

## CHAPTER VIII

SOME RELEVANT ASPECTS CONNECTED WITH THE  
TRAINING COLLEGES

As pointed out in the previous chapter this chapter is concerned with certain problems closely allied with the training colleges and their programme. These relate to the research aspect, the in-service training programme, the evaluation of the teacher training programme and finally the relationship of the training colleges with other institutions. All these aspects though not directly connected with the professional preparation of the teachers, yet have their impact on the progress and development of the training colleges and their programme of work. As such to consider them in relation to this study becomes necessary.

1. The research aspect.

As stated above, research is one of the important aspects in which the training colleges should be interested and take the lead. The following paragraphs will reveal the existing position with regard to this aspect in both the Traditional and Basic Training Colleges. They will also indicate where the deficiency lies and in what direction development should take place.

The discussion will be in two parts. The first part attempts to find out whether any research section is attached to the training colleges and in the second part, the details of work undertaken by the different colleges will be given.

(a) Provision for research section

The following table will reveal the existing position in the training colleges with regard to this aspect.

Table No.45  
Provision for Research Section

Existing Position	No. of Training Colleges		
	Traditional	Basic	Total
Yes	17	5	22
No	43	12	55

From the table it is seen that out of the total number of responses, only 28% of the Traditional and 25% of the Basic Training Colleges have any provision for a research section. Though the other colleges may be undertaking research work in some form or the other, yet there does not seem to be any separate provision for conducting any systematic research work. This may be due to various reasons such as lack of finances, lack of encouragement for research by the administrative authorities etc. In spite of the importance of this aspect, especially under the

present circumstances, to note the low figures in this respect is rather discouraging.

(b) Details of work undertaken

The following discussion relating to the nature of research work will reveal the nature of problems undertaken, the financial aid, the encouragement received and the persons attached to the work. As regards the problems undertaken by different training colleges, they may safely be classified as general, tests, problems pertaining to school subjects, crafts and miscellaneous problems :

(1) General.-

Traditional Training Colleges :

- (a) Wastage in Secondary Education in Gujarat.
- (b) Problem of discipline in school.
- (c) Education and domestic attitudes in schools of Udaipur.
- (d) Attitude of teachers towards teaching.
- (e) Education and vocational guidance.
- (f) Problems of secondary school teachers.
- (g) Freedom and authority pattern in bringing up children.
- (h) Clinics of rural and urban children.
- (i) Preparation of hand books for certain educational films.
- (j) Interests of High School children.

(k) Reading for pleasure.

(l) Studying backwardness of children.

Basic Training Colleges :

(m) Social inter-relation of education.

(2) Tests.-

Traditional Training Colleges :

(a) Standardization of speech and accuracy test.

(b) Standardization of tests for age-group 12,13,14.

(c) Intelligence tests.

(d) Standardization of tests in arithmetic and science for the VIII class.

(e) Objective tests in different subjects.

(f) Test construction in English and Mathematics.

(g) Standardization of achievement tests in Science, Mathematics, History and Geography.

Basic Training Colleges :

(h) Achievement test in Hindi for Senior Basic Schools.

(3) Problems pertaining to school subjects :

Traditional Training Colleges :

(a) Improving methods of teaching English.

(b) Science teaching by unit plan.

(c) Development of vocabulary in children of ages 3-6.

(d) Study of drawings of children of ages 3-6.

Basic Training Colleges :

(e) Arithmetic in the early standards of a Basic school.

- (f) Survey of the method of teaching science in Basic schools and suggestions for improvement.

(4) Craft.-

Basic Training Colleges :

- (a) Norms in spinning and weaving in standards III and IV.
- (b) Educational potentiality of crafts.
- (c) Problems in wood craft.
- (d) Preservation of fruits.
- (e) Compost making.

(5) Miscellaneous.-

Basic Training Colleges :

- (a) Self-sufficiency with a batch of 25 pupils.
- (b) Study of natural environment week by week and lesson plans for the basic school standards.

