

Chapter IX

ORGANISATION AND ADMINISTRATION
OF THE NEW TRAINING COLLEGE.

PART I

As has already been stated previously, the present research work is based on two questionnaires. The details of the first questionnaire have already been discussed earlier. While discussing the purpose of the first questionnaire, it was made clear that it was to form the basis for the second questionnaire. As the first questionnaire only revealed the prevailing conditions in the training colleges, and as it did not give any scope for the expression of personal views in the matter, it became necessary to have a second questionnaire.

(a) Purpose of the questionnaire :

This questionnaire had a two fold purpose. Firstly, it provided a scope for all the training colleges and also to some educationists in the country and abroad to state clearly and frankly their personal views regarding the various aspects of the existing conditions. Secondly, it gave them an opportunity to make their own suggestions for a proper pattern of teacher education programme leading to a graduate degree.

With the aid of the data thus collected, it was proposed to evolve a uniform pattern of teacher education programme for the country.

(b) The content and distribution of the questionnaire :

The entire questionnaire consisted of 111 questions with sub-divisions. For convenience and to facilitate the answering of the questionnaire, these questions were divided into nine parts, each part pertaining to a particular aspect of the training college. The first part related to the general and specific aims of the training college programme. In the second part, questions relating to the general pattern of the training college were asked while the third part was devoted to the administrative aspect. In the fourth part, the facilities for training such as the type of college, the staff and other general amenities were discussed. The fifth part pertained solely to the trainees and the problems connected with them. Questions relating to the training programme consisting of the theory, practical work, craft work, community life and tutorials etc., were asked in the sixth part, while the assessment and evaluation were considered in the seventh part. The eighth part was devoted to the award of degree or diploma. Other relevant problems were dealt with in the ninth part under the heading 'miscellaneous'. These aspects related to the evaluation of the teacher education programme, extension services, follow up work, research programme and relation of training colleges with other institutions.

In order to facilitate the answering of this questionnaire, a supplement was also prepared. This supplement contained a few suggestions and directions for the respondents. The suggestions in the supplement were mostly based on the data collected from the first questionnaire. Thus, this helped to elicit the opinions of the respondents on the existing conditions in the training colleges. In order to facilitate the use of the supplement, in addition to the question number, the question page was also indicated in it and the questions for which the supplement contained suggestions were starred.

The questionnaire and the supplement were distributed among the training colleges and educationists in the country and abroad. The following table will reveal the details of the questionnaires sent and the response received :

Table No.57
Distribution of the questionnaire and response

S. No.	Place	Traditional Training Colleges.		Basic Training Colleges.		TOTAL	
		Ques- tion- naires sent.	Res- pon- se.	Ques- tion- naires sent.	Res- pon- se.	Ques- tion- naires sent.	Res- pon- se.
1.	Andhra Pradesh	10	5	1	1	11	6
2.	Assam	2	-	1	1	3	1
3.	Bihar	3	-	4	2	7	2
4.	Delhi	2	1	1	1	3	2
5.	Gujarat	5	2	4	1	9	3
6.	Himachal Pradesh	-	-	2	1	2	1

S. No.	Place	Traditional Training Colleges.		Basic Training Colleges.		TOTAL	
		Ques- tion- naires sent.	Res- pon- se.	Ques- tion- naires sent.	Res- pon- se.	Ques- tion- naires sent.	Res- ponse
7.	Jammu & Kashmir	3	1	-	-	3	1
8.	Kerala	6	3	1	1	7	4
9.	Madhya Pradesh	6	4	4	1	10	5
10.	Madras	14	10	2	1	16	11
11.	Maharashtra	12	6	2	1	14	7
12.	Mysore	7	4	1	1	8	5
13.	Orissa	1	1	1	1	2	2
14.	Punjab	16	5	10	4	26	9
15.	Rajasthan	2	1	2	1	4	2
16.	Tripura	-	-	1	-	1	-
17.	Uttar Pradesh	24	5	2	1	26	6
18.	West Bengal	8	2	1	1	9	3
		121	50 48%	40	20 50%	161	70 43%

	<u>Questionnaire sent.</u>	<u>Response</u>
1. Educationists in India.	24	7
2. Educationists outside.	6	2

The discussions that follow in this and the following chapters are mostly based on the analysis of the data thus collected. It may however be pointed out here that care has been

taken to comment upon aspects which are considered significant even though all the details were analysed fully.

