colleges.

2. The Training Programme

As already stated, this aspect comprises six sections. The introductory part including the general pattern of the training programme, the adequacy or inadequacy of the different aspects and their relative weightage is the first.

(i) The introductory part :

(a) The general pattern

The general pattern of the training programme comprises seven aspects. These are, a course in theory with a definite number of subjects, practice teaching for a certain period comprising definite number of lessons, practical work in relation to the various subjects and programme of work, craft work, community life, field work connected with the different aspects of the training programme and lastly tutorials. In addition to these, there are co-curricular activities and in most of the Traditional Training Colleges, these form a separate aspect of the training programme while in Basic Training Colleges they form a part of the community life. This is the general pattern

both in Traditional and Basic Training Colleges but of course with a difference in the shift of emphasis.

(b) The adequacy and inadequacy of the training programme

In view of the aims stated by the different colleges, the next question naturally will be to ask whether the course followed is adequate or inadequate. The answer to this will be more apt if considered aspect by aspect. Therefore in order to facilitate the answering of this question, the training course is divided into its component parts and the following table will reveal the opinions of different training colleges in this aspect.

Table No. 16 16

The adequacy and inadequacy of
the training programme.

S.No.	Items	No. of training colleges with the following remarks					
		Adequate			Inadequate		
		Tradi- tional	Basic	Total	Tradi- tional	Basic	Total
1.	Courses in theory	55	16	71	5	6	11
2.	Practice teaching	46	9	55	14	8	22
3.	Craft work	38	15	53	22	2	24
4.	Community life	31	15	46	29	2	31
5.	Tutorials	34	2	36	16	14	30
6.	Practical work	30	9	39	25	8	33
7.	Field work	11	7	18	26	10	36

The above figures reveal that as far as the theory part is concerned 92% of the Traditional Training Colleges seem to be satisfied with it. But with regard to the Basic Training Colleges, 30% of them do not seem to consider it as adequate. Perhaps this opinion is based on the results of examinations held at the end of the course rather than on the achievement of objectives of the training colleges.

As regards practice teaching, the opinion is not as strong as it is in the previous case. Even though 77% of the Traditional Training Colleges are satisfied with their existing position, yet there are 23% of colleges where the position does not seem to be satisfactory. And as regards Basic Training Colleges there are almost equal numbers of colleges on both sides. The inadequacy in many of the cases may be due to either lack of sufficient number of practising schools, or lack of attached practising schools, lack of adequate and proper staff or shortage of time or unwieldy strength of the college or lack of enthusiastic and interested trainees or lack of co-operation between the training colleges and the practising schools.

Craft work is the next in the list and the figures reveal an encouraging position as far as the Basic Training Colleges are concerned but with regard to the Traditional Training Colleges, 37% of them do not seem to express satisfaction. This may be because of lack of properly trained staff or lack of interest in

the work on the part of the trainees, or lack of encouragement by the authorities because of it being a non-examination subject or it may also be due to lack of proper provision by way of equipments and accommodation etc.

As far as community life is concerned, the stress on this aspect by different training colleges is different. While it forms an important aspect of the training programme in Basic Training Colleges, its place in the Traditional Training Colleges is entirely different.

75% of the Basic Training Colleges seem to be satisfied with this aspect. This satisfaction may be due to the provision of hostels and of making living in the hostel compulsory.

Coming to the Traditional Training Colleges, it is found that the opinion is almost equally divided and this may be mostly based on the extent of provision of hostels for the trainees or the extent and nature of stress laid on this aspect.

The fifth item is tutorials and with regard to this, the position in Traditional Training Colleges is better than in Basic Training Colleges. This may be because of the introduction of the tutorial system in most of the Traditional Training Colleges. But how far the tutorial system is working satisfactorily remains to be seen.

Coming to the next aspect of practical work, it is found that there are almost equal number of colleges expressing the

TABLE 23 17

THE SUBJECTS FOR THE THEORY.

S. No.	Subjects.	FULL PAPER.		PART PAPER.		No. of Traditional Training Colleges with specification of the parts.										PART PAPER.		No. of Basic Training Coll. of Basic ges with spec Training fication of t Colleges, parts.	Not 1 Sec speci- tio fied.
		No. of Training Colleges. Total.	No. of Traditional Training Colleges. Total.	No. of Traditional Training Colleges. Total.	No. of Traditional Training Colleges. Total.	1	2	3	4	5	6	7	8	9	10	11	12		
1.	Principles and Philosophy of Education.	22	4	26	24	6	1	1	1	15							3	1	2
2.	Theory of education.	20	1	21	18	4	1	-	3	10							2	2	-
3.	History of Indian education.	11	4	15	22	3	-	-	-	18	1						4	3	1
4.	History of Western Education.	3	-	3	16	2	-	-	-	14	-						3	3	-
5.	Current problems in Indian Education.	4	-	4	29	6	-	-	1	21	1						4	3	1
6.	Experimental Education.	2	1	3	9	2	-	-	1	5	1						1	1	-
7.	Comparative education.	6	1	7	3	-	-	-	-	3	-						-	-	-
8.	Child education.	6	-	6	6	-	-	-	1	5	-						1	1	-
9.	Educational sociology.	2	-	2	19	2	-	-	1	16	-						5	4	1
10.	School Orgn. and administration.	21	6	27	33	10	-	-	1	21	-						2	2	-
11.	School hygiene & health.	3	-	3	47	7	3	-	-	36	-						4	3	1
12.	Tests & Measurements.	5	1	6	30	2	-	-	-	23	2						2	1	1
13.	Educational statistics.	1	1	2	26	1	1	-	1	20	2						3	2	1
14.	General Education & Child Psychology.	16	5	21	26	8	-	-	-	15	-						1	1	-
15.	Experimental psychology.	-	-	-	20	4	-	-	1	14	1						1	1	-
16.	Adolescent psychology.	-	-	-	16	-	-	-	-	15	-						2	2	-
17.	Applied psychology - case studies.	-	-	-	10	-	-	-3	-	10	-						1	1	-
18.	Social psychology.	1	-	1	5	1	-	-	-	4	-						1	1	-
19.	Educational administration.	2	-	2	15	3	-	-	2	10	-						2	1	1
20.	Education of Backward children.	3	-	3	16	1	-	-	-	14	-						-	-	-
21.	Rural Education.	4	-	4	-	-	-	-	-	-	-						-	-	-

two views. The inadequacy with regard to this aspect may be due to either lack of adequate provision for the same or lack of initiative on the part of the staff and enthusiasm on the part of the trainees.

With regard to field work, there is more of dissatisfaction than satisfaction regarding the state of affairs. Perhaps adequate facilities may not be available for this purpose and the short duration of the training course may also be another factor contributing towards the inadequacy in this field.

On the whole it is found that with regard to theory, practice teaching and tutorials, most of the Traditional Training Colleges have expressed satisfaction while with regard to craft work, though the majority have expressed adequacy, yet quite a number of colleges have also expressed inadequacy in the matter. As far as practical work and community life are concerned, the opinion is equally divided while with regard to field work, the weight of the balance is towards inadequacy.

Coming to the state of affairs in Basic Training Colleges while the course in theory is not completely adequate, community life and craft work are satisfactory. The opinions regarding practice teaching and practical work are almost equally divided while field work and tutorials are inadequate.

(c) The relative weightage

The next point for discussion relates to the relative

weightage assigned to the various aspects of the training programme in terms of hours of work and percentage of marks in the final examination. The response to this question is not adequate to arrive at a clear picture of the position in the training colleges. Most of the training colleges have abstained from replying to the question and from the few responses that are received it is found that the answers are as varied as possible. Some have expressed the number of hours in terms of a week while some others have stated the total number of hours allotted for the purpose and there are yet others who have given in terms of periods per week and number of hours per day.

With regard to the weightage in terms of percentage of marks, very few have expressed in terms of percentage while a few have given the total marks.

Coming to the theory aspect it is found that the hours of work varies from 43 hours to 24 hours per week, 18 periods to 22 periods a week, from 3 periods a day to 6 periods a day and from $1\frac{1}{2}$ hours per day to 5 hours per day.

As regards percentage of marks, it varies from 33% to 77% and from 400 to 700 marks in Traditional Training Colleges and from 40% to 54% in Basic Training Colleges.

With regard to practice teaching, it varies from 6 hours a week to 15 hours a week, from one period a day to 3 periods a day, and from one month to 7 weeks. This is the state of affairs

in Traditional Training Colleges. But with regard to Basic Training Colleges, the response is nil.

The percentage varies from 10% to 50% and from 100 to 200 marks in Traditional Training Colleges and from 15% to 40% in the Basic Training Colleges.