The above chart reveals that there are more problems of general nature than those relating to particular aspects. All those problems, no doubt, are of importance. More stress should be laid on problems pertaining to the developmental aspect of children and to the various aspects of the educational programme. Moreover development of research in any one aspect will not be of much value. Problems which need immediate solutions and are of general interest should also be undertaken.

Further, it is also revealed that the problems undertaken by the Traditional Training Colleges fall only under the first

three classifications namely, general, tests and school subjects and no problems are taken up under craft and other aspects.

Coming to Basic Training Colleges, it is found that even though problems fall under all the five<sup>e</sup> categories, concentration is more on the craft and other aspects as self-sufficiency and centres of correlation as natural environment. Very few problems under the first two categories are taken up for research.

The position on the whole reveals to a certain extent the extent of stress laid on the different aspects of the training programme in the two types of training colleges.

The next aspect is with regard to the financing authority for the research work, undertaken. The various authorities that at present encouraging research work are the Ministry of Education, Government of India, the State Governments, the Universities, the University Grants Commission and in some cases the Private Management. Out of all these authorities, the Union Government has supported a number of schemes undertaken by the various training colleges.

The financial aid also varies from college to college and scheme to scheme. For certain schemes, it is a monthly grant for a fixed period, for certain other schemes it is a lump sum amount. In some other cases, the financial responsibility is shared both by the Management and the Central Government. The

monthly grant varies from Rs.150 to Rs.400 and the duration also varies from one year to two years. Regarding the lump sum amount, it varies from Rs.1,000 to Rs.11,500 and the period also varies. Sometimes the total amount granted is recurring and in certain other cases it is given on the basis of the problems undertaken.

Coming to the personnel attached to these problems, it is found that in some cases, the staff of the college themselves undertake the work. In certain other cases, research assistants or research fellows are attached and in a few cases, the staff takes the help of the trainees of the college. The number of persons attached to a problem is not fixed and either one or two or three persons or sometimes even a group is involved.

(2) In-Service Training Programme or Extension Services Department

This part dealing with the in-service training programme will be discussed in three sections, the first dealing with the provision available for it in the various training colleges, the second section with the outline of the programme and the third with its impact on the teacher training programme.

(a) Provision for Extension Service Departments

In recent years, the in-service training programme has assumed a great importance and in most of the colleges this is undertaken by a new department called the Extension Service

Department attached to them. The following table will reveal the position of these departments in the various training colleges.

Table No. 46

No. of Training Colleges having Extension Service Departments		
Traditional	..	33
Basic	..	2
T o t a l		35

From the above figures, it can be seen that to 55% of the Traditional Training Colleges, Departments of Extension Services are attached. As regards Basic Training Colleges, the number is very disappointing for it is here that the need for such a provision is greater. Basic education though an accepted scheme is still in its experimental stage. Many of the aspects as craft, community life, social and physical environments, technique of correlation, introduced into the scheme are new both to the teachers, educational administrators and supervisors and need more clarification and research to put Basic education on sounder lines and better footing. Being a novel scheme and also due to dearth of sufficient literature and guide books in the



field, considerable number of doubts are bound to crop up during its implementation. The training provided for teachers in Basic education in the Basic Training Colleges will only initiate them into the scheme and not solve to clear their difficulties and doubts. It is the in-service programmes which could help the teachers to work out the Basic scheme in a successful manner and put it on surer grounds.

(b) An outline of the programme

What is the type of work that these Departments undertake?

The following table will clarify the same :

Table No.47				
In-service training programme				
S.No.	Items	No. of Training Colleges		
		Traditional	Basic	Total
1.	Arranging short term and long term seminars and symposia.	12	3	15
2.	Organising of workshops in different subjects.	11	1	12
3.	Lending books, magazines, apparatus and teaching aids.	10	1	11
4.	Visits to schools.	9	-	9
5.	Refresher courses	8	-	8
6.	Arranging week-end courses (consisting mainly of lectures and demonstration lessons.)	6	-	6
7.	Publication of news letters, monographs etc.	5	1	6
8.	Organisation of exhibitions.	4	1	5
9.	Helping in School Projects.	4	-	4
10.	Mobile library service.	4	-	4