For the sake of convenience only aspects relating to the first three parts of the questionnaire, namely, the aims, general pattern and the administrative aspect, are presented in this chapter.

I. The aims :

Before organizing any institution, especially an educational institution, it is always important to define in clear terms its aims and objectives. It can only be then that it can be organised on sound lines and in keeping with the aims specified. If this is true of any educational institution, it is much more true of a training institution which is the main feeder to all other educational institutions.

The following table will reveal the general and specific aims as suggested by the various colleges in the country. The general aims are indicated by numbers while the specific aims are indicated by letters and under the relevant aspects :

Table No. 58

The general and specific aims of a training college

S.No.	Items	No. of Training Colleges		
		Traditional	Basic	Total
1.	To provide a good theoretical and practical background to teachers.	49	14	63

S.No.	Items	No. of Training Colleges		
		Traditional	Basic	Total
	(a) To acquaint with the latest techniques of teaching with particular references to the class and the subjects taught.	24	6	30
	(b) To help the student-teachers to learn to prepare and use teaching aids.	10	3	13
	(c) To enable the student-teachers to apply the theory of education to school situation.	10	3	13
	(d) To teach them at least one of the major crafts with an efficiency enough to utilize it as one of the centres of education.	-	1	1
	(e) To develop in teachers the insight and ability for planning educational activities - with curricular & co-curricular.	18	4	22
2.	To develop a love for and right attitude towards the teaching profession and thus improve the professional efficiency.	41	5	46
3.	To help to develop a sound educational system as a whole for the better development of children.	21	4	25
4.	To help to realize the responsibility as teacher-citizens towards the community and thus enable them to give an intelligent lead for rapid evolution of a socialistic pattern of society.	13	1	14
	(a) To help to organize school life on a cooperative basis.	8	3	11
	(b) To develop a sense of leadership and realization of the importance of the profession in the advancement of the nation.	1	1	2

Looking into the suggestions put forth by the different colleges, it is found that stress is laid on certain important aspects as love for the profession and professional efficiency, development of a sound educational system for better development of children and development of better citizens with a realization of their responsibility towards the community and the nation. These three aspects are pointed out by both types of training colleges and there is no dispute about the nature and importance of these aims. The aims and objectives of any sound training institution should embrace these three aspects.

The teacher is first a citizen and then a teacher. Therefore his preparation as an active and useful citizen becomes essential. He is entrusted with the human wealth of the nation and is expected to lead them also to become active and useful citizens like himself. After all, the children belong to the society and the teacher himself is a social being and in every action of his, he should be conscious of the society he serves if he is ^a responsible citizen. Therefore, it becomes necessary to equip him in such a way that he becomes capable of shouldering efficiently his responsibility towards his charge. In order to discharge his duties efficiently, besides being prepared as a responsible citizen, he should also be equipped professionally and this too efficiently. Equipped thus, he should be able to become an educational leader in the community guiding it intelligently and on right lines. Thus, the aims of any good

training college should embrace these aspects and may be stated as follows :

The training college should

- a) prepare the trainees under its charge to become active and responsible citizens;
- b) equip them with necessary professional efficiency; and
- c) equip them to enable them to assume the educational leadership in the community.

The broad aims are generally formulated for general guidance of the training college, but for its guidance in its specific and day-to-day activities, it becomes essential to formulate certain specific objectives. These will greatly facilitate the smooth running of the college. In the above table, as pointed out earlier, the suggestions of the training colleges regarding this aspect are revealed under the relevant items.

As general guidance to all the training colleges, the various specific aims may be compressed into a single aim and may be stated thus :

To enable the trainees to learn the techniques of organising, administering and dealing with all the activities of the school with a clear and intelligent understanding of the basic pedagogical principles.

But this in itself will not be sufficient to guide the training colleges in definite directions. As pointed out earlier this will have to be further broken up into a number of

aims not confined to only one or two aspects as the teaching work or craft work or preparation of teaching aids etc., but should cover each and every aspect of the training programme depending on the aspects introduced and the programme of work followed by the training colleges.

Thus every training college should have certain definite objectives in view and these should be both general and specific. The general objectives should enable the training college to formulate its programme of work and the specific aims should help the training college in carrying out this programme and thus attaining the main objectives.