In practical work, it varies from 1 hour per week to 3 hours per week and 4 periods per week to 13 periods per week and 50 to 200 hours in the Traditional Training Colleges. And with regard to the percentage of marks, the variation is from 12½ to 50%. With regard to craft work, it varies from one period of week to 9 periods a week and 45 minutes a day to 2 hours a day and 1 hour a week to 12 hours a week in Traditional Training Colleges and in Basic Training Colleges the position is not stated.

As regards the percentage of marks, it varies from 15% to 40% in Basic Training Colleges.

The hours of work for community life in Basic Training Colleges varies from 1½ hours a day to 14 hours per week and from 6% to 15% as far as percentage of marks is concerned.

With regard to tutorials, it varies from one hour a week to 10 hours a week and from once a week to 2 periods a month in Traditional Training Colleges and from 1½ hours to 2 hours a week in Basic Training Colleges. And the percentage of marks varies from 3.3% to 25% in Traditional Training Colleges.

As regards field work, it varies from one period a week to

30 hours a year and the percentage of marks from 2½ to 5% in Traditional Training Colleges.

Thus it is seen that due to a wide variation, no clear picture is obtained regarding the state of affairs.

(ii) Theory

The second aspect of the training programme relates to theory and this forms an important aspect. The discussion is in ^{Seven} ~~six~~ parts relating to :

- (a) the various subjects introduced in different colleges,
- (b) the titles of papers for the examination,
- (c) the number of special methods to be selected,
- (d) the necessary qualifications for selecting them,
- (e) the field of specialization, and
- (f) methods adopted for teaching by the staff and,
- (g) the type of class records maintained by the trainees with regard to theory work.

(a) Subjects

A number of subjects are introduced into the training colleges and out of them some are allowed as full papers while some others are considered as part of some paper. The position regarding this is revealed in the following table.

[illegible]

From the table it is seen that certain subjects like principles of education or theory of education, school organization and administration, general, educational and child psychology, general methods and special methods of teaching are commonly included in the course. Even among the special methods, modern Indian languages, English, Hindi, Mathematics and Science or its special branches are more popular than other subjects. History of education still finds a place in the programme of some of the colleges as a full paper. The same is the position with regard to Basic Training Colleges. Perhaps, the principles of education may mean principles of Basic education in these colleges. Physical education is another subject which has found place in some of the Traditional Training Colleges.

Most of the subjects listed in the table find place as part of some paper, and these parts vary from college to college and the combination of subjects are also different in different colleges.

The table also makes another revelation. Certain subjects like education of backward children, rural education, nursery education, education of exceptional children, Home Science and Psychology and Hygiene, Audio visual education, Nature Study and Every Day Science, Citizenship Training and Music do not find a place in the Basic Training Colleges. But this should not mislead one. This revelation is based on the responses of

only some colleges. These may find a place in other colleges which have not responded. Also, these may find a place in connection with some other aspect of the training programme though not of theory.

Some of the subjects like rural education, basic education, audio visual education, social education, nursery education etc., are allowed as optional subjects in some of the Traditional Training Colleges.

As regards the parts, in some cases it is a full section of a paper and in some others only a few questions are included and sometimes, it may even be only one question depending on the importance attached to the subject in the training course.

(b) Titles of papers

A discussion on the theory subjects will naturally lead to another important aspect which deals with the combination of subjects. Since all the papers are not full papers, some of them have to be combined together and the combination of subjects and titles of papers as existing in some of the training colleges are revealed in the following table.

Table No.18

Combination of Papers in theory

S. No.	Items	No. of Training Colleges		
		Traditional	Basic	Total
(a) 1.	Education Psychology & Sociology	9	-	9
2.	-do- & Principles of edn.	7	-	7
3.	-do- & health edn.	6	-	6
4.	-do- & experimental edn.	2	2	4
5.	-do- Edn. measurement and health education.	3	-	3
6.	Education Psychology, Child development & child study.	-	1	1
(b) 7.	Principles of Edn. & School Orgn.	15	-	15
8.	Education - Paper I	10	-	10
9.	Education - Paper II	10	-	10
10.	Theory of Edn. & Edn. Measurement	4	-	4
11.	Principles of Edn. & Edn. Sociology	3	1	4
12.	-do- & General Methods	2	1	3
(c) 13.	School Orgn. and Health Edn.	8	-	8
14.	-do- and Admn.	4	4	8
(d) 15.	Methods - General & Specific	3	3	6
16.	General Methods, School hygiene and school orgn.	1	1	2
17.	General Methods & Social foundations of education	1	-	1
(d) 18.	History of Edn. Thought & Theory of education	5	-	5
19.	History of Edn. & Modern Problems	2	1	3
20.	-do- & Edn. & Voc. guidance	1	1	2
21.	-do- & one of (a) Edn. & Voc. guidance, (b) child guidance, (c) Social Edn., (d) History of Edn. in India upto 1854, (e) Edn. of the handicapped, (f) Basic Edn.	1	-	1

S.No.	Items	No. of Training Colleges		
		Traditional	Basic	Total
(f)22.	School Admn. & Edn. Guidance & Counselling.	5	-	5
23.	-do- & hygiene	9	2	11
24.	Edn. Admn. & Problems of Edn.	3	-	3
(g)25.	Health Edn. & Citizenship training.	8	-	8
26.	Health Edn., Audio-visual Edn. & citizenship training.	1	-	1
(h)27.	Current Edn. Problems and Art appreciation.	1	-	1

From the table, it is found that there is a wide variety with regard to this aspect depending on the syllabus prescribed by different universities and departments. Certain combinations are peculiar to particular states as for instance, the combination of health education and citizenship training which is mostly found in the colleges of Madras State. In some colleges theory of education is divided into two papers as Education I and Education II, the first consisting of the psychological aspect and the second, the philosophical aspect. While History of education is considered as a separate paper in some colleges, in some others it is combined with either modern problems or educational and vocational guidance or social education or education of backward children or Basic education. Principles of education is also combined with different subjects in different colleges.

The subjects combined with it are general methods of teaching, school organization, educational psychology and educational sociology. But in some other colleges it is an independent paper. So is the case with educational psychology. In many cases, school organization or administration is combined with health education or hygiene. As regards methods of teaching, general and special methods are treated as separate papers in some colleges while in some others, they are combined in one paper and in some colleges, general methods are combined with principles of education, school organization and hygiene or social foundations of education. Educational administration is combined with either educational guidance and counselling or hygiene or Problems of Education while Health Education is coupled with Citizenship Training or Audio-Visual Education. In one college there is a combination of Current Educational problems and Art Appreciation.

As far as Basic Training Colleges are concerned, we do not find this wide variety of combination of subjects. For instance, Educational Psychology is combined only with Experimental Education or Child Development and Study; Principles of Education is coupled with either Educational Sociology or General Methods; Specific Methods or School Orgn. and Hygiene is combined with General Methods, History of Education is coupled with either Modern Problems or educational and vocational guidance and lastly there is a combination of Educational Administration & Hygiene.

Thus a variety of patterns exist but even in this variety some sort of uniformity and agreement does exist especially with regard to some subjects which are accepted by many colleges as compulsory subjects.

(c) Special methods and their selection

The next aspect of discussion relates to the number of special methods selected and offered by the trainees for the training course and the minimum requirements stressed for selecting them. In some colleges the number of methods offered for the final test differs from the number of methods selected by the trainees. The position regarding this is revealed in the following table :

Table No.19
Number of special methods.

Special methods to be selected by the student- teachers				Special methods to be offered for the examina- tion			
Total No.	No. of Training Colleges.			Total No.	No. of Training Colleges.		
	Tradi- tional	Basic	Total		Tradi- tional	Basic	Total
1.	5	-	5	1	6	-	6
2.	45	12	57	2	45	12	57
3.	6	3	9	3	2	3	5

From the table it is clear that in 75% of the Traditional and 60% of the Basic Training Colleges, the number of methods

selected and offered for the final test is only two. But in 3% of the Traditional and 15% of the Basic Training Colleges the number of methods selected and offered is 3. But in some Traditional Training Colleges, though the number selected is either 2 or 3, the number of methods offered for the final test is only one and in 8% of the Traditional colleges, the number selected and offered is only one.

(d) **Qualifications for selecting the special methods :**

Since the special methods pertain to the subjects taught in schools, some colleges have felt the need to impose certain minimum conditions for their selection by the trainees. These minimum requirements relate to both qualifications and experience and the following table reveals the same:

Table No. 20
Minimum requirements for selecting the special methods.

S.No.	Requirements	No. of Training Colleges		
		Traditional	Basic	Total
1.	Graduation	38	12	50
2.	Experience of teaching the subject in school.	29	8	37
3.	Intermediate pass in subjects of special methods.	18	3	21
4.	Success in the subject knowledge test of the S.S.I.C. level at the beginning of the year for those who have not studied that subject at the collegiate level.	2	2	4
5.	Second class graduates.	1	-	1
6.	50% marks in the degree examination in English for choosing that subject.	1	-	1

The conditions reveal that they are mostly imposed to test the capacity of the trainees and to insist upon a minimum standard in the subject. The majority of the colleges as revealed in the table insist on collegiate education and experience in the teaching of the subjects in schools. This insistence may perhaps be due to the fact that the trainees after leaving the training college will have to handle secondary classes and hence in order to ensure efficiency, their standard should naturally be more than the matric level.