S.No.	Items	No. of Training Colleges		
		Traditional	Basic	Total
11.	Audio-visual library service.	4	-	4
12.	Publication of bulletins and reports.	4	-	4
13.	Organising study circles in different subjects.	3	-	3
14.	Educational film show.	3	-	3
15.	Arranging conferences.	2	2	4
16.	Guidance service.	2	-	2
17.	Publication of Education Quarterly.	2	-	2
18.	Organizing educational weeks.	2	-	2
19.	Helping in Science clubs.	1	-	1
20.	Teachers' Councils.	1	-	1
21.	Organising health days.	-	1	1
22.	On campus or outside campus peripatetic courses.	-	1	1

The above list can easily be classified under short term courses for teachers, programmes for better school work, publications, community programme. The programme for teachers may include refresher courses, study circles, workshops, educational films, visits to schools, week-end courses, seminars and symposia, educational conferences, teachers' councils and on campus or outside campus, peripatetic courses. Programmes for better school work may comprise helping in school projects and science clubs, lending teaching aid, educational films, audio-visual library service and guidance service. Under publications may

be included, bulletins, reports, magazines, newspapers, monographs and other relevant literature. Lastly, community programme may include organisation of exhibitions, educational film shows, mobile library service, guidance service, health days and educational weeks.

Looking into the figures against the various items suggested, it is found that only the programme concerning the re-training of teachers and lending of teaching aids, books, magazines and apparatus find prominence in 13 to 20% of the Traditional Training Colleges. With regard to other items, the figures are not encouraging. The position is still worse with regard to Basic Training Colleges. The figures reveal that in spite of the facilities provided, in only very few training colleges, any substantial work is undertaken.

(c) Its impact on the teacher training programme

The last part deals with the impact of in-service training programme on the teachers. As regards this aspect, very few colleges have stated in clear terms its impact on their training programme and on their staff and trainees. The experience of some of the colleges are included below :

Table No.48 48

Impact of in-service training programme on teacher education.

S.No. Experiences of Training Colleges.	No. of Training Colleges		
	Traditional	Basic	Total
1. Experience of the staff and trainees enriched by participation in the activities of the Extension Services Deptt.	4	1	5

S.No.	Experiences of Training Colleges	No. of Training Colleges		
		Traditional	Basic	Total
2.	Interest is created among trainees regarding educational problems.	2	-	2
3.	It broadens the visions of teachers and acquaints them with school problems.	1	1	2
4.	Better contact is developed with foreign and Indian experts who come to conduct the various programmes.	1	-	1
5.	Close contact is established with educational institutions, and the staff and trainees are acquainted with day to day problems in schools.	1	-	1
6.	It has resulted in orienting the attitude of teachers.	1	-	1

The experiences expressed above by some of the colleges are of healthy nature. But these experiences are only of 5 to 7% of the colleges and there are yet many others where such departments are functioning. If the activities of the departments are really encouraging and if the departments were functioning very actively, perhaps the response to this question might have been better.

Only two Basic Training Colleges had indicated that Extension Service Departments were attached to them. Looking from that point of view and the experience expressed by them, it may be inferred that their impact on the staff and trainees

of these colleges is also encouraging.

### (3) Evaluation of Teacher Training Programme

In this section the measures adopted for evaluating the teacher training programme will be discussed. This is also a very important aspect of the training programme and needs serious attention, for, the importance and validity of the training is realised only by its after effects. The following are the measures adopted by the Traditional Training Colleges in this direction :

1. Through the examination results.
2. Periodical survey of the whole programme in the staff meetings.
3. By evaluating the progress of the students.
4. On the basis of the students' impression at the end of the course.
5. Through Extension Service Seminars.
6. Through maintenance of a record of information about old students.
7. By interviewing old students.
8. Through a questionnaire.
9. Evaluation of the work undertaken in the annual meeting of the Advisory Committee of the Institute.

Though in almost all the colleges, examination is a common feature, from the frequencies of the responses to the questionnaire it is found that only 30% of the colleges have indicated the results of the examination as an evaluation measure and

this tops the list. Greater the success, better is supposed to be the training programme.