II. The General Pattern

(a) The new training college :

The need for integrating the two types of training colleges and having a single pattern was discussed during the Third Conference of the Training Colleges in November 1952 and a Committee was also set up to go into the issue. This committee through its broad suggestions pointed out the possibility of arriving at an integrated pattern. But this was a suggestion put forth sometime ago and since then many other changes in educational field have taken place and this necessitated the eliciting of the opinions of the training colleges and educationists on the problem.

It is found from the data collected in the present investigation that a majority of the colleges both Traditional and

Basic are not in favour of continuing with the two types of colleges. However only a few colleges, i.e., altogether then Traditional and ^{two} the Basic type feel that the two types of colleges should continue for a certain period. The reasons put forth in favour of their opinion reveal that a majority of them feel that since the pattern of education at the secondary level is not uniform and still continues to be of two types, non-Basic and Basic, it is essential to have two types of training colleges to meet the existing conditions. Secondly, since the stress in Basic institutions is on certain specific aspects as craft, correlation and community life, it is necessary to provide specific training to teachers in these aspects. Since this is possible only in Basic Training Colleges, it is felt essential to run two types of training colleges, one catering to the non-Basic schools and the other to the Basic institutions. Their argument is that so long as the two types of primary and secondary schools exist, the two types of training colleges also should continue.

Those colleges which have opted for a single pattern (i.e. altogether 40 of the Traditional type and 12 of the Basic type) have also stated their reasons for their opinion. They argue from the point of view of economy and avoiding confusion in the training field. They further argue that since Basic education has been accepted as the national pattern of education, it is quite redundant to continue with two types of training colleges.

They could safely be merged into one single pattern.

It is a fact that both at the primary as well as the secondary level, the country has now a variety of institutions with different nomenclature such as Basic, non-Basic, Post-Basic Secondary High Schools, Higher Secondary Schools, Multi-purpose High Schools and so on. But perhaps a way could be found whereby all such institutions could be broad-based ultimately. Most of the training colleges and educationists have already scented the coming events and thus seem to be justified in expressing their opinion in favour of a single pattern of training college.

But, what are the functions and purpose of the new training college? The main functions of a training college are three pronged. At the first instance it has to cater to the needs of all the schools at the secondary level. Secondly, it has to supply the teaching personnel to the training schools and thirdly, it has to prepare the administrative and inspectorate personnel. As far as the schools at the secondary level are concerned, they are of a very large variety. At the lower secondary stage, there are the Senior Basic and Middle schools and at the higher secondary stage we have the High Schools, Higher Secondary schools, the Multi-purpose schools and Post-Basic schools. As regards the training schools, we have both the Normal Training and Basic Training schools. As far as the last function is concerned, it has to cater to the inspection of all types of schools both at the elementary and secondary stages

and also that of the training schools. Therefore, when we think of a pattern for the new training college, all these facts are to be kept in mind.

From the analysis of the data obtained, ^{three} these suggestions for the new training college stand out :

1) An integrated pattern catering to all types of secondary institutions, training schools and educational administration and inspection with a programme of work including the following aspects :

1. The basic principles of different types of institutions, educational administration and inspections.
2. Preparation of illustrative aids.
3. Craft helpful in the preparation of teaching aids.
4. Community life.
5. Field of specialization.
6. Field work in all the activities introduced.

2) The Basic pattern with certain modifications.

3) The traditional pattern supplemented by training in the principles and practice of basic education.

All these suggestions are worth considering. If the second suggestion is taken into consideration, the very first question that crops up will be as to whether it will be accepted by all. Secondly, there is also the question as to whether every thing is satisfactory with the Basic Training Colleges so as to make the pattern acceptable with minor modifications. Thirdly, is

everything so hopeless in Traditional Training Colleges that they should be completely relegated to the background and condemned? As regards the first question, the data reveals that this suggestion is not that of a majority. ^KKnowing the condition in the Basic Training Colleges (discussed in Part A), the second question cannot be emphatically answered in the affirmative. Coming to the third question, the answer cannot be emphatically negative for the conditions revealed do not go to support the same. Therefore to accept this suggestion totally may not be to the liking of the majority. The same argument holds good as far as the third suggestion is concerned.