Some colleges are of the opinion that greater efficiency in the subject is secured by insisting on a proper division and good marks in the degree examination but these are only 3% of the colleges and are of the Traditional type.

In colleges where there is no restriction of the above sort, a subject knowledge test of the matric level is imposed on those who have not taken the subject in their college classes and in some other cases more experience of handling the subject in schools for a certain number of periods is insisted upon. This period varies from one to three years as revealed by the questionnaire responses. These restrictions also reveal to a certain extent the dearth of the required kind of personal entering the training colleges on the one hand and on the other hand the encouragement given to all kinds of graduates to take to teaching.

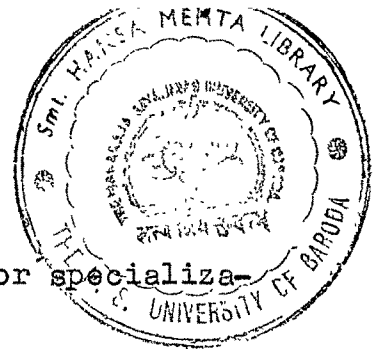
(e) Specialization

There are certain colleges where besides the compulsory subjects and special methods, provision is also made for advance study in certain fields and the following table will indicate the type of subjects provided:

Table No.21
Subjects for advance study or specialization.

S.No.	Subjects	No. of Training Colleges		
		Traditional	Basic	Total
1.	Visual education.	4	-	4
2.	Basic education.	2	1	3
3.	Principles of guidance.	2	-	2
4.	Experimental education.	2	-	2
5.	Nursery education	2	-	2
6.	Phonetics.	1	1	2
7.	Rural education.	1	1	2
8.	Adult education.	1	1	2
9.	Physical education.	1	-	1
10.	Mental testing.	1	-	1
11.	Evaluation techniques.	1	-	1
12.	One aspect of community life.	-	1	1

The table reveals that in about 30% of the Traditional colleges, provision is made for specialization in different subjects and as far as Basic Training Colleges are concerned, this facility is still less.



In some colleges, the subjects indicated for specialization form part of some compulsory papers.

(f) Methods of teaching

The next aspect of the problem relates to the methods adopted by the staff of the training college for imparting instruction to the trainees. Though the methods followed by different colleges do concur, yet the stress on different methods is different in different colleges and the following table indicates the existing practice:

Table No. 22
Methods of instruction by the staff

S.No.	Methods	No. of Training Colleges		
		Traditional	Basic	Total
1.	Lecture.	59	10	69
2.	Discussions.	52	9	61
3.	Guidance for self study.	32	6	38
4.	Assignments.	30	7	37
5.	Dictation of notes.	13	1	14
6.	Workshop method.	6	2	8
7.	Correlated teaching.	4	3	7

It is revealed from the above figures, that the methods of lecturing and discussion are the most popular. Guidance for self study and assignments stand next. Notes are dictated by very few colleges.

The position is the same with regard to Basic Training Colleges. It is at the same time surprising to note that a very insignificant number of these colleges are adopting the correlated technique of teaching. It seems that this is only stressed for practice teaching by the trainees and to a certain extent for demonstration lessons by the staff. The colleges do not seem to attach much importance to this method as far as teaching by the staff is concerned.

(g) Types of class records

The next aspect of discussion deals with the types of class records in theory maintained by the trainees and the following table indicates the same.

Table No. 23.
Class records in theory

S.No.	Items	No. of Training Colleges		
		Traditional	Basic	Total
1.	Essay writing or assignments	18	5	23
2.	Term papers	11	-	11
3.	Cumulative record work book	11	-	11
4.	Class tests	6	3	9
5.	Library work record	4	-	4
6.	Project work	3	-	3
7.	Record of experiments	2	-	2
8.	Class discussion record	1	1	2
9.	Book reviews	1	-	1
10.	Daily diaries	-	1	1
11.	Group work record	-	1	1
12.	Laboratory work record	-	1	1
13.	Record of self-study	-	1	1

The above figures show that apart from essay writing or assignments, term papers and cumulative record work book, other types of record are not very popular and the position in Basic Training Colleges is still worse. This may be due to the over emphasis on the theoretical aspect of the training programme on the whole.

(iii) Practice Teaching

This section deals with the practice teaching programme of the training colleges and will be dealt with in four parts namely the number and kind of lessons, the procedure adopted for practice teaching, the strength of the class for teaching practice and lastly the types of class records maintained by the trainees.

(a) The No. and kind of lessons

Regarding demonstration lessons, the response to the questionnaire reveal that the correlated lessons range from 2 to 10 in Traditional Training Colleges and 4 to 12 in Basic Training Colleges and this shows a wide variation. The larger number may mean that demonstration lessons are arranged in every subject at the rate of one or two in each subject.

It is surprising to note a couple of the Traditional Training Colleges also having correlated lessons included in their demonstration lessons. But one is not sure whether these lessons are of the same type as those encouraged by the Basic Training Colleges. Perhaps, the inclusion of these lessons by a few

Traditional Training Colleges may be due to the impact of Basic education.

Now looking into the other side of the picture, it is seen that the traditional type of lessons range from 2 to 15 in the Traditional Training Colleges and 2 to 7 in the Basic Training Colleges. The number '2' depicts either 2 lessons by a staff member or 2 lessons in each subject. In some Traditional Training Colleges, these demonstration lessons are spread over the first two terms of the course while in some other colleges, they are arranged in the beginning of the session. In almost all the cases, these lessons are given by the staff of the training colleges.

It is interesting to note even Basic Training Colleges are arranging traditional type of demonstration lessons. Perhaps it is a healthy sign and gives scope for the trainees to think in the matter.

The next item relates to the observation of lessons given by the trainees the responses to the questionnaire reveal the following facts.

As far as correlated lessons are concerned, these vary from 2 to 5 in the Traditional Training Colleges and from 2 to a 'not fixed' number in Basic Training Colleges. Further, it is also noted that with the exception of 2 colleges no other Traditional Training College provides scope for the observation of correlated lessons. This may be because there may not be any Basic Training

Colleges and schools near by.

As regards the traditional type of lessons, the variations are very wide ranging from 2 to 70 in Traditional Training Colleges and 2 to 25 in Basic Training Colleges. Whether the smaller numbers denote the number of lessons per student or on the whole is not very clear. With regard to this aspect, only three Basic Training Colleges seem to insist on the observation of traditional type of lessons given by the trainees.

On the whole, the responses do not reveal any set procedure or principles adopted by the training colleges in their matter and it seems to vary from college to college.

The next type of lessons are the criticism lessons and the position with regard to these lessons is revealed in the following table.

Table No. 24
Criticism lessons.

No. of criticism lessons— Correlated type	No. of Tr. Colleges			No. of criti- cism lessons— Traditional type	No. of Tr. Colleges		
	Tradi- tional	Basic	Total		Tradi- tional	Basic	Total
1	-	2	2	1	7	2	9
2	-	9	9	2	12	2	14
				4	2	-	2
10	-	2	2	5	1	-	1
Nil	40	4	44	Nil	23	7	30

When the Traditional Training Colleges do not encourage correlated lessons, the question of correlated criticism lessons does not arise. In a majority of the Basic Training Colleges, 2 criticisms lesson are given. Perhaps this is because of the number of special methods selected. There are 2 colleges against which 10 criticism lessons are denoted. It is difficult to say as to how far this is practicable. Perhaps some of the supervised lessons may also be considered as criticism lessons.

Coming to the traditional type of criticism lessons the table reveals that it ranges from nil to 5 in the Traditional Training Colleges and from nil to 2 in the Basic Training Colleges. Most of the Traditional Training Colleges seem to encourage only one or two criticism lessons.

We now pass on to the practice teaching lessons and the responses to the questionnaire will reveal the following state of affairs with regard to the supervised lessons. These are lessons given by the trainees and supervised by the staff.

As regards correlated supervised lessons, it is found that these are practised only in the Basic Training Colleges and though there is a wide variation, yet in 40% of the colleges, 20 is the average.

Coming to the traditional type of lessons it is found that these range from 10-20 in the Basic Training Colleges and 30-40 in the Traditional Training Colleges.

Lastly, with regard to block teaching practice it is revealed that this seems to be more popularly adopted in the Traditional type of colleges than in Basic Training Colleges. Only two colleges of the traditional type and one college of the Basic type have indicated any definite period allotted for this practice and this ranges from one to two weeks. But, by this data neither is it possible to arrive at a clear idea as to what period is devoted for this practice in all the colleges nor does it indicate how this period is spread over during the entire course.