Other popular methods are staff meetings and to gauge the success of the training programme from the progress attained by the trainees in their class work. These measures are adopted by 15% of the colleges. The entire picture is reviewed in the staff meetings and a sort of correlation is brought about between the development of the trainees and the training programme and a comparative study is made.

In about 7% of the colleges the training programme is assessed through external elements, by holding discussions with the heads of the practising schools or other schools where the trained teachers are posted or through review work by assessment committees or through discussions in the meetings of the advisory committees wherever they exist.

Another method which has lately sprung is through gathering the views of the trainees at the end of the training course about the training programme. This is done either by interviewing the trainees, or by asking them to put their impressions on paper or through a properly framed questionnaire. But how far they would be able to give correct impressions at this stage is a point for consideration.

Old students are another source in this aspect. The success of the training programme is judged either by their

professional success or by collecting their views regarding the extent of help derived by them in their work by the training that they received. Sometimes, even, on the-spot study of their work is undertaken by a team consisting of the college and inspecting staff.

As regards Basic Training Colleges, it is found that apart from the first three measures, reaction study is another method adopted for the evaluation of the training programme. From the frequencies to the responses to the questionnaires, it is remarked that the second item, namely, periodical survey of the whole programme in the staff meetings tops the list and is adopted by 20% of the colleges. Even though examination is a common feature in most of these colleges also, this measure of evaluation is adopted only by 10% of the colleges. The last two methods, namely, 'Reaction study' and 'by evaluating the progress of the students' are adopted by only 5% of the colleges.

Thus, the measures adopted by the Basic Training Colleges are comparatively less than those adopted by the Traditional Colleges. But in both types of colleges more than one measure are adopted.

On the whole very little scientific work is done in this direction and most of the measures adopted are based on mere impressions.

(4) Relationship of the Training College with other Institutions.

This part dealing with the relationship of the training colleges with others relates to five aspects, ie. relationship with practising and other schools, with the education department, with other training institutions, with the community and with the trained teachers. The training college is connected with the above five institutions in some way or the other and hence to find out the various measures adopted for maintaining and promoting this relationship is essential. A healthy relationship with these certainly assures part of the success and popularity of the training colleges.

(a) Practising and other schools

The following table throws light on the measures adopted by the training colleges for promoting its relationship with practising and other schools :

Table No.49 49

Relationship with practising and other schools

S.No.	Measures	<u>No. of Training Colleges</u>		
		Traditional	Basic	Total
1.	Regular school visits and contact.	25	14	39
2.	Through social relations.	17	4	21
3.	Organising refresher courses.	17	4	21
4.	Helping the schools through extension services.	13	2	15
5.	By inviting school staff for college functions especially education week.	12	4	16



S.No.	Measures	No. of Training Colleges		
		Traditional	Basic	Total
6.	Periodical meetings with the heads of schools.	8	2	10
7.	By <del>extending</del> library and laboratory facilities and lending teaching aids.	8	3	11
8.	Frequent combined meetings of the staff of the schools and colleges.	5	5	10
9.	By organising subject conference.	5	2	7
10.	Undertaking projects concerning schools.	5	2	7
11.	By cooperating with the school in their cocurricular activities.	5	2	7
12.	By inviting school staff to participate in seminars.	5	2	7
13.	By distribution of college magazines to schools.	5	-	5
14.	By addressing teachers' association meetings.	5	-	5
15.	Through participation in the school programme.	4	4	8
16.	Through correspondence.	3	-	3
17.	Through cultural relations.	2	6	8
18.	Through coordination meetings.	2	2	4
19.	By organising teachers' study circles.	2	1	3
20.	By organising old students' day.	2	-	2

A variety of measures are adopted by different colleges both Basic and non-Basic. But looking into the table, it is found that most of these measures are adopted by the training

colleges through Extension Services Departments. Visits to schools are a common feature of every college because of practice teaching. Correspondence in connection with school problems is a good measure especially with regard to schools far away from the training colleges. Better contact through social and educational functions also find favour with some of the colleges.