Let us for a while go into the facts as existing today. The number of Traditional Training Colleges are more than three times the number of Basic Training Colleges. And as revealed in the previous chapters, some of the Traditional Training Colleges are doing really very good work and there is nothing to dispute about it. This does not mean that the Basic Training Colleges have not exhibited their best. Some of the Basic Training Colleges have also revealed commendable work especially in the fields which are peculiar to their pattern. But the discussion in the previous chapters on the existing conditions of both the training colleges has also revealed the loop holes in the two types of colleges. Thus, we have to the credit of the two colleges both good and bad points and neither can be

ignored. Any pattern thought of for the training college will have to be built on the strength of the two keeping in mind at the same time the limitations of both the types and the wider objectives that the training college has to attain.

Moreover, under the circumstances, when education is to advance rapidly and when adequate finance is not available, it may not be economical to scrap in toto what is already existing. In view of these facts, to accept the first suggestion might be worth while. Therefore, the new training college should be an integrated one built on the strength of both the Traditional and Basic patterns and able to cater to the three pronged requirements in both the educational and administrative field as pointed out earlier.

(b) The duration of the course :

The next important aspect connected with the general pattern is certainly the duration of the course. This aspect is closely allied with the minimum qualification ^{for admission} into the training colleges. The present duration is between 7 and 9 months and the minimum qualification for admission is graduation. But sufficient claim has already been made regarding the inadequacy of the time and even the Secondary Education Commission recommends 2 years for a successful training course (165 : 166). With the question of duration, the admission standard in education has also been discussed and debated on many occasions. The following table will

reveal the views of some of the training colleges regarding this aspect.

Table No. 59

The duration of the course and the basic education standard for admission

Basic (general) education standard.	Duration of the course.	No. of Training Colleges		
		Traditional	Basic	Total
1. Graduation	1 year	17	5	22
	2 years	14	3	17
2. P.P.C.	2 years	2	-	2
	3 years	4	-	4
3. P.U.C.	2 years	2	-	2
	3 years	4	-	4
4. Higher Secondary.	2 years	1	2	3
	3 years	1	1	2
5. Matric.	5 years	2	-	2
	4 years	2	3	5

From the table, it is found that there are five qualifications suggested for admission into the training college and the duration varies according to the qualifications specified. It is further revealed that there are three lines of thought. Firstly, if matriculation is the minimum admission qualification, the duration is 4 to 5 years. But if Higher Secondary or P.P.C. or P.U.C. is the minimum, it is 2 to 3 years. This means that their concept of training college is a 3 to 4 or 5 years colleges on par with other degree colleges. The third line of thought is

graduation with one to two years duration.

After a certain period when all the present high schools are gradually converted into higher secondary schools, matriculation certificate will certainly be replaced by higher secondary school certificate. Hence to consider matriculation as the minimum admission qualification for a training college under the changed circumstances may not seem very practicable.

The suggestion of making P.U.C. or P.P.C. or even Higher Secondary Certificate as the minimum admission qualification with longer duration is no doubt very welcome and if introduced, we will surely be moving towards the British or American systems of training colleges. But under the present circumstances, when great need is felt for trained teachers, nothing short of practical suggestion should be put forth and the nation may not take a risk in the matter. In order to meet the urgent demands of trained teachers even short term training courses are instituted in certain places and this definitely reveals the urgency of the problem.

Under the present circumstances, graduation is accepted by most of the training colleges as the minimum admission qualification and it should continue to be so for the new training college as well. As regards the duration, there is no doubt that it is very inadequate and no professional efficiency could be attained within a short period of 7 to 9 months.

Also, with graduation as the minimum qualification, to prolong the period too much may also be not conducive. The efficiency attained during the training period has to be maintained and improved upon and this could only be possible with periodical short term refresher courses, seminars etc. Therefore the training should help to set the ball rolling and enable them to make a start in their profession with full convictions and confidence. The training colleges should pave the way for it. But if the new training college is to take over the functions of both the existing type of training colleges, the extension of the duration should be acceptable. It is only then that all the needs of secondary education could be catered for and the teachers will also be able to assume the educational leadership in the society.

(c) Medium of Instruction

The next item connected with the general pattern is the medium of instruction to be followed in a training college. The practice at present is well known and is also revealed in previous chapters. But under the changed circumstances when all the elementary and secondary schools have switched on to regional languages and when even the universities are not free from their influences and clutches, to ignore it at the training college level may not be advisable. The following table

will reveal the opinions of some of the training colleges.