On the whole, the responses to the questionnaire do not indicate any definite clue regarding principles adopted for fixing the number of lessons.

The next aspect deals with the unsupervised lessons given by the trainees and the position regarding this as revealed by the responses to the questionnaire is as follows.

With the exception of two Basic Training Colleges, there is no provision in any Traditional Training College for unsupervised correlated lessons. But unsupervised traditional type of lessons are encouraged by only one Basic Training College and a few of the Traditional Training Colleges and these are as varied as the supervised lessons and do not give any clue to the fixed numbers of lessons.

In fact the scope for unsupervised lessons is greater during block teaching than during single lessons but the responses indicate counter to this. With the exception of a couple of colleges of each type, there does not seem to be any provision for unsupervised lessons even during block teaching period. On the whole, the picture is rather gloomy with regard to unsupervised lessons and not much of encouragement seems to be given to this aspect.

(b) The procedure adopted

The next aspect of the problem is in relation to the procedure adopted for practice teaching. Different practices are adopted by different colleges. The following table throws light on this.

Table No. 25

Procedure adopted for practice teaching.

S.No.	Procedure	<u>No. of Training Colleges</u>		
		<u>Traditional</u>	<u>Basic</u>	<u>Total</u>
1.	During morning session only.	14	1	15
2.	Continuous Block-practice teaching during which the trainee will be attached whole time to one selected school.	10	2	12
3.	During afternoon session only.	10	2	12
4.	Two days in the week at the rate of 2 lessons a day.	5	2	7
5.	During second half of the training course.	5	1	6
6.	Alternate days at the rate of one lesson a day.	4	-	4

S.No.	Procedure	No. of Training Colleges		
		Traditional	Basic	Total
7.	One lesson every day.	2	1	3
8.	2 periods a day for 4 days in the week.	2	1	3
9.	2 days in a week and one lesson a day.	2	-	2
10.	Two terms of one month each-theory suspended during that period.	2	-	2
11.	For a week during the session and for 6 weeks at the end of the theory course.	1	-	1
12.	3 days in a week for 6 weeks in the first and 5 weeks in the second term.	1	-	1
13.	3 days in a week (3 lessons a week) for 17 weeks in a year.	1	-	1
14.	A correlated lesson a week.	-	1	1
15.	In 3 instalments - one week in Sept. one week in Dec. and 8 weeks in Jan. & Feb.	-	1	1

The most popular among the Traditional Training Colleges seem to be the first three procedures stated in the table. But the second procedure is usually in addition to single lessons. The other two procedures indicate only the time factor but do not disclose other details as the number of days in the week, number of lessons in a day and the spread over of practice teaching during the whole course. The 10th, 11th, 12th, 13th and 15th items reveal to a certain extent the period allotted for the purpose and also the spread over of this period during the course.

But these practices exist in a limited number of colleges and mostly of the traditional type.

As regards the Basic Training Colleges, no one practice is universally followed. Each college has its own way.

On the whole, the table only reveals that a variety of practices exist with regard to practice teaching and that no two colleges agree in this matter.

(c) Strength of the class for practice teaching

The next aspect related to practice teaching is the strength of the class for purposes of teaching by the trainees. The following table reveals the existing position with regard to this aspect :

Table No. 26

Strength of the class for practice teaching by the trainees								
Minimum strength	No. of Training Colleges			Maximum strength	No. of Training Colleges			
	Tradi- tional	Basic	Total		Tradi- tional	Basic	Total	
10	3	2	5	15	1	1	2	
12	1	-	1	20	1	-	1	
15	6	1	7	25	1	2	3	
20	13	1	14	30	6	3	9	
25	4	4	8	35	3	5	8	
28	1	-	1	40	14	-	14	
30	7	6	13	45	5	5	10	
35	3	2	5	50	11	-	11	
36	1	-	1	55	1	-	1	
40	4	-	4	60	1	-	1	

Minimum strength	No. of Training Colleges			Maximum strength	No. of Training Colleges		
	Tradi- tional	Basic	Total		Tradi- tional	Basic	Total
45	1	-	1	65	1	-	1
50	2	-	2	As avail- able	9	1	10
As avail- able	7	1	8				

From the above figures it is found that while the minimum strength stressed in the Traditional Training Colleges varies from 10 to 50, it is between 10 and 35 with respect to Basic Training Colleges and with regard to the maximum strength it goes even up to 65 and 45 respectively. While we may take the strength of the classes dealt by the students of the Basic Training Colleges to be between 30 and 45, the position on the other side is between 20 and 40. The variety of figures is an indication of the existing position in schools. There is no choice for the teacher trainees. In case, a choice is allowed and a restriction on the minimum and maximum strength is allowed, it will certainly go counter to the normal routine of schools and the aim of the training college which is to train teachers to handle a class which they will have to actually handle under normal conditions. If on the other hand, no restriction is imposed on the strength of class, it will certainly put the teacher trainee under a disadvantageous position especially with regard to maintenance of

discipline, individual attention, encouraging pupil's activities, conducting experiments, correction and supervision and completion of the lesson in time etc. All these factors are bound to affect the trainee and his teaching. Under these circumstances, how could the training colleges overcome these possible objections and yet provide for the trainees a reasonable and practicable teaching practice is the problem for consideration.

(d) Types of class records

The next aspect is the nature of class records maintained by the trainees with regard to practice teaching. The existing position regarding this is clear from the following table :

Table No. 27
Class records regarding teaching practice

S.No.	Items	No. of Training Colleges		
		Traditional	Basic	Total
1.	Individual record in practice ^{teaching} lessons-notes of lessons.	60	17	77
2.	Record of observation lessons.	16	3	19
3.	Record of the preparation of teaching aids.	13	7	20
4.	Record of criticism lessons.	10	5	15
5.	Record of children's work.	-	4	4
6.	Self-evaluation Reports.	-	4	4

Out of the items mentioned, notes of lessons seem to be the the only record which is maintained strictly by almost all the

training colleges, both Basic and non-Basic. The other records namely of observation lessons, criticism lessons and teaching aids are maintained only by about 13 to 27% of the Traditional and 15 to 35% of the Basic Training colleges. In some colleges these records are submitted in their completed form before the final examination, and have weightage while in others, they do not have any weightage from the examination point of view. The last two items, that is records of children's work and self-evaluation reports are peculiar to Basic Training Colleges only and even here they do not seem to be quite popular.

(iv) Craft Work :

Section four of Part II deals with the Craft aspect. In this section, the number and type of crafts, the nature of target in craft work and the types of class records maintained by the students with regard to craft work are discussed.

(a) No. and type of crafts chosen

Craft forms an aspect of the training programme both in the Traditional and Basic Training Colleges. But in the Traditional Training Colleges, it is a non-examination subject while in the Basic Training Colleges, it has as much importance as any other aspect of the training programme. Crafts are introduced in the training colleges in the form of main and subsidiary crafts. But in most of the Traditional Training Colleges, the trainees offer only one craft while in the Basic Training Colleges, besides

choosing a main craft, the trainees are required to choose one or more subsidiary crafts. The following table will reveal the number of main and subsidiary crafts chosen by the trainees for the training course.

Table No.28
No.of main and subsidiary crafts

S. No.	No. of main crafts	No. of training colleges			No. of subsidiary crafts	No. of training colleges		
		Tradi- tional	Basic	Total		Tradi- tional	Basic	Total
(1)	1	11	12	23	1	7	10	17
(2)	2	7	5	12	2	-	5	5
					3	-	2	2

From the table it is evident that in very few Traditional Training Colleges, crafts in any form, either main or subsidiary, are encouraged. Even among these, most of them allow only one main and one subsidiary craft. In some colleges even two crafts are allowed.

As regards Basic Training Colleges, it is found that 60% of the colleges allow one main craft while in 25% of the colleges two main crafts are selected. As regards subsidiary crafts while 50% of the colleges allow only one, in 25% of the colleges two crafts are chosen and in another 10%, even 3 crafts are allowed. It is also revealed from the responses to the questionnaire that most of these colleges allow only one main

and one subsidiary craft while certain other colleges allow one main and 2 or 3 subsidiary crafts. There are a few colleges where 2 main crafts and one subsidiary craft are allowed.

Thus it is seen that with regard to craft, there is no set procedure followed either in the Traditional Training Colleges or in the Basic Training Colleges.