(b) The Education Department

The next aspect deals with the measures adopted by the training colleges for promoting relationship with the education department and this is indicated by the following table :

Table No.50  
Relationship with the Education Department

S.No.	Measures	No. of Training Colleges		
		Traditional	Basic	Total
1.	Through personal contact.	6	5	11
2.	Through seminars and conferences arranged by the department.	5	2	7
3.	Through visits of the authorities to the college.	5	1	6
4.	By having representatives of the department in governing bodies of the college and on the advisory council of the Extension Services Department.	3	1	4
5.	By inviting the departmental officials to guide the deliberations of the seminars, workshops, conferences etc.	3	1	4
6.	In special gatherings.	2	2	4

S.No.	Measures	No. of Training Colleges		
		Traditional	Basic	Total
7.	Participation of the college staff in conferences and courses conducted by the department.	2	1	3
8.	The college staff serving on committees appointed by the department.	2	1	3
9.	Through solving certain problems put up by the department.	2	1	3
10.	By attending the meeting of the department.	2	-	2

Most of the colleges especially of the Basic type are under the education departments and there is every scope for them to cultivate and promote this relationship. There is a need to cultivate this relationship because the training colleges cater to the needs of the departments and unless a close contact is maintained between them, the efforts put in on the part of both will yield very little result.

Almost all the measures suggested in the table are of importance but they do not seem to be adopted by a large number of colleges. The number of colleges denoted in the table is very few. Unless there is a close coordination of work between these two institutions, very little benefit will be reaped both by the training colleges and the departments. The contact should be strengthened through activities of various types such as social, academic, professional etc.

The figures denoted against Basic Training Colleges are still depressing inspite of most of them being under the departments.

(c) Other training institutions

The next aspect of the problem deals with its relationship with other training institutions, which may be local institutions, institutions in the State or Province, institutions in the country and finally institutions in other parts of the world. Being a training institution, it is advantageous to build up a contact with other training institutions. This contact will be of mutual benefit to the institutions. The position with regard to this aspect is revealed by the following tables and the first table relates to the local training institutions.

Table No. 51  
Relationship with other local training institutions

S.No.	Measures	No. of Training Colleges		
		Traditional	Basic	Total
1.	Through educational gatherings.	15	2	17
2.	Through mutual visits and contacts on different occasions.	10	3	13
3.	Through the programme of Extension Services Departments.	9	4	13
4.	Through mutual exchange of journals and magazines and other literature.	2	2	4
5.	Through organising games and sports.	2	-	2

Educational gatherings include organising of debates, discussions, seminars, conferences, extension lectures and professional meetings and sometimes these are organised by the Extension Services Departments also. Mutual visits are organised in connection with social functions, professional meetings and discussions and for recreational purposes. Free exchange of journals and magazines will also bring them closer together.

Many of the measures suggested above are not difficult to be adopted and are also not impracticable. They can be easily adopted by almost all the colleges. But the number of colleges denoted against these items does not give the impression of their general adoption.

The next relationship of the training colleges is with the training institutions of the state and the position with regard to this aspect is shown in the following table :

Table No.52

Relationship with other training institutions in the State or Province.

S.No.	Measures	No. of Training Colleges		
		Traditional	Basic	Total
1.	In educational gatherings.	13	6	19
2.	Mutual visits.	8	2	10
3.	Through exchange of magazines and calenders.	6	-	6
4.	Through the Board of Studies of the University.	1	-	1

S.No.	Measures	No. of Training Colleges		
		Traditional	Basic	Total
5.	Mutual exchange of teaching staff as examiners.	1	-	1
6.	Through a state Association of Training Colleges.	1	-	1
7.	Through participation in Teachers Guild Meetings in the State.	1	-	1

Educational gatherings and mutual visits are the usual practices found in both types of colleges and even here, it is only in 13 to 22% of the Traditional and 10 to 30% of the Basic Training Colleges. The visits may take place either in connection with excursions or as examiners or for extension lectures. But the success of these depend mostly on the financial provision made for this purpose by different colleges. Hence these cannot be oft-repeated measures.

As regards the exchange of magazines, it can easily be adopted by all the colleges but unfortunately even this is adopted by only 10% of the colleges and that of the traditional type.