Table No. 60
Medium of instruction

Suggestions	No. of training colleges		
	Traditional	Basic	Total
1. Regional language	20	6	26
2. English	20	4	24
3. H i n d i	5	1	6
4. Mother tongue	5	1	6

From the table, there seems to be a close contest between the Regional language and English. When we consider the developing trends in the country, Regional languages seem to be the appropriate choice. But again, our thinking cannot be limited to this one aspect alone. Under the new circumstances, training colleges have a large part to play. They are to assume the educational leadership in the country for which a very close coordination between the various training colleges is necessary. Also when we consider the vast literature that is available in English in the field of education and educational techniques, our literature in this field is no comparison. To give it up would certainly be going a step backward. It may be suggested by some that the staff may keep in touch with such literature and still continue to have the Regional language as the medium of instruction. But matters will be facilitated

to a great extent if a common language is followed by all the training colleges. There is yet another aspect to be considered. By adopting the Regional languages at the school level, we have already created enough limitations for our children. To carry this limitation to the training college level would be closing the doors of the training colleges for a large number of students. A common language at the training college level has provided an opportunity for many to seek admissions in States other than their own.

Therefore, considering all these various factors, it may be proper to continue with English as the medium till a national language develops and the necessary modern literature in that language is also available.

The problem of medium is not confined to instruction alone. It is associated with the evaluation aspect also. The following table will reveal the views of some of the training colleges in the matter.

Table No. 61

Medium for assessment and sessional work

Suggestions	<u>No. of training colleges</u>		
	<u>Traditional</u>	<u>Basic</u>	<u>Total</u>
1. Regional language	20	5	25
2. English	17	4	21
3. Mother tongue	7	2	9
4. H i n d i	5	1	6

The views are again in favour of Regional language and English ranks second. But when once English is accepted as the medium of instruction, this question is automatically solved. The Regional language or the mother tongue could be used for teaching practice. For all other purposes, the medium accepted for instruction should be the language that should be made use of, for, it facilitates both the staff and students as well as the examiners.

III The administration of the Training College:

(a) The controlling authority:-

The next problem that is of importance is the administrative aspect of the training colleges. So far, we have had colleges administered by different agencies but academically most of them are controlled by the universities. In the case of some colleges especially Basic Training Colleges, even academic control is vested with the state governments. Thus majority of the colleges are dual controlled and this is already discussed previously. In the interest of the training colleges and in the interest of education, the question is as to what would be the best practice?

It has been suggested by many that the training colleges should be controlled by the state governments or in other words, the department of education. The following table will reveal the suggestions put forth by some of the colleges in this matter.

Table No. 62

The administrative and academic control of the training college.

Controlling authority	Administrative control			Academic control		
	No. of training colleges			No. of training colleges		
	Traditional	Basic	Total	Traditional	Basic	Total
1. State Govt.	28	7	35	-	-	-
2. Central Govt.	8	-	8	-	-	-
3. University	6	2	8	48	10	58
4. Private Agency	6	1	7	-	-	-
5. An authority formed on the principle of co-operation.	2	2	4	-	-	-

The majority of the colleges are in favour of the state government control for administration while they favour the university for academic control. In many places, the majority of the schools and training schools are under the state governments and by having the training college also under the same authority they feel that better coordination may be created between the schools and the training colleges. Secondly, the interchange of staff between the schools and colleges is also facilitated. This suggestion might be acceptable in places where the schools are under the state control. But this is not the position everywhere. In some places the schools are under different managements like the municipal boards, local boards,

private agencies etc., and in such cases, this coordination may not be possible to a satisfactory extent.