(b) Nature of target in craft work

The next connected problem is the nature of target in craft work. Craft work is assessed differently in different training colleges. The most common measurements are in terms of quality and quantity. In some places, other kinds of targets are also considered. The following table will reveal the nature of target emphasized by different training colleges:

Table No.29
Nature of target in craft work

S.No.	Items	No. of Training Colleges		
		Traditional	Basic	Total
1.	Qualitative.	21	11	32
2.	Quantitative.	16	10	26
3.	Money value.	3	1	4
4.	Educational value.	1	-	1
5.	The individual and community needs.	-	1	1

In the Traditional Training Colleges, there seem to be four kinds of targets considered and these are the qualitative, quan-

titative, money value and educational value. Out of these, the qualitative and quantitative targets seem to be the most popular. Even among these two the qualitative aspect has an upper hand. This reveals the importance attached to the efficiency of work. A very insignificant number of colleges also stress on money value and educational value as targets. Perhaps these two aspects may be emphasized because of the importance laid on the qualitative aspect. Anything efficiently done should automatically have its money and educational value. And secondly, it may also be due to the stress in these colleges on the importance of audio-visual aids to education.

Coming to the Basic Training Colleges, it is found that even here as in the previous case, the stress is on the qualitative and quantitative targets. It is rather strange that inspite of the importance laid by Basic Training Colleges on the economic and educational value of craft work and on the individual and community needs, the other three targets, money value, educational value and the individual and community needs should rank so low. The reason for this state of affairs may not be far to seek. Because of the importance laid on the first two targets, the third target might have been accepted by most of the colleges as a necessary result and hence they may not have felt the necessity of mentioning it separately. Because of the important position of craft work in the training programme, the educational

value and individual and community needs may not have been considered as targets by most of the training colleges. Moreover every aspect of the training programme in the Basic Training Colleges has its educational value and also takes the needs of the individual and the community into consideration. Therefore, to mention them separately as targets in craft work, the Basic Training Colleges may not have considered necessary.

(c) Types of class records

When an aspect assumes certain amount of importance in the training programme, the maintenance of certain kind of records indicating the type and amount of work put in becomes an inevitable necessity. The following table throws light on the items of class record maintained in craft work by various training colleges.

Table No. 30
Class records in craft work

S.No.	Items	No. of training colleges		
		Traditional	Basic	Total
1.	Class notes.	20	2	22
2.	List of articles prepared.	12	4	16
3.	Record of craft work.	10	15	25
4.	Record of assignments.	5	8	13
5.	Drawing note book.	3	-	3
6.	Correlated lesson plans.	2	12	14
7.	Graphs of targets achieved.	-	14	14
8.	Periodical progress reports.	-	13	13
9.	Diary plan.	-	12	12
10.	Record of self assessment.	-	9	9
11.	Record of daily progress.	-	9	9

As far as the Traditional Training Colleges are concerned, the most important item of class record seems to be the class notes. In almost all the Traditional Training Colleges, there does not seem to be any theory classes in craft work. The class notes here may mean the suggestion and directions given by the manual instructor during craft work. The other two kinds of class records popular in these colleges are the record of craft work and the list of articles prepared. The record of craft work may be attributed to a register in which the periodical progress attained in craft work is indicated. As regards the list of prepared articles, it may not be considered as an important item of class records. It can safely be merged with the craft record. Maintaining a drawing note book may not seem to be a favourable item of class record in most of the colleges. In fact, this is one of the most important records to be maintained as far as craft work is concerned. Record of assignments maintained by a few colleges may either mean the drawing work assigned or certain measurements or even certain mathematical problems as in the case of certain crafts like agriculture, or it may even be writing of essays. It is gratifying to note two traditional colleges encouraging even correlated lesson plans.

Because of the unique position of craft work in Basic Training Colleges, class record assumes much importance and even the variety of records maintained out numbers those maintained by the Traditional Training Colleges and they are also peculiar to the

Basic Training Colleges. The table reveals that very few colleges pay any attention to the class notes or list of articles prepared. The stress is more on the other aspects, especially the individual progress and originality. Item number seven is rather interesting. It is only in Basic Training Colleges that a scope is given for self evaluation. As the nature of target stressed is both qualitative and quantitative, to include graphs of targets achieved is but essential, for this helps to assess their own targets of work. On the whole the importance of class record is stressed more in the Basic Training Colleges than in the Traditional Training Colleges.

As already stated, the amount of importance that class records assume depends on the importance of the subject. Therefore, when once the status of the subject in the training programme is decided, the items of class record to be maintained will automatically be decided.

(v) Community Life :

This section deals with the position of community life in various training colleges, the various aspects of community life encouraged and the types of class records maintained.

(a) Its place in the training programme

From the responses to the questionnaire it is revealed that 55% of the Traditional Training Colleges seem to have a favourable attitude towards community life. But whether community

life encouraged by these colleges is the same as that encouraged by the Basic Training Colleges is the question and this is to a certain extent revealed in the table that follows.

As regards Basic Training Colleges, almost all the colleges have community life as an essential feature of their programme of work. This is mainly due to the objectives on which these colleges are established, the provision made for the same and the importance attached to community life.

(b) Aspects of community life

The following table regarding the aspects of community life throws more light on this problem :

Table No.31
Aspects of community life

S.No.	Items	No. of Training Colleges		
		Traditional	Basic	Total
1.	Students' union	38	11	49
2.	Citizenship training camp	30	-	30
3.	Literary gatherings	27	12	39
4.	Excursions	25	10	35
5.	Students clubs	22	-	22
6.	Social gatherings	20	4	24
7.	Recreational and cultural programmes	19	17	36
8.	House system	12	-	12
9.	Compulsory living in the hostel	11	17	28
10.	Social service in rural areas	6	14	20
11.	Groups visits	6	8	14

S.No.	Item	No. of Training Colleges		
		Traditional	Basic	Total
12.	Basic Education course for a month	6	-	6
13.	Community & village cleanliness programme	4	12	16
14.	Hobby clubs	4	-	4
15.	Common dining & serving meals	3	17	20
16.	Week-end camps	3	-	3
17.	Morning assembly	2	-	2
18.	Self-government activities	-	16	16
19.	Community prayers	-	16	16

The table reveals a variety of items encouraged by the Training colleges. As far as Traditional Training Colleges are concerned, compulsory hostel life is encouraged by only 18% of the colleges and this aspect is already discussed in the previous chapter. But the deficiency in this aspect is made up by the introduction of other aspects of community life of which the most outstanding are citizenship training camp, students' union, literary gatherings, students' clubs, social gatherings and recreational and cultural activities. Social gatherings include social dinner, parties, picnics etc. These provide an opportunity for trainees to come together and know and understand each other better. Recreational and cultural programmes are inclusive of games and sports, morning assemblies, music, dramatics, etc.

Citizenship training camp is compulsory in many of the colleges. The duration of this camp varies from one week to 10 days and in some places even to 30 days. During this period, the trainees are taken out to a far off place mostly to a rural area and different kinds of social service activities are undertaken. The trainees are made to live together and manage and organize the community. Opportunity is provided for self-reliance, self-help and leadership. Apart from social service activities, recreational and cultural activities are also encouraged during this period. A sort of miniature community is created lasting for a short period. In some colleges, the trainees are deputed for a month to some Basic Training Colleges for Basic Training and to experience community life during this period. Excursions are another kind which also provide a brief opportunity for the promotion of community life among trainees. These last for a period of 10 to 15 days. Literary gatherings, students' unions and students' clubs are other avenues for developing community spirit. These provide the trainees with an opportunity for learning the implications of elections, conducting meetings, participating in group discussions and expressing fearlessly free and frank opinions. These include debates, symposia, mock parliament, group discussions, subject association meetings, lectures, etc. Apart from these major activities there are a few colleges which encourage other type of activities as hobby clubs, house system,

group visits etc.

Coming to the Basic Training Colleges, it is found 85% of the colleges have made living in the hostel compulsory for all. There are a few items as citizenship training camps, Basic education for a month, week end camps, morning assembly, students' club, house system and hobby clubs which do not seem to be popular in Basic Training Colleges. As far as the first, second and the fourth items are concerned, there does not seem to be any need for them since they are already a part of the community life. Since house system involves competition, this may not have found a place in Basic Training Colleges. Hobby club is a healthy aspect but finds little encouragement both in the Basic and Traditional Training Colleges.

With the exception of item No.6, the rest of the items are introduced in more than 50% of the Basic Training Colleges. This may be facilitated due to the introduction of compulsory hostel life which is run on self-government basis and is embrasive of almost all aspects of life as intellectual, cultural, moral, physical, social etc. Group visits are indicated by 40% of the colleges and in other colleges, it may be a part of the community life. As 'hostel life' has been indicated 'compulsory' most of these colleges may not have considered it necessary to indicate 'social gathering' as a separate item.

(c) Types of class records

The next item which follows from the above aspect is the maintenance of records, and the following table will throw light on the nature of records maintained by different colleges.