One Traditional Training college has mentioned about the State Association of Training Colleges. This is no doubt an attractive idea for the colleges of a particular place to come together. If the same idea could be expanded a little to make it inclusive of all the training institutions instead of only

training colleges, it will certainly be of greater advantage and mutual benefit. It will then be the State Association of Training Institutions and under its auspices many educational activities could be organized.

The relationship of the training colleges with other training institutions in the country is revealed in the following table :

Table No. 53

Relationship with other training institutions in the country.

S.No.	Measures	No. of Training Colleges		
		Traditional	Basic	Total
1.	In educational gatherings of an All India level.	10	3	13
2.	Through professional meetings.	2	1	3
3.	Educational excursions & visits.	2	1	3
4.	Through correspondence.	2	1	3
5.	By inviting important persons for lectures etc. from other training colleges.	2	1	3
6.	By becoming members of the All India Teachers' Colleges Association.	2	-	2

The possibility of the first, second and fifth items depends on the financial position of the colleges. Moreover these give chances only to a few of the staff members. As regards educational excursions, they are mostly meant for trainees and some of the staff members who accompany them in their trips. But separate

excursions for staff members are rarely planned by the training colleges.

The membership of the All India Teachers' Colleges Association is useful only when the Association is active and constantly organizes activities beneficial to the training colleges and promotes their relationship.

The last item pertains to the relationship of the training colleges with other training colleges in other parts of the world and the following table reveals the existing position :

Table No.54

Relationship with other training institutions in other parts of the world.

S.No.	Measures	No. of Training Colleges		
		Traditional	Basic	Total
1.	Through the visits by educationists from other lands.	4	2	6
2.	Through publications.	2	1	3
3.	Through deputation for refresher courses.	2	-	2
4.	Through correspondence.	1	1	2
5.	Through international conferences and seminars.	1	-	1

The promotion of this relationship is easy and is possible for all if it is only through correspondence and publications. The benefits of the visits by outside educationists are reaped only by a few colleges. So is the case with regard to deputation for refresher courses and to international conferences. Due to



financial stringency, even the exchange of publications is in many cases difficult.

(d) The Community

The latest developments in the educational field is to make the educational institutions the community centres. Thus the institutions are made to come nearer the community and the relationship between them is made to grow day by day. Therefore, the activities of the institutions are also organised in such a way as to meet the new demands of the time. The following table will reveal the measures adopted by the training colleges for the promotion of relationship with the community.

Table No. 55

Relationship with the community

S.No.	Measures	No. of Training Colleges		
		Traditional	Basic	Total
1.	Through visits and contacts.	4	3	7
2.	Through social service activities.	4	2	6
3.	By inviting the community for college functions.	3	1	4
4.	By organising cultural and recreational activities in surrounding villages.	2	3	5
5.	People interested in education are invited to the institution.	2	2	4
6.	Participation by the college in community activities.	2	1	3
7.	Through organisation of exhibitions.	2	-	2
8.	Through Extension Services Department.	2	-	2

S.No.	Measures	No. of Training Colleges		
		Traditional	Basic	Total
9.	Through village surveys.	1	1	2
10.	Through rural camps.	1	1	2
11.	By extending library facility to the community.	1	-	1
12.	By organizing lectures for the benefit of the community.	1	-	1

Almost all the measures stated above are interesting and well worth cultivating but unfortunately they are practised by very few colleges.

In fact, the position in Basic Training Colleges is expected to be better as far as its relationship with the community is concerned but the picture revealed is quite contrary to the expectations.

(e) Trained teachers

All training colleges should keep a close contact with its trained personnel. This helps to a great extent towards mutual development. Some of the measures adopted by some training colleges to promote this relationship are revealed by the following table.

Table No. 56  
Relationship with the trained teachers

S.No.	Measures	No. of Training Colleges		
		Traditional	Basic	Total
1.	Participation of teachers in seminars, workshops, exhibitions in the college.	18	3	21
2.	Through old students' unions.	10	1	11
3.	Through refresher courses.	4	-	4
4.	Through Extension Services.	3	-	3
5.	Through personal contacts.	3	--	3
6.	Suggestions on educational topics are invited from the teachers.	2	-	2
7.	Through offering guidance when needed.	1	1	2
8.	By recommending teachers for employment.	1	-	1

Nos. 1, 3, 5, 6, 7 are mostly undertaken by the training colleges through their Extension Services Departments but in colleges where this Department is not attached, the colleges themselves undertake them for the benefit of the trained teachers.