From the point of the welfare of the training colleges themselves, it may not be conducive to have different practices in different places. These differences will certainly affect the training programme and may in certain cases pull down the efficiency. Secondly, these differences have also affected the status of the staff of the training colleges. While on one side the staff have enjoyed certain privileges, on the other side, they are no better than the school teachers. All these differences will certainly mar the standard of work. When the institution is of a college level, it should certainly enjoy certain unique position and status and cannot be classified with schools. Moreover, there should be a definite uniform academic standard maintained. Further, if the head of the institution is to run the college efficiently, he should have only one boss to answer and not two masters to please. By trying to please both he pleases none and this in turn affects the work of the training college in every way. Again, as long as we insist on the training college to prepare the students for a degree in education, the university will certainly have much to do with the training college. Moreover, when all other types of colleges are under the university why should the training college be under a separate authority? In view of all these factors, it might be

better that the training colleges are under the university both administratively and academically. This solves a great number of problems and the college will also enjoy the same status as other professional colleges. As regards developing better co-ordination between the training college and the schools, there are other methods and measures which could be adopted and one such method is to have the representatives of the state government, municipal boards, local boards and private agencies on the university advisory council of the training college. This will to a certain extent help in developing a better co-ordination between the various agencies.

Some colleges have suggested the Central Government or Private Agencies for administrative control. This may be from the point of view of financial consideration. But this again brings in the problem of dual control. The Central Government or the State Government or the Private Agencies inspite of not having any sort of control can still play their part efficiently through financing the universities sufficiently and acting as members of their various advisory committees. But the sole responsibility both administratively and academically might perhaps, be better vested with the university.

Lastly, there is also a suggestion which says that the administration should be in the hands of an authority formed on the principle of co-operation. While the suggestion is rather vague in its scope we might comment that this sort of cooperation

is encouraged even by the university and hence, a separate authority is out of question.

(b) The strength of the college.-

The efficiency of any institution is greatly marred by overcrowding the institution. This hinders not only the individual attention but also stands in the way of better student-teacher relationship. In order to maintain the efficiency standard, individual attention and student-teacher contacts are very essential and this is facilitated only in those institutions where the ratio between the staff and the students is limited. Because of better contact between the students and the staff, the staff will be in a better position to guide the students to the best of their ability and this mutual help and understanding goes far to build a healthy relationship between the students and the administration and provides no chance for any sort of indiscipline. This sort of clean and healthy atmosphere certainly helps in the raising of the efficiency standard of the institution.

It is true that very rarely has there been any provocative or disciplinary incident in teacher training institutions and especially at the college level. This may be perhaps due to the short duration and heavy work. But this is no criterion for overcrowding the institutions. The efficiency aspect of the institution has also to be considered in addition to the discipline aspect and this too depends upon the student-teacher ratio.

The following table will reveal the opinions of some of the colleges regarding this aspect.

Table No.63

The student-teacher ratio and enrolment limitation

Student-teacher ratio	Enrolment limitation.	No. of training colleges		
		Traditional	Basic	Total
5 : 1	100	2	-	2
7 : 1	70	2	-	2
8 : 1	50	6	3	9
	80	2	-	2
	100	2	-	2
10 : 1	50	2	-	2
	60	2	-	2
	100	20	6	26
15 : 1	75	-	2	2
	180	3	-	3
	200	3	-	3
16 : 1	250	2	-	2
20 : 1	120	2	-	2

From the table it is found that 37% of the training colleges ^{are} in favour of a ratio 10 : 1 with an enrolment limitation of 100. This seems to be reasonable. But with the tremendous educational expansion and improvement at the secondary and elementary levels, to limit the strength of the training college to 100 also creates problems. There is great dearth of trained teachers. In order to overcome this hurdle and facilitate

the planned educational programmes, even short-term training courses have been suggested. Under these circumstances, training colleges have great responsibilities on them. It becomes their duty to co-operate fully with the Government in its educational expansion and improvement programme. Increasing the strength in no way implies that there should be no drawing of a margin. There should always be a limit to the strength for too big a strength will certainly affect other activities and is liable to lead to inefficiency and maladministration. It should be such that it maintained the standard and efficiency of the colleges and at the same time catered to the national requirements and demands.

(c) Attached practising or experimental schools.-

Any training college without a practising or experimental school may be considered as not a full fledged college. To have a number of schools round about the training college is something different from having its own school under its own administration. This certainly makes a vast difference. It gives a meaning to the theoretical background provided in the training college. It provides a scope for immediate check of the theory propounded on the hard rock of practicality. Thirdly, it helps the staff to keep themselves alert to the school problems and the latest pedagogical techniques etc. Thus it brings them closer to the school situations and keeps them continuously in contact with them. Fourthly, it provides the staff an opportunity

to carry on practice teaching for a certain period in the year so that their experience in the field is not allowed to rust. By their constant touch with the school and with its problems their demonstration lessons will certainly have a meaning and value and will be of a proper standard. This experience of the staff of the practical school-room situations will go a long way to add to their prestige and status in the eyes of their students. In addition to the above advantages, the school under the training college will certainly have to be maintained at a certain standard for otherwise it will pull down the prestige of both the college and its staff. The training college will then become an advisory and consultative agency for the surrounding schools. And this will certainly help in raising the standard of the neighbouring schools. Thus, a training college to have its own attached school has great advantages. The opinions of the majority of the training colleges as analysed, are also in its favour.