Table No.32
Class records in community life

S.No.	Items	No. of Training Colleges		
		Traditional	Basic	Total
1.	Record of citizenship training	25	-	25
2.	Record of visits	20	12	32
3.	Record of participation in social, cultural and recreational activities	15	6	21
4.	Record of participation in community activities	12	15	27
5.	Reports of community work	4	17	21
6.	Daily diaries	-	10	10

The class records mostly relate to the nature of activities undertaken by the various colleges. The fifth item, reports of community work, is a popular record in 85% of Basic Training Colleges and this is because of the self-government activities encouraged by them. As the trainees themselves are responsible for the organisation and running of the community, the necessity of maintaining the reports of work is definitely greater in these colleges than in other colleges. These reports not only provide an opportunity for assessing the work and

ability of the trainees but help to find out the loopholes and improve the community. And in the Traditional Training Colleges, this report may only pertain to excursion reports, week-end camp reports etc.

Record of citizenship training will only be applicable to the Traditional Training Colleges. Record of participation in community activities though maintained by both types of colleges, they differ in their significance and depend upon the type of activities undertaken by the trainees. Record of visits maintained by both types of colleges may include the visits to schools, hospitals, parents' houses, places of educational value etc. As regards the record relating to social, cultural and recreational activities, the Basic Training Colleges include it either under daily diary or reports of community work. Therefore there is a need for it only in the Traditional Training Colleges and this helps to a great extent to assess the trainees and also aids in self-assessment.

The above discussion on the whole reveals that while living in the ~~hostel~~ or community life is a compulsory feature in most of the Basic Training Colleges, it is encouraged in some form or the other in most of the Traditional Training Colleges. But the question is, which type of community life is essential and which should be encouraged by the training colleges? The answer to

this will depend upon two issues :

(1) The acceptance of community life as an aspect of the training programme, and

(2) The scope and extent of community life stressed.

(vi) Tutorial System

The next aspect of the training programme is the tutorial system and deals with the introduction of the system in different colleges, and the details of this system and the class records maintained in this connection.

(a) Its place in the training programme

The following table reveals the number of colleges where this system is popular :

Table No. 33

Tutorial system in the Training colleges

Existing Position	No. of Training Colleges		
	Traditional	Basic	Total
Yes	53	12	65
No	7	5	12

Out of the 60 Traditional Training Colleges, 53 of them have introduced the tutorial system. This shows its popularity among the Traditional Training Colleges. But even among Basic Training Colleges, it seems to exist in 60% of the colleges. This is another way of bringing the staff and the students closer together.

(b) Details of the system

The details of this system are revealed in the following table :

Table No. 34
Aspects of tutorial work

S.No.	Items	No. of Training Colleges		
		Traditional	Basic	Total
1.	Tutorial groups	53	12	65
2.	Writing of essays and assignments	25	10	35
3.	Group discussions on theoretical problems	18	6	24
4.	Group matches	15	5	20
5.	Group seminars	12	4	16
6.	Debates and contests	10	6	16
7.	Visits	7	6	13
8.	Counselling on academic and private matters	6	2	8
9.	Discussions on practice lessons	4	2	6
10.	Tutorial classes in subjects	4	-	4
11.	Guidance for preparing teaching aids and tests	4	-	4

The main part of this system is the division of the class into tutorial groups under different staff members and the table reveals the same.

The entire success of the scheme is dependent upon the enthusiasm of the group and the group leader. The activities of the

different groups naturally depend on the initiative and interest of the group leader. The usual and the most popular activities are the submission of written assignments or group discussions on problems connected with either theory or practice. The other common activities are group matches, contests and group seminars. Apart from these, the interest in other kinds of activities is not much either in Traditional Training Colleges or in Basic Training Colleges.

(c) Types of class records

The nature of class records will be in relation to the items encouraged by the various tutorial groups of the different training colleges and this is revealed from the following table :

Table No. 35
Class records in tutorial work

S.No.	Items	No. of Training Colleges		
		Traditional	Basic	Total
1.	Discussion notes	10	4	14
2.	Book of essays and assignments	6	2	8
3.	Project records	5	6	11
4.	Record of the various activities	4	4	8

Apart from the discussion notes maintained by 17% of the Traditional and 20% of the Basic Training Colleges, the table reveals that very few Traditional Training Colleges maintain

any sort of records with regard to the tutorial work. Even books of essays and assignments do not show any encouraging sign. Project records and records of various activities are maintained by only 30% and 20% respectively of the Basic Training Colleges even though 60% of these colleges have introduced the tutorial system.

Thus, it is found that even though tutorial system is a popular affair in many of the colleges, the details of the records do not give a clue as to how far it is carried on in the right direction and in the right spirit. After all, records are also an indication of the spirit behind the work.

(vii) Practical and Field Work

This section will be discussed in two parts. The first section relates to the nature of practical and field work carried on in different training colleges and the second section deals with the type of class records maintained.

(a) Nature of work

The following table will give an outline of the nature of field work and practical work carried on by some of the training colleges.

Table No. 36

Nature of practical & field work

S.No.	Items	No. of Training Colleges		
		Traditional	Basic	Total
(A) Training courses & programmes:				
1.	Audio-visual education	11	-	11

S.No.	Item	No. of Training Colleges		
		Traditional	Basic	Total
2.	Training in physical education	8	-	8
3.	Educational and vocational guidance course	7	-	7
4.	Jr. Red Cross Training	2	-	2
5.	Organizers Training	1	1	2
(B) Activities pertaining to school and school subjects.				
6.	Experimental work in science and psychology.	12	7	19
7.	Case study	7	7	7
8.	Practical field work in different subjects	6	7	13
9.	Study of problems of rural and other schools	4	4	8
10.	Project work	4	3	7
11.	Maintenance of cumulative record card	4	3	7
12.	B. B. Art	3	1	4
(C) Activities pertaining to the community.				
13.	Social work	12	13	25
14.	Village survey	7	10	17
15.	Rural upliftment work	6	7	13
16.	Parent-teacher contact	4	7	11
17.	Working in adult night schools	4	5	9

The practical and field work is classified under three heads as indicated in the table. As regards the first, namely, training courses and programmes, with the exception of the

5th item namely, organizers training, no other item finds place in the Basic Training Colleges. The position is better in Traditional Training Colleges even though it is not fully satisfactory. Coming to the second aspect namely, activities pertaining to school and school subjects, the position seems to be a little encouraging in both types of colleges. Case study which is an important item of experimental work, does not seem to find favour with Basic Training Colleges. As regards the last aspect, namely, activities pertaining to the community, the position in Basic Training Colleges seems to be better than in Traditional Training Colleges. This is revealed from the frequencies against the different items. This may be because of the importance attached to community life and activities in these colleges. Also it is surprising to note that there seems to be no provision for some of the latest schemes as the N.C.C. National Service Schemes etc. in both types of colleges. On the academic side, the research and experimental aspect still lags behind in the two types of colleges. Thus on the whole, the practical and field work are not in a very happy position both in the Traditional and Basic Training Colleges.

(b) Types of class records

The position of the practical and field work will certainly be reflected in the types of class records maintained. The following table gives a picture of the records maintained:

Table No. 37

Class records in practical and field work

S.No.	Items	No. of Training Colleges		
		Traditional	Basic	Total
(A)	Records pertaining to Training Courses & Programmes.			
1.	Audio-visual work book	10	-	10
2.	Practical note book in physical education	8	-	8
(B)	Records pertaining to school & school subjects.			
3.	Record of teaching aids, charts etc.	15	12	27
4.	Practical note books in different subjects	4	7	11
5.	Album in nature study	4	5	9
6.	Daily chart of work	-	9	9
7.	Record of case study	7	-	7
8.	Project records	4	3	7
9.	Picture albums	4	-	4
10.	Record of educational drawing	2	2	4
(C)	Record pertaining to community activities.			
11.	Record of visits	32	16	48
12.	Observation record	20	12	32
13.	Record of survey work	7	10	17

The records maintained by the various colleges may also be classified according to the three previous classifications. Even though a number of items have been indicated in the previous table under 'the training courses and programmes', the

records maintained pertain only to the first two items namely audio-visual course and physical education course. And in the Basic Training Colleges, even with regard to the one activity undertaken, there is no indication of any type of record being maintained. Thus, many of the activities undertaken seem to go unrecorded.

Regarding the second aspect 'B' the position seems to be brighter in both types of colleges. Most of the activities undertaken are recorded in some form or the other. Item No.6, namely, daily chart of work, seems to be peculiar to Basic Training Colleges only. This may be due to the introduction of community life in these colleges.

The position with regard to the last aspect, namely, record pertaining to community activities, seems to be encouraging in both the colleges.

Maintenance of a proper record mostly depends on systematic and scientific work. If the activities are carried on systematically and scientifically, the maintenance of records becomes inevitable.

3. The assessment programme

The next aspect is the assessment programme and this is discussed under four sections as the nature of assessment, valuation, procedure adopted for assessing teaching practice and the award.

(a) Nature of assessment

The first aspect is the nature of assessment of the different ~~int~~ items of the training programme and Table No.38 gives a complete picture of the same.

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S.No.	ITEMS	<u>Entirely External</u>		<u>Partly External</u>		<u>Entirely Internal</u>		<u>By Numerical Marks</u>					
		<u>No. of Tr. Colleges</u>	<u>Tradi- tional</u>	<u>No. of Tr. Colleges</u>	<u>Tradi- tional</u>	<u>No. of Tr. Colleges</u>	<u>Tradi- tional</u>	<u>No. of Tr. Colleges</u>	<u>Tradi- tional</u>				
		Basic Total		Basic Total		Basic Total		Basic Total					
1.	THEORY	42	5	47	18	11	29	-	1	2	55	16	71
2.	PRACTICE TEACHING	6	1	7	49	14	63	5	2	7	45	16	61
3.	CRAFT WORK	1	1	2	17	5	32	2	1	10	20	12	32
4.	COMMUNITY LIFE	1	1	2	6	1	7	15	15	30	12	10	22
5.	TUTORIALS	1	1	2	3	-	3	23	2	25	11	1	12
6.	PRACTICAL AND FIELD WORK	-	1	1	18	4	22	27	6	33	21	5	26

According to the table, the assessment programme is divided into two parts. The first part helps to find out the kind of assessment and the second part, the marking system.

Looking into the theory aspect in the table, it is found that in 70% of the Traditional Training Colleges, the assessment is entirely external, in 30% of the colleges it is partly internal and partly external and in ^{no} ~~one~~ college, it is entirely internal. This means that in 70% of the colleges, no weightage is given to the work done during the training period. In those colleges where the assessment is partly internal and partly external, certain percentages is reserved for class work.

Regarding Basic Training Colleges, it is revealed that in 55% of the colleges, the assessment is partly internal and partly external. In 25% of the colleges, it is entirely external and in one college it is entirely internal. 3 Colleges have not responded to the assessment aspect. Since most of these colleges are under the departments which are also responsible for the award of the diploma, the work during the training period seems to have better representation. The only college where the assessment is entirely internal, is a privately managed institution

which has no connection either with the government or the university. It awards a certificate for the successful candidates on the basis of the successful completion of the course.

Now, coming to the marking system, it is found that with the exception of one college of each type, in 92% of the Traditional and 80% of the Basic Training Colleges, the valuation of work is by numerical marks and not by letter grading. In one Traditional Training College, valuation is both by letter grading and numerical marks. Perhaps the class work is marked by letter grading and the external assessment by numerical marks. The only Basic Training College where letter grading is allowed is the same college where the assessment is entirely internal.

On the whole it is found that Basic Training Colleges provide better weightage for work during the training period than the Traditional Training Colleges.

The next aspect is the teaching practice. The table reveals that in 82% of the Traditional and 70% of the Basic Training Colleges, the assessment is partly internal and partly external. Only in 8% of the Traditional and 10% of the Basic Training Colleges, it is entirely internal and in 10% of the Traditional and 5% of the Basic Training Colleges, it is entirely external. This reveals that most of the training colleges of both the types do take teaching work during the training period

into consideration and give certain weightage to it. Whether the weightage given is more in Traditional or Basic Training Colleges is evident only from the study of the marking system. In those colleges where the assessment is entirely external, the success of the trainees seems to depend entirely on the final lessons and the work of the whole year is merely a preparation for the final stage. Those colleges where the assessment is entirely internal seem to have got rid of the external examiners and both the final work and the work during the training period seem to be judged by the college staff themselves.

The next part of the table shows that in three-fourths of the Traditional Training Colleges, the valuation is by marks and in one-fourth of the colleges, it is by letter grading. But with regards to Basic Training Colleges, with the exception of one college, in the rest of the colleges marks are allotted for the work.

Thus numerical marking system seems to be more popular among the majority of the training colleges and letter grading is mostly used in the case of internal assessment.

Looking into the craft aspect it is found that in 28% of the Traditional Training Colleges, assessment is partly internal and partly external. In 15% of the colleges it is entirely internal and in one college it is entirely external. Looking into the table it is found that craft work is gradually assuming

importance as a training college subject and this perhaps may be due to the impact of Basic education. Previously, craft work only internally assessed in these colleges but now the position has changed and in one college, the assessment is entirely external. This college is a government college and academically controlled by the university. Craft to be given the same position as other subjects is definitely a deviation from the former practice.

Regarding Basic Training Colleges, it is not surprising to find craft work being assessed both internally and externally and even entirely by external authorities. The position of craft here is equal to any other subject or aspect of the training programme.

The second part of the table dealing with the marking system shows that in 32% of the Traditional and 60% of the Basic Training Colleges, the assessment of craft work is by marks and only in 12% of the Traditional and 25% of the Basic Training Colleges it is by letter grading. This may be because of the external element introduced into the assessment system. Those colleges where the assessment is purely internal have letter grading and in some of the colleges, this is equated to marks when necessary.

Further, it is revealed in the table that in 25% of the Traditional and 75% of the Basic Training Colleges, the assess-

ment of community life is entirely internal. It is only in 10% of the Traditional Training Colleges and in only one Basic Training College, it is partly internal and partly external and in only one college of each type that it is entirely external. As the aim of community life, especially in Basic Training colleges, is to train the trainees in building up an efficient and democratic social order, it is but natural here to have the assessment practice as entirely internal. The change of outlook and attitude and the different qualities necessary for a person of a progressive community cannot be judged in a day or two. These are to be watched constantly and through out. Hence the assessment practice in Basic Training Colleges seems to be in keeping with this spirit.

In the Traditional Training Colleges, the position of community life and the various aspects involved in it are different from those of the Basic Training Colleges. Community life does not enjoy the same position or privilege as some of the other aspects of the training programme and it is also a non-examination subject. Therefore, in these colleges it is but natural for the assessment to be entirely internal.

In those Traditional Training Colleges where the assessment is partly internal and partly external, perhaps, the external element is introduced because of the introduction of some of the items such as the citizenship training camp, Basic education

course for a month, guiding and scouting, First Aid training, Red Cross training etc.

The second part of the table gives a picture of the marking system. In 20% of the Traditional and 50% of the Basic Training Colleges, community work is assessed by marks while in one Traditional and 35% of the Basic Training Colleges, letter grading is indicated. The colleges with entirely internal assessment have mostly indicated letter grading which in other colleges marks are also given because of the external element introduced.

Tutorial system is the next aspect and it is revealed that in 38% of the Traditional Training Colleges, the assessment is internal and this is but natural for the tutorial groups are under the staff of the colleges. In an insignificant number of cases, it is either entirely external or partly internal and partly external. Perhaps in these colleges, the work done during the training period may be evaluated and moderated by outsiders or separate paper may be given on this aspect.

In the case of Basic Training Colleges, even though the system is introduced in 60% of the colleges, only about a couple of colleges have indicated the type of assessment introduced in their colleges and it is either entirely internal or entirely external perhaps depending upon the nature of work.

As regards marking system, while in 18% of the Traditional Training Colleges it is by marks, in 5% of the colleges, letter grading is adopted. While in one Basic Training College it is by marks, in another, it is by letter grading.

Thus, the picture regarding assessment practice of tutorials is clearer in Traditional Training Colleges than in Basic Training Colleges.

The last part is the practical and field work. It is revealed that in 45% of the Traditional and 30% of the Basic Training Colleges, it is entirely internal and in 30% of the Traditional and 20% of the Basic Training colleges, it is partly internal and partly external. In one Basic Training college, it is entirely external. The external element may perhaps be due to the introduction of certain types of activities such as, training courses, survey, projects, experimental work, case study etc., where there is scope for external assessment.

As regards marking system, marks are given in 35% of the Traditional and 25% of the Basic Training Colleges while in 12% of the Traditional and 10% of the Basic Training colleges, letter grading is adopted. Perhaps, this again may depend on the nature of work set.

Thus on the whole, as far as theory is concerned, the external element dominates in Traditional Training Colleges.

But with regard to practice teaching and craft work, there is both internal and external elements. As regards Basic Training Colleges, in theory, practice-teaching and craft work, both internal and external elements are introduced. And with respect to community life, tutorials and practical and field work, there is more of internal element than external in both types of colleges. As regards marking, numerical marks dominate in both types of colleges.

(b) Valuation

The next section deals with the valuation aspect of the assessment programme. And, this again is divided into the marks allotted for internal examination, for external examination and the total number of marks. The following Table will reveal the position existing in some of the colleges.

AND
EXTERNAL
TOTAL

20	1	24	2	23	2	10	2	12	2	3	5	1	1	2	2
25				1											
30	2														
40															
50	2														
60	5														
70															
80															
100	6														
120															
170															
200	1			1											
230				1											
250				6	9	15									
260				2		2									
300				3	5	8									
320	1														
375		1	1												
400	3	1	4	3											
500	29	2	31												
550		1	1												
600	2		2												
700	3	2	5												
750	1		1												
800		1	1												

As regards the internal assessment in theory, it is found from the table that a very insignificant number of training colleges have stated the marks allotted by them and no two colleges seem to agree in this aspect and the marks range from 25 to 700 in Traditional Training Colleges and from 350 to 800 and letter grading in Basic Training Colleges. Even though many of the Basic Training Colleges have stated that the assessment is partly internal and partly external, most of them have not indicated the marks for the internal aspect of the assessment.

The next part of the table deals with the marks ^{for} external assessment. In 42% of the Traditional Training Colleges, 500 marks is the total for this aspect. This depends on the number of papers and the number of marks for each paper. In Basic Training Colleges, the marks range from 350 to 600 and these colleges are inclusive of colleges where the assessment is entirely external and also partly external and partly internal.

The last ^{part} column denotes the total of the first and the second columns and even here the total varies from college to colleges but in 48% of the Traditional Training Colleges, it is 500 while in Basic Training Colleges it ranges from 375 to 800.

The next aspect is the teaching practice. It is seen that even though in a majority of the Traditional Training Colleges the marks for internal assessment are between 100 and 200, in other colleges they range between 30 and 400 which means a very wide variation. In Basic Training Colleges the marks range between 50 and 100.

Coming to the external aspect, the table shows that while in 52% of the Traditional Training Colleges the maximum marks are 200,

in other colleges they range from 100 to 400. This may be for one final lesson or 2 final lessons depending on the practice in the various colleges. In 40% of the Basic Training Colleges also, the maximum marks are 200 but in a few colleges they range from 150 to 250.

As regards the total, in 37% of the Traditional Training Colleges, it is 200 while in 45% of the Basic Training Colleges it is 250. The total 200 denotes either the entire marks allotted for external assessment or the total of internal and external assessments reduced to 200. Even in the total, variation is revealed.

Craft is the third aspect. The internal marks range from 10 to 150 in the Traditional Training Colleges and from 50 to 200 in the Basic Training Colleges. In 25% of the Traditional Training Colleges, 30 is the maximum while in 30% of the Basic Training Colleges it is between 30 and $37\frac{1}{2}$ and in very few colleges it goes beyond 100. Perhaps, in these colleges the assessment may be purely internal.

The range of external assessment marks is between 30 and 100 in Traditional Training Colleges and between 30 and 175 in Basic Training Colleges.

In the case of craft, the last column is not necessarily a combination of the first two columns. Some of the colleges which have filled in the first two columns have not given a clue to the total and some other colleges have given merely the total.

From the table, it is not possible to come to any definite conclusion or draw any inference. It can only be said that the marking system varies from college to college.

Even though community life, tutorials and practical and field work are introduced in both the Basic and Traditional Training Colleges in some form or the other, the poor responses do not reveal any clear picture of the valuation aspect in either of the training colleges. This may be partly due to the assessment being internal and partly to the alphabetical system of assessment. And even in these colleges where marks are indicated, variation is pronounced.

On the whole, it may be said that while with regard to theory, teaching practice and craft some indication is revealed regarding marking, as regards community life, tutorials and practical and field work, the responses are too poor to draw any inference and come to conclusion. But in all the six cases, the variation in marking is very pronounced thus revealing that no two colleges even of the same type agree in the matter and no set procedures are followed.

(c) Procedure adopted for assessing teaching practice

The last section of this aspect is in relation to the practice adopted for assessing the trainees in both internal and external assessment in teaching practice and the following table gives a picture of the same.

Table No.40.

Internal assessment of practice teaching :

S.No.	Procedure	Internal assessment		
		No. of Training Colleges		
		Traditional	Basic	Total
1.	On the basis of remarks throughout the session	28	7	35
2.	By finding the average of the marks given by different supervisors	27	8	35
3.	By arranging test lessons to be supervised by two members of the staff	9	2	11
4.	Marks given for block-teaching for a month is counted	1	-	1
5.	By arranging criticism lessons	1	-	1
6.	The teacher concerned observes 3 or 4 lessons and assesses.	1	-	1
7.	Through discussion in staff meeting	1	-	1

The table shows that in about 45 to 47% of the Traditional and 35 to 40% of the Basic Training Colleges, the common practice is either by finding the average of the marks given by different supervisors or on the basis of the remarks throughout the session. Ultimately both tend towards the same point, for the work throughout the session is judged by the different supervisors. This judgement is given either in the form of remarks or in the form of marks. The last item (No.7) may also be classified among the above items.

In 15% of the Traditional and 10% of the Basic Training Colleges, more importance seems to be given to one or two lessons given during the final stages of the training course. These are called either test lessons or criticism lessons and are assessed by two members of the staff and the evaluation of the work during the course is based on these lessons. Items 3 and 5 are the same though worded differently.

The third practice existing in some Traditional Training Colleges is to take into consideration the block teaching practice.

Thus on the whole three kinds of practices seem to exist with regard to the internal assessment of practice teaching by the trainees.

The following table will give the existing position regarding the external assessment of practice teaching :

Table No.41

External assessment of practice teaching

S.No.	Procedure	External assessment		
		No. of Training Colleges		
		Traditional	Basic	Total
1.	Final examination with one internal and one external examiners.	32	8	40
2.	Final examination with external examiners.	12	3	15
3.	Final examination with one internal and two external examiners.	4	4	8
4.	Evaluation and moderation by a Supervising Board.	3	-	3

S.No.	Procedure	External assessment		
		No. of Training Colleges		
		Traditional	Basic	Total
5.	The external examiners advise the college regarding practical training and tests-observation of students with a view to equate the standards in general.	2	-	2
6.	Final examination with one internal and three external examiners.	1	-	1
7.	Final examination with two internal and two external examiners.	1	-	1

From the table it is clear that in a majority of the training colleges both Basic and non-Basic, only two practices exist. The first practice is to have the assessment by only external examiners and the second practice is to have a combination of both internal and external examiners. But the number of these external and internal examiners varies from college to college though in 53% of the Traditional and 40% of the Basic Training Colleges, the assessment board consists of one internal and one external examiners.

But in 2 or 3 of the Traditional Training Colleges, certain other practices also exist. These methods seem mostly to help in moderating the results of the internal assessment.

(d) The Award

This is the last section and the discussion is in three parts. The first part deals with the nature of award, the second with the kind of award and the third with the conditions imposed for receipt of the award.

(1) Nature of award

The following table indicates the position with regard to the first aspect.

Table No. 42
Nature of award

Items	No. of Training Colleges		
	Traditional	Basic	Total
Degree	54	7	61
Diploma	6	9	15
Certificate	-	1	1

The table reveals that in 90% of the Traditional Training Colleges, a degree is awarded and in only 10% of the colleges, a diploma. This is because most of the colleges are academically controlled by the universities.

As far as Basic Training Colleges are concerned, these academically controlled by the universities award degrees and those under education departments award diploma. In only one privately managed institution, a certificate is given.

(2) Kind of award

As regards the kind of award, different colleges have different nomenclature and this is made clear by the following table.

Table No. 43
Kind of award

Items	No. of Training Colleges		
	Traditional	Basic	Total
B.Ed.	33	7	40
B.T.	20	-	20
Dip.Ed.	3	9	12
L.T.	4	-	4

It is seen that four different kinds of awards are given by the Traditional Training Colleges and two kinds of awards are given by the Basic Training Colleges. The most popular seems to be the B.Ed. The award by the government is usually the Dip. Ed. L.T. is already unpopular and is gradually going out of the picture. Even B.T. is slowly being replaced by B.Ed.

(3) Conditions imposed

In some colleges, certain conditions are imposed for the award of the degree or diploma. This is revealed by the following table :

Table No. 44 202

Conditions for the final award

S.No.	Conditions	No. of Training Colleges		
		Traditional	Basic	Total
1.	Attendance of citizenship training camps for 10 days.	10	-	10
2.	Conduct certificate.	3	-	3
3.	Pass in language tests (Hindi and Punjabi)	2	1	3
4.	Satisfactory completion of practical work.	1	-	1
5.	Success in community life.	-	1	1
6.	A certificate by the Principal to the effect that the candidate satisfactorily completed village survey.	-	1	1

The above table shows that only in a very few colleges of both the types, certain conditions are imposed. In almost all the colleges, no such practice exists. On the basis of the final assessment the degree or diploma is awarded. The conditions mostly relate to community life, field work and practical work and practice teaching. The third condition is imposed mostly by colleges located in Punjab. With the exception of the first, the other conditions are not rigidly adhered to.

Thus we see that this chapter gives a comparative picture of the existing position of the various aspects of the training programme in both the Traditional and the Basic Training Colleges. But the responsibility of these colleges extends beyond these. There are many other relevant aspects connected with the training colleges that need attention. Some of them are taken up for consideration in the next chapter.