Organization of old students' union is an interesting activity. But the only hitch is with regard to the expenditure involved for the teachers who are already poorly paid.

Recommending trained teachers for employment is another encouraging measure. But unfortunately most of these measures

are adopted by an insignificant number of training colleges and the position in Basic Training Colleges is still worse. This may be because of either lack of necessary initiative and interest on the part of the heads of the institutions or lack of enthusiasm among the staff or lack of necessary encouragement by the administrative authorities. On the whole, the position regarding this aspect is not bright and needs to be remedied.

(f) In the questionnaire, scope was also given to mention the special feature of the college (if any) which was not covered in the questionnaire. Some colleges did state a few items while some others stated some difficulties faced by them and peculiar to their colleges.

The special features covered various aspects as the guidance bureau, orientation and special courses, character building, maintenance of records, practising schools, the selection of trainees etc., while the difficulties listed pertained to accommodation and other facilities and recognition of their diploma by the university.

The following aspects pertain to the Traditional Training Colleges. To one college, a bureau of educational and vocational guidance is attached and a member of the staff is a part-time counsellor. The bureau organises career master's courses and gives guidance and counselling to students. In another college

for women, the stress is on character building and hence it is made compulsory for the pupil teachers to join either N.C.C. or girl guides or to be a member of the Red Cross or Nursing Division. In a third college, besides the annual publication, a bulletin of four pages is published every month. Twelve special lectures on school hygiene are organised for all the trainees. Exclusively for lady students, fruit preservation courses are organised. In one college, preference is shown to freshers than to in-service teachers as far as selection to the training course is concerned. A special feature of another college is that an institution for teaching deaf-mute children is attached to the college and serves as the practising school for students who take the 'education of handicapped children' as their optionals. In many of these colleges, provision is also made for M.Ed. course.

The following are some of the special features of the Basic Training Colleges. In one college, a week's orientation course on audio-visual education, librarianship, extension work in agriculture and ambar charka are organised and every trainee is allowed to select one subject. These courses are conducted during vacation and holidays and are organised with the assistance of several official and non-official institutions like community development department, the Mission, the Central Library etc. Maintenance of a personality assessment record is a special feature of another institution. The students are studied in

their various activities by the members of the staff and the assessment is recorded. This device is used to measure the trainees' qualities or traits as teachers. In a third college, 'how to study' week is organised from time to time to encourage self-study while in another college every year some project of national help is undertaken. One year, five acres of fallow land were cultivated to grow more food and thus help the nation in a small way to tide over its food crises. In this college, it is also compulsory for every trainee to prepare at least one booklet useful for basic schools. Some of them are published by leading publishers. Some Basic Institutions are run on Ashram or Gurukula lines or based on the ideals of Vivekananda and Ramakrishna Paramahansa.

In a few Traditional and Basic Training Colleges, a two-year post-matric diploma course is also included. In some colleges, while the strength is raised, other facilities and accommodation are not extended thus hindering the progress of both the colleges and the trainees.

So far, the discussion has been mainly confined to the state of affairs existing in the training colleges in the country. Having the findings of these discussions as the basis, the next part that follows will be devoted towards the evolving of a proper pattern of teacher education programme in conformity with the developing social needs of the country.

## PART 'B':

- IX. Our socialistic pattern and the consequent guiding principles and trends in teacher - education.
- X. Organization and administration of the new training college - Part I.
- XI. Organization and administration of the new training college - Part II.
- XII. The Integrated pattern.
- XIII. The theoretical aspect.
- XIV. Practical work - (1) School teaching experience.
- XV. Practical work - (2) Craft work.
- XVI. Community life.
- XVII. Assessment and evaluation.
- XVIII. Some relevant problems.
- XIX. Conclusion and recommendations.