The question now arises as to what kind of schools should be attached and how many schools should be attached. This is certainly a grave problem especially under the circumstances when many of the colleges at present are not having even one school attached to them. The following table will reveal the opinions of some of the training colleges regarding this aspect.

Table No.64

Number and type of schools to be attached to the training college.

Type of school	No. of schools	No. of training colleges favouring this		
		Traditional	Basic	Total
1. Nursery, K.G., Montesorie, Pre-Basic etc.	1	2	-	2
2. Elementary School.	1	1	-	1
3. Middle school.	1	2	-	2
4. Senior Basic school.	1	7	3	10
5. High school	1	6	-	6
	2	2	-	2
	5	1	-	1
6. Post-Basic school.	1	5	4	9
7. Higher secondary school.	1	10	-	10
	2	1	-	1
8. M. P. H. S.	1	7	1	8
	2	1	-	1
9. Secondary Grade Tr.School.	1	2	-	2
10. Basic Training school.	1	1	3	4
11. Experimental or Model schools.	1	1	1	2
12. Special schools.	1	1	-	1

From the table it is found that a majority of the colleges prefer to have either a high school or a higher secondary school, or a M.P.H.S. or a senior basic or post-basic school attached to them. As regards the number of schools most of them suggest one and in very rare cases they extend beyond this number.

There are a few factors which should be taken into consideration before arriving at any decision regarding this matter. Firstly, what are the kinds of schools that these training colleges are going to cater for? Secondly, what are the aspects of the training programme which need to be taken into consideration before taking a final decision? Each of these factors has its own importance from the point of view of the training college.

After all, the training colleges for sometime to come will cater to schools at the secondary stage and to training schools. At this stage, we have a variety of schools both Basic and non-Basic and the training college can make no distinction between them for every kind of school is equally important.

Secondly, in the training programme, there may be specialised fields of study as child education, education of mentally backward children etc., the handling of which may be facilitated if there was provision in the training college for a first hand study of the same. Where there is no scope for practical application or first hand study of the problems, whatever is learnt will remain mere theory without practical significance.

Further, the pre-elementary and elementary schools are feeders to the secondary schools. In order to have a thorough knowledge of the conditions in the secondary schools, a background of the stages prior to it is equally essential.

Therefore, if a training college is to be a very efficient institution and upto-date in its field of knowledge, a compact area round the training college should have to be developed. There should be provision for institutions right from the pre-elementary stage to the training school stage and one of each type of school should be included. This compact area cannot be built all of a sudden. It should be a gradual development. Secondly, the strength in each of these institutions should not be unwidely. All these schools should be under the direct administration, of the training college. But in order to facilitate administration, each of these institutions should have their own heads or principals working under the guidance of the principal of the training college. Enough scope should also be provided in these schools to use them as experimental schools whenever necessary.

This applies equally to those areas of the multi-purpose high schools which are rather specific, such as Commerce, Technology, Agriculture etc. And it is for this purpose that the Government of India is making an effort to run parallel colleges of Education to cater to all such fields.

The question now arises whether the compact area suggested is practicable and possible in all the training colleges. To have only one kind of attached secondary school will not serve much purpose. Therefore, it may be feasible to see that a

middle-cum-high school and a senior basic-cum-post-basic school are attached to every training college. In areas where the training colleges are close by, the planning can be done in co-operation with one another. If for instance, an elementary school is attached to one training college at a particular period, a pre-elementary school may be developed in another near by training college during the same period. Thus such co-ordinated effort will greatly facilitate matters and cater to mutual advantage. In due course, every college will have its own compact area.

So far the discussion was confined to the first three parts of the questionnaire. In the chapter that follows, the fourth and the fifth parts are dealt